



# Superintendent's Report

Regular Business Meeting

October 11, 2022



# Superintendent Update

## Interim Superintendent Rochelle Cox

# Enrollment Update

## Executive Director Tyrize Cox

# Enrollment

	<b>K-5</b>	<b>Middle</b>	<b>High</b>	<b>TOTALS</b>
<b>Current Enrollment</b> <i>(10/1/2022)</i>	13,332	5,466	8,958	27,756
<b>Official 2021 Enrollment</b> <i>(10/1/2021)</i>	13,774	5,958	9,388	29,120

# Staffing Adjustment Process

- **Weekly meeting of a cross-functional team** (Enrollment, Finance, Human Resources, Associate Superintendents, Academics, Special Education)
- **Examine and compare** enrollment numbers vs. registration numbers
- **Monitor shifting enrollment** counts in comparison to “E-Tag” numbers
- **Make staffing adjustment recommendations** based on the 15-day drop number (students who were enrolled but don’t attend for 15 days in a row)
- **Share recommendations** with the Minneapolis Federation of Teachers
- **Official enrollment numbers reported** to MDE (late October/early November)

# Focus School Update

**MPS has identified and is focusing on three schools (Hall, Bethune, Franklin), providing prospective students with:**

- Growth opportunities
- Exciting magnet themes
  - STEM
  - STEAM
- Significant capital investments

# Focus Schools Approach

- **Projected seats are filled**
- **Prioritize retention**
  - Increase/improve student and family experience
  - Ensure that magnet theme implementation is evident
  - Identify, Increase, diversify, community partners
  - Intentionality in out-of-school time programming

# Focus School Supports

## **Cross-functional team monitors weekly:**

- academic performance
- student/family experience
- culture and climate
- communications needs
- relationships between Pre-K to K
- external supports (community partners, charitable contributions)



# Academic Update

## Senior Officer Dr. Aimee Fearing

# What we know

- At some MPS sites:
  - A gap in academic outcomes of over **40 percentage points** exists between white students and students of color.
  - **Less than 10% of students of color**, specifically American Indian and African American students, are proficient in literacy and/or math.
- Academic outcomes, specifically of students of color, were declining before the pandemic and **interrupted learning exacerbated the decline.**
- While MPS trends mirror national trends, the outcomes for MPS students of color, specifically American Indian, African American and Latin American must be addressed. This means change, and **change is not easy.**

# MPS Strategic Plan (Goal #1) SY 22–23

## LETRS for Admin

- 80 out of 80 licenses were filled by administrators.
- 48% have completed the intro.
- 35% have begun working on the 8 units.

## LETRS K–2 Teachers

- 69 out of 120 licenses were filled by K–2 teachers at the 8 designated schools (**Jenny Lind, HIA, Bethune, Hall, Whittier, Nellie Stone Johnson, Anishinabe & Folwell**)
- Opened the remaining 51 licenses to the next identified sites: **Pillsbury, Pratt, and Lucy Laney.**
- 87 out of 120 licenses filled, currently.

## LETRS K–2 TOSAS (Teachers on Special Assignment)

- 5 TOSAs have already completed LETRS through MDE.
- 18 TOSAs are joining the cohorts this fall.

# MPS Strategic Plan (Goal #1) SY 22–23

## Groves

- Coaching has begun at all Groves sites (**Jenny Lind, Bethune, Lucy Laney, Cityview, Burroughs, Barton, Windom, Northrop, Loring, Kenwood & Nellie Stone Johnson**).
- Provided report card guidance documents for families.
- Learning walks in Groves schools with K-5 Content Leads and Groves staff

## Functional Phonics

- Provided training for teachers at **Folwell, Hall, HIA, and Whittier**.
- Coaching sessions began September 26th.

## PRESS

- Led professional development for new schools during August sessions.
- Provided training for K-2 TOSAs at first meeting of the year.
- Have collaborated with MPS literacy staff to create an educator-friendly [decision tree](#).
- Co-facilitated Principal PD on September, 29th.

# MPS Strategic Plan (Goal #1) SY 22-23

## Literacy: Grades 6-12

### Middle School

- Increasing system-wide understanding of how MPS can support literacy across all disciplines using GELN (General Education Leadership Network) as a foundational resource
- Reading teachers and training in the use of **Strategic Adolescent Reading Intervention**
- Literacy content leads are collaborating with other content area leads and specialists to boost literacy practices beyond the English classroom.
- Co-teaching teams working with our Multilingual Learners

### High School

- Assessing Literacy practices through classroom visits, collaboration with administrators and teacher leaders
- Literacy walks with teacher teams
- Best Practices in action, reflection and classroom instruction application

# MPS Strategic Plan (Goal #1) SY 22–23

## Elementary Math K–5 Curriculum: Bridges/Number Corner Professional Development & Implementation

### K–5 Teachers

- 90% of teachers attended “Getting Started with Bridges/Number Corner” PD
- Math Mobile visited each elementary school to provide additional math tools and storage supplies.
- 70% of teachers attended Unit 2 Planning PD

### K–2 Math & Literacy Specialists

- 100% of K–2 Math and Literacy Specialists attended “Building Effective Unit Planning Processes” PD
- working closely with classroom teachers in creating the conditions for the implementation of Bridges/Number Corner.

### K–5 Administrators

- Preparing to lead Bridge Implementation PD
- Academic Principal PD Sessions in October and November on how to lead through building effective unit planners and examining Number Corner

# MPS Strategic Plan (Goal #1) SY 22–23

**Reading Corps** works with 20+ elementary schools and **Reading Partners** works with 2 elementary schools to provide literacy tutoring to students in grades prek–3. These programs support students who are 2 or more grade levels behind.

**Beacons** staff provide tutoring/homework help to students at the sites they serve: **Sullivan/Anishinabe, HIA, NSJ, Laney, Anwatin, Northeast, Franklin, Olson, Edison, Henry, North** and **Roosevelt**.

**Community Ed programs** partner with organizations that provide afterschool homework help balanced with recreation/sports (ex. Fred Wells Tennis and Education Center, MN STEM partnership).

# MPS Strategic Plan (Goal #1) SY 22–23

## Middle and high schools

- **MIGIZI**– academic supports for All Nations students at South
- **826MSP**– creative writing and literacy support at South
- **Northside STEM/Summit Academy**– STEM-related supports for northside schools
- **Reader/Writer**– partnership with multiple elementary schools for literacy support

## Free Community Based Programs (Open to all families)

- Hennepin County Library–Homework Help
- Prepare2Inspire/U of M
- 826MSP Afterschool Writing



# MPS Strategic Plan and Learning Loss

- The **MPS Strategic Plan** is the roadmap to address Learning Loss and will continue to be the focus.

## **Academics, Student Well-Being, Effective Staff, School and District Climate**

- **Academics:** Strengthening core instruction through **content knowledge, cognitive science** and **culturally responsive instructional practices** will address short and long term academic disparities existing in MPS.
- **For SY 22-23, MPS will create and offer “boosts” aligned to the Strategic Plan that allow more intensive support through:**
  - **additional time for student learning**
  - **explicit intervention strategy**
  - **staff training**

# Optional Academic Boosts

## **Additional time available for student learning**

- Winter Break, Spring Break, Extended Summer Programming

## **Explicit intervention strategy available to schools**

- High-dosage tutoring: One on One or Small Group Tutoring at least 3X per week
  - Tutoring Management System
  - Online Tutor Training
  - Virtual Tutors in literacy and/or math that are steeped in evidence-based practices for improving literacy and/or math
  - Data security features
  - Compatible integration with Clever or similar
  - Tech Support
  - Evidence-based Reading and Math Tutoring Curriculum

# Optional Academic Boosts

## Providing additional assessments in elementary literacy

- Elementary unit and interim assessments to track core instruction K-5 literacy
  - Benchmark Advance assessments will provide teachers with data on **core instruction**.

# Optional Strategic Plan Boosts

## Staff training

- Professional Learning Communities (PLC) packages for elementary literacy and math
- Additional seats for LETRS for teachers who choose to join
- Additional opportunities for sites who choose to implement Functional Phonics
- Professional Development Learning Suite

# Strategic Plan Update

## Executive Director Sarah Hunter

# MPS Strategic Plan Goals



## Goal 1

### Academic Achievement



Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.



## Goal 2

### Student Well-being



Every student's physical and mental well-being is addressed as an integral part of their education.



## Goal 3

### Effective Staff



School and central office staff approach all work centered on students and equity.



## Goal 4

### School and Building Climate



MPS is known by our community as welcoming, responsive, and connected.

# Goal 1: Academic Achievement Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>All schools follow an academic schedule and calendar that supports academic priorities as identified in CDD and strategic plan</p>	<ul style="list-style-type: none"> <li>• Site Based Calendars follow the required scheduling parameters to ensure all sites provide equitable access to academic programming</li> <li>• Creation of clearly articulated core content sequence (such as English, Math, History, Geography, Science, Art and Music) K-8 that aligns to high school preparedness for college credit courses and programming</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling parameters have been shared with schools</li> <li>• Master schedules collected this fall to check for alignment</li> <li>• Evaluating all core content sequences (K-8) and identifying gaps in curriculum, resources and instruction.</li> </ul>
<p>Schools are staffed appropriately (manageable vacancy rates) in all course and thematic areas; funding and resources are sustainable and predictable</p>	<ul style="list-style-type: none"> <li>• Increase retention rates to at least 90% in each school-based staff group</li> </ul>	<ul style="list-style-type: none"> <li>• Currently at 8% vacancy rate for licensed staff (10% is national average)</li> </ul>

# Goal 1: Academic Achievement Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
Additional time needed for required professional development	<ul style="list-style-type: none"> <li>Confirm that Professional Learning Communities (PLCs) are occurring weekly across the district</li> </ul>	<ul style="list-style-type: none"> <li>Time built into current 3-year calendar</li> <li>PLCs are to occur once per week</li> </ul>
All teachers use district-approved curriculum and appropriate interventions	<ul style="list-style-type: none"> <li>All K-5 teachers are using MPS-approved literacy and math curriculum in their classrooms</li> <li>All K-8 teachers are following updated decision trees for literacy and math</li> <li>All staff are following MPS policies and procedures on text selection and usage</li> <li>All teachers have access to and engage in professional development that supports the ongoing use of MPS-approved curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Currently auditing K-5 Literacy Curriculum</li> <li>New K-5 Math curriculum implemented districtwide beginning Fall 2022</li> <li>Decision trees created and building leaders and teachers received professional development on implementation</li> <li>MPS policies and procedures on textbook selection incorporated into ongoing professional development</li> </ul>



# Goal 1: Academic Achievement Conditions Update

<b>Condition:</b>	<b>We will know the condition has been met when...</b>	<b>This is where we are currently...</b>
<p>Stronger systems of accountability for low-performing staff and the HR staff needed to implement</p>	<ul style="list-style-type: none"><li>• The Standards of Effective Instruction and School Leadership (SOEI and SOESL) are increasingly accepted tools for measuring accountability, with clear measures and rubrics aligned to outcomes for students</li><li>• Supervisors are trained around the use of evaluation tools such as Standards of Effective Instruction and School Leadership, as well as the accountability systems associated with them</li></ul>	<ul style="list-style-type: none"><li>• Teacher and principal evaluation systems exist, but are primarily used as coaching tools</li><li>• For all other staff areas, no standardized performance evaluation system exists; handled individually by each supervisor</li><li>• No merit increases</li></ul>

# Goal 2: Student Well-Being Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>Mental health supports appropriately resourced and staffed</p>	<ul style="list-style-type: none"> <li>Licensed MPS Alcohol and Drug counselors are specifically assigned to middle and high schools</li> <li>Each MPS site has an assigned MPS Mental Health Support Specialist</li> </ul>	<ul style="list-style-type: none"> <li>MPS has 1.0 FTE Licensed Alcohol and Drug Counselor supporting all sites across the district.</li> <li>Currently MPS has 6.0 FTE MPS Mental Health Support Specialist positions supporting all sites across the district.</li> <li>All MPS sites have access to Tier 1-3 School-Based Mental Health Services</li> </ul>
<p>Diverse pool of mental health professionals available and hired</p>	<ul style="list-style-type: none"> <li>MPS has a staffing and agency recruitment plan that prioritizes candidates and agencies that represent the students, families and communities in MPS.</li> </ul>	<ul style="list-style-type: none"> <li>Creating an MPS staffing and agency recruitment plan that prioritizes candidates and agencies that represent the students, families and communities in MPS.</li> </ul>

# Goal 2: Student Well-Being Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>MPS-adopted social and emotional learning (SEL) curriculum</p>	<ul style="list-style-type: none"> <li>• PreK-8th grade students benefit from morning meetings or advisory classes that provide approved supplemental SEL resources fit to their needs and identities.</li> <li>• All high school students have the opportunity to participate in regularly scheduled SEL-focused curriculum and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple SEL curriculums in use in MPS</li> <li>• MPS Equity and School Climate partnering with Teaching &amp; Learning and CASEL consultants around curriculum review process, and with MPS Mental Health Team around use of materials that support student well-being.</li> </ul>
<p>Adequate fill rate of operation positions including Culinary and Wellness Services, building engineers and bus drivers</p>	<ul style="list-style-type: none"> <li>• Vacant positions are filled, and the department no longer utilizes extended time to meet daily custodian service schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant Operations currently has an 18.5% vacancy rate</li> <li>• Culinary and Wellness Services has a 32% vacancy rate</li> <li>• Transportation has a 30% vacancy rate</li> </ul>

# Goal 2: Student Well-Being Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>Districtwide restorative practices plan appropriately resourced and staffed</p>	<ul style="list-style-type: none"> <li>All staff trained and coached to implement restorative practices to build relationships and repair harm/restore relationships.</li> <li>Hate and bias protocol implemented at each school site.</li> </ul>	<ul style="list-style-type: none"> <li>6 schools currently in restorative practices cohort through Legal Rights Center (LRC)</li> <li>Equity and School Climate department participating in restorative cohort training with LRC</li> <li>Equity and School Climate Team available to provide healing and affinity circles for Black, Indigenous students and staff of color.</li> <li>Hate and Bias Committee meeting to create MPS response</li> </ul>
<p>Youth enrichment programming appropriately resourced and staffed across MPS</p>	<ul style="list-style-type: none"> <li>MPS has adequate and sustainable funding and staffing for academic and enriching after-school activities</li> </ul>	<ul style="list-style-type: none"> <li>ALC or Extended Day: Programming at 41 out of 51 Elementary and Middle Schools</li> <li>Youth Enrichment: At 41 schools with an additional 10 schools receiving enrichment from community partners.</li> </ul>

# Goal 3: Effective Staff Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
Sustainable funding for and commitment to pathway programming	<ul style="list-style-type: none"> <li>MPS fully funds pathway programs out of general fund dollars</li> <li>Successfully prepare and develop a significant number of educators through pathways so licensed staffing is stabilized and projectable</li> <li>Pathways are hard-written into MPS' long-range planning</li> </ul>	<ul style="list-style-type: none"> <li>Most pathway programs have been funded by external funders, state agencies and grants</li> <li>In 2022-23, MPS to develop 16 licensed educators through the Grow Your Own Teacher Pathways</li> <li>Pathways are funded, staffed, and relied on as a regular and essential district team</li> </ul>
Competitive wage and benefits packages	<ul style="list-style-type: none"> <li>MPS able to compete with market changes with contractual language flexibilities</li> <li>MPS able to keep pace with the ever-changing market conditions, as wages and benefits have to be negotiated</li> </ul>	<ul style="list-style-type: none"> <li>Collective Bargaining Agreements (CBAs) tightly limit and prescribe salary placement</li> <li>Some CBAs limit salaries upon promotion and do not incentivize promotional movement, impacting promotion and retention</li> </ul>

# Goal 3: Effective Staff Conditions Update

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>Sufficient vacancies for recruiting staff of color, which may be impacted by enrollment</p>	<ul style="list-style-type: none"> <li>• Pathway programs support the hiring of experienced MPS staff of color</li> <li>• We are able to predict staffing, which includes staff of color, based on pathway enrollment</li> <li>• When MPS is committed to staffing classrooms with people of color through committed funding and additional programs and supports for staff of color.</li> <li>• Committed resources to build programs and structures that support non work-related retention efforts for out-of-state recruited talent</li> </ul>	<ul style="list-style-type: none"> <li>• Limited number of people of color who are licensed talent and licensed teachers available for hire both in the industry and market</li> <li>• Recruiting people of color is difficult with limited job protections, lack of familial, communal and religious ties and supports in Minneapolis and Minneapolis</li> <li>• Specific vacancies are unknown until late in the year/hiring season, which hinders MPS' ability to hire from a broader, more diverse pool of candidates.</li> </ul>

# Goal 3: Effective Staff Conditions Update

<b>Condition:</b>	<b>We will know the condition has been met when...</b>	<b>This is where we are currently...</b>
Positive organizational climate	<ul style="list-style-type: none"><li>• Student and staff retention improves as compared to baseline data</li><li>• Staff and students share feedback of feeling welcomed, included and valued in MPS</li><li>• Positions filled at schools</li></ul>	<ul style="list-style-type: none"><li>• MPS staff returning to new school year with new leadership</li><li>• Continuing to get building vacancies filled</li><li>• Implementation of the strategic plan with a focus on building stronger relationships</li></ul>

## Goal 4: School & District Climate Conditions Current State

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>Policy 1692 (site council policy) implemented with fidelity</p>	<ul style="list-style-type: none"> <li>Schools have submitted site council protocols, meeting dates, names, ethnicity and roles of their site council members to the Division of Schools</li> <li>Site council meeting notes are published on schools' websites</li> <li>School site councils will host at least one all-school stakeholders meeting during each school year</li> <li>Associate Superintendents will review site council membership and practices with principals to ensure Policy 1692 is implemented with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>A recommended revised Policy 1692 will be presented at the Policy Committee on October 4, 2022</li> <li>No system to track whether or not schools' site councils are representative of their student racial and ethnic demographics</li> <li>Schools inconsistently publish site council meeting times and notes on their school's websites</li> </ul>



# Goal 4: School & District Climate Conditions Current State

Condition:	We will know the condition has been met when...	This is where we are currently...
<p>Equity Competencies embedded into performance management and professional development systems</p>	<ul style="list-style-type: none"> <li>• Equity Competencies are finalized and shared districtwide</li> <li>• All MPS staff have engaged in professional development on the new Equity Competencies</li> <li>• New Equity Competencies are used as a tool in the revision process for Standards of Effective Instruction (SOEI) and Standards of Effective School Leadership (SOESL)</li> </ul>	<ul style="list-style-type: none"> <li>• Final revision of new Equity Competencies in school year 22-23</li> <li>• Create and implement plan to deliver professional development to staff focused on Equity Competencies</li> </ul>

# Goal 4: School & District Climate Conditions Upcoming Work

Condition:	We will know the condition has been met when...	This is where we are currently...
Full implementation of Student Placement EDIA	<ul style="list-style-type: none"> <li>All short-term action items are completed by Year 3 (June 2023)</li> <li>All long-term action items are in full implementation by Year 3 (June 2023)</li> </ul>	<ul style="list-style-type: none"> <li>24 short-term action items: 96% are completed</li> <li>29 long-term action items: 66% are in full implementation, 21% are in initial implementation, 3% are in installation, 10% are in exploration</li> </ul>
Continued support and sustainable funding for stakeholder voice structures to support planning and decision making	<ul style="list-style-type: none"> <li>Funding for stakeholder voice structures no longer funded by short-term grants</li> <li>Data collected by caregivers and students used in school and district decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Youth Participatory Evaluation programming continues through Youth Voice Advisors in each school</li> <li>Site-based Parent Participatory Evaluation programming offered in the 15 sites with highest percent of students who qualify for educational benefits</li> <li>EDIA committee continues to support both the completion of full EDIAs and three years of progress monitoring following each EDIA.</li> </ul>

# Goal 4: School & District Climate Conditions Upcoming Work

<b>Condition:</b>	<b>We will know the condition has been met when...</b>	<b>This is where we are currently...</b>
<p>K-12 magnet pathways are clearly articulated; funding for thematic instruction and integrated learning opportunities is sustainable and predictable.</p>	<ul style="list-style-type: none"> <li>• All K-8 magnet sites have a vision, mission, professional development and marketing plan accessible to the community</li> <li>• All K-8 magnet sites have thematic-based curriculum units aligned to state standards</li> <li>• All K-8 magnet sites have a high school pathway built upon and promoting continuity of the magnet theme</li> <li>• All K-8 magnet sites, K-12, meet integration enrollment targets</li> </ul>	<ul style="list-style-type: none"> <li>• Vision, mission, PD and marketing materials are in development in SY22/23 with magnet site coordinators and academic support team</li> <li>• Dual language schools have thematic curriculum. Thematic curriculum is in development for all other magnet areas.</li> <li>• Arts, STEM and dual language pathways are developed. Global Studies and Humanities pathway is being developed.</li> </ul>

# Questions