Committee of the Whole

December 5th, 2023

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Superintendent Update
Interim Superintendent Rochelle Cox

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MPS Strategic Plan Goals

MPS *Learns* | **MPS** *Supports* | **MPS** *Works* | **MPS** *Together*

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.

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Prioritized Strategies for the 2023–2024 School Year

GOAL 1

Provide standards-based core instruction with a focus on literacy and mathematics.

Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

GOAL 2

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Summary of Prioritized Strategies

GOAL 3

Deepen strategic recruitment of high quality, diverse teachers and staff

GOAL 4

Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Goal 1 FastBridge Data by Federal Ethnicity

FastBridge Test	Percent Proficient by Federal Ethnicity (Fall 2022 | Fall 2023)						
	All MPS	**Black or African American**	**American Indian**	**Asian**	**Hispanic**	**Two or More**	**White**
earlyReading (K)	60% | **61%**	44% | **49%**	45% | **26%**	51% | **53%**	31% | **28%**	55% | **65%**	79% | **82%**
earlyReading (1)	45% | **43%**	28% | **31%**	21% | **24%**	38% | **36%**	18% | **21%**	46% | **38%**	65% | **59%**
aReading (2-9)	50% | **51%**	25% | **29%**	28% | **31%**	38% | **39%**	24% | **21%**	51% | **55%**	79% | **81%**
CBMreading (2-5)	-- | 52%	-- | 35%	-- | 35%	-- | 45%	-- | 25%	-- | 54%	-- | 75%
earlyMath (K)	-- | 66%	-- | 60%	-- | 45%	-- | 59%	-- | 35%	-- | 70%	-- | 85%
earlyMath (1)	-- | 60%	-- | 45%	-- | 50%	-- | 56%	-- | 31%	-- | 62%	-- | 81%
aMath (2-9)	41% | **45%**	14% | **18%**	16% | **20%**	32% | **38%**	17% | **18%**	41% | **47%**	72% | **76%**

*Hawaiian/Pacific Islander subgroup not reported due to low Ns

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Goal 1 FastBridge Data by Demographic Subgroup

FastBridge Test	Percent Proficient by Demographic Subgroup (Fall 2022 | Fall 2023)			
	All MPS	**English Learner**	**Receiving Special Education Services**	**Identified as Homeless or Highly Mobile**
earlyReading (K)	60% | **61%**	31% | **25%**	41% | **43%**	25% | **27%**
earlyReading (1)	45% | **43%**	22% | **24%**	35% | **29%**	15% | **14%**
aReading (2-9)	50% | **51%**	8% | **7%**	22% | **24%**	15% | **10%**
CBMreading (2-5)	-- | 52%	-- | 19%	-- | 28%	-- | 15%
earlyMath (K)	-- | 66%	-- | 34%	-- | 44%	-- | 37%
earlyMath (1)	-- | 60%	-- | 31%	-- | 43%	-- | 25%
aMath (2-9)	41% | **45%**	7% | **9%**	17% | **20%**	7% | 7%

Goal 1: Strategy 1.1 Progress Update

Provide standards-based core instruction with a focus on literacy and mathematics.

Ongoing	- Full implementation of K-5 math and Sexual health curricula - Pilot material selection for K-5 literacy, 6-8 ELA, and 9-12 ELA - On track to complete pilot and curriculum selection process for 6-12 math and Health - Relaunching steering committee for K-5 Social Studies adoption - Support triad interventions and related PD, resources, and materials - Draft and reinforce district-wide literacy and math content knowledge and instructional practices through ongoing PD - Support newcomer and sheltered instruction PD - Cross departmental newcomer support group and development of a newcomer plan
Upcoming	- Establish vision for standards-based assessment policies and practices - Collect data around current curriculum adoptions

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Goal 1: Strategy 1.2 Progress Update

Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

Ongoing	- Finalize equity and anti-racist criteria for curriculum adoptions - Develop a workplan to align teacher and principal/assistant principal evaluation protocols to the anti-racist criteria/equity competencies - Dream Catcher Project: Initial training for Indian Education, cultural staff, special education and administrative leadership. Ongoing coaching and professional development through virtual meetings, localized team-building activities, on-site visits and workshops.
Upcoming	- Gather data to evaluate the impact of the Dream Catcher Project and to identify ways to better incorporate culturally significant strategies into interventions and special ed evaluations - Utilize equity and anti-racist criteria with fidelity in the school year '23-24 curriculum adoption evaluation

Land Acknowledgement

Thomas Edison School is built on the homelands of the Dakota people. The name Minnesota comes from the Dakota name for this region, *Mni Sota Makoce*, which means "the land where the waters reflect the clouds." We thank the Dakota people, and recognize how the United States has committed acts of violence against them.

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Goal 2: Student Wellbeing - Student Safety

How safe do you feel...	Percent of students (*of 70% completion rate*) responding "Mostly Safe" or "Very Safe"
In the hallways of the school?	70%
In the bathrooms of the school?	60%
Outside around the school?	75%
In your classes?	89%
Traveling from home to school?	78%

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Goal 2: Strategy 2.4 Student Wellbeing Progress Update

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Completed	• Alignment of EMSS Specialists to each site, with additional staffing allocated to priority sites
Ongoing	• Each building implements a Site Emergency Team • Implement procedures for responding to critical incidents, including staff support • Implement the Naloxone Emergency Response Protocol • Fill custodial vacancies to enhance building cleanliness
Upcoming	• Hire financial analyst focused on capital planning • Pilot substance use intervention • Enhanced plant operations training, including a Training Academy • HVAC upgrades

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Goal 3: Effective Staff – Employee Retention

	2022-23	Current Year (2023-24)	2026-27 Goal
% of employee retention: staff retained overall and by race	Overall: 82.7% White Staff: 84.1% Black, Indigenous and Staff of Color: 80.1%	Overall: 88.1% White Staff: 89.8% Black, Indigenous and Staff of Color: 85.0%	90% across all groups
Teachers	Overall: 83.4% White staff: 84.2% Black, Indigenous and Staff of Color: 80.6%	Overall: 90.1% White staff: 90.9% Black, Indigenous and Staff of Color: 87.3%	94% across all groups
Principals/APs	Overall: 87.6% White staff: 93.8% Black, Indigenous and Staff of Color: 79.2%	Overall: 89.4% White staff: 88.2% Black, Indigenous and Staff of Color: 91.1%	95% across all groups
Education Support Professionals	Overall: 79.8% White staff: 80.2% Black, Indigenous and Staff of Color: 79.9%	**Overall: 85.3%** **White staff: 87.0%** Black, Indigenous and Staff of Color: 84.1%	85% across all groups

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Goal 3: Effective Staff – Staff Diversity

	2022-23	Current Year (2023-24)	2026-27 Target
Overall	White staff: 63.7% Black, Indigenous and Staff of Color: 35.9%	White staff: 61.9% **Black, Indigenous and Staff of Color: 37.6%**	White staff: 63.2% **Black, Indigenous and Staff of Color: 36.8%**
Teachers	White staff: 80.7% Black, Indigenous and Staff of Color: 19.2%	White staff: 79.1% Black, Indigenous and Staff of Color: 20.8%	White staff: 77.5% Black, Indigenous and Staff of Color: 22.5%
Principals/APs	White staff: 61.9% Black, Indigenous and Staff of Color: 38.1%	White staff: 58.8% Black, Indigenous and Staff of Color: 41.2%	White staff: 55.3% Black, Indigenous and Staff of Color: 44.7%
ESPs	White staff: 46.1% Black, Indigenous and Staff of Color: 53.7%	White staff: 43.3% **Black, Indigenous and Staff of Color: 56.4%**	White staff: 46.2% **Black, Indigenous and Staff of Color: 53.8%**

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Goal 3: Effective Staff – Teacher Vacancies and Diversity of New Hires

	2022-23	Current Year (2023-24)	2026-27 Target
% of classroom teacher vacancies at start of school year	11.0%	20.2% *(as of 11/27 6.48%)*	1.5%
% racial diversity of new hires	47.8% Black, Indigenous and People of Color	52.5% Black, Indigenous and People of Color	54.3%
Teachers	25.8% of new hires were Black, Indigenous and People of Color	31.5% of new hires were Black, Indigenous and People of Color	32.9% Black, Indigenous and People of Color
Principals/APs	66.7% of new hires were Black, Indigenous and People of Color	**66.7% of new hires were Black, Indigenous and People of Color**	**57.6% Black, Indigenous and People of Color**
Education Support Professionals	64.0% of new hires were Black, Indigenous, and People of Color	**66.4% of new hires were Black, Indigenous, and People of Color**	**59% Black, Indigenous and People of Color**

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Goal 3: Strategy 3.3 Effective Staff Progress Update

Deepen strategic recruitment **and retention** of high quality, diverse teachers and staff

Ongoing	● Negotiations with ESP union to ensure salaries are competitive and that the infrastructure exists within MPS to ensure that staff are treated as education professionals
Upcoming	● MPS Academy (MPS-A) launching first cohort in spring 2024 which will provide an in-house, tuition-free MPS path to special education licensure ● Develop Teacher Apprenticeship program in partnership with higher education partners to submit our application to the State in December 2023

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Goal 4: School and District Climate - MPS Staff Climate Experience

Based on your experience, how true or untrue are the following Belief Statements at your site?

Belief Statement	Never True	Sometimes True	Mostly True	Always True
Recruiting and retaining staff who are committed to equity and anti-racism	3.6%	24.1%	39.0%	33.3%
Valuing and respecting the entire identity and lived experiences of all staff	6.1%	26.6%	37.3%	30.1%
MPS staff authentically relate to students, families, and each other culturally, emotionally, and mentally	3.2%	27.6%	45.0%	24.2%
Prioritizing the need for every staff member to be heard and seen in a safe environment, free from retaliation	14.2%	28.5%	32.9%	24.4%

■ Never True ■ Sometimes True ■ Mostly True ■ Always True

Goal 4: School and District Climate - MPS Staff Climate Experience
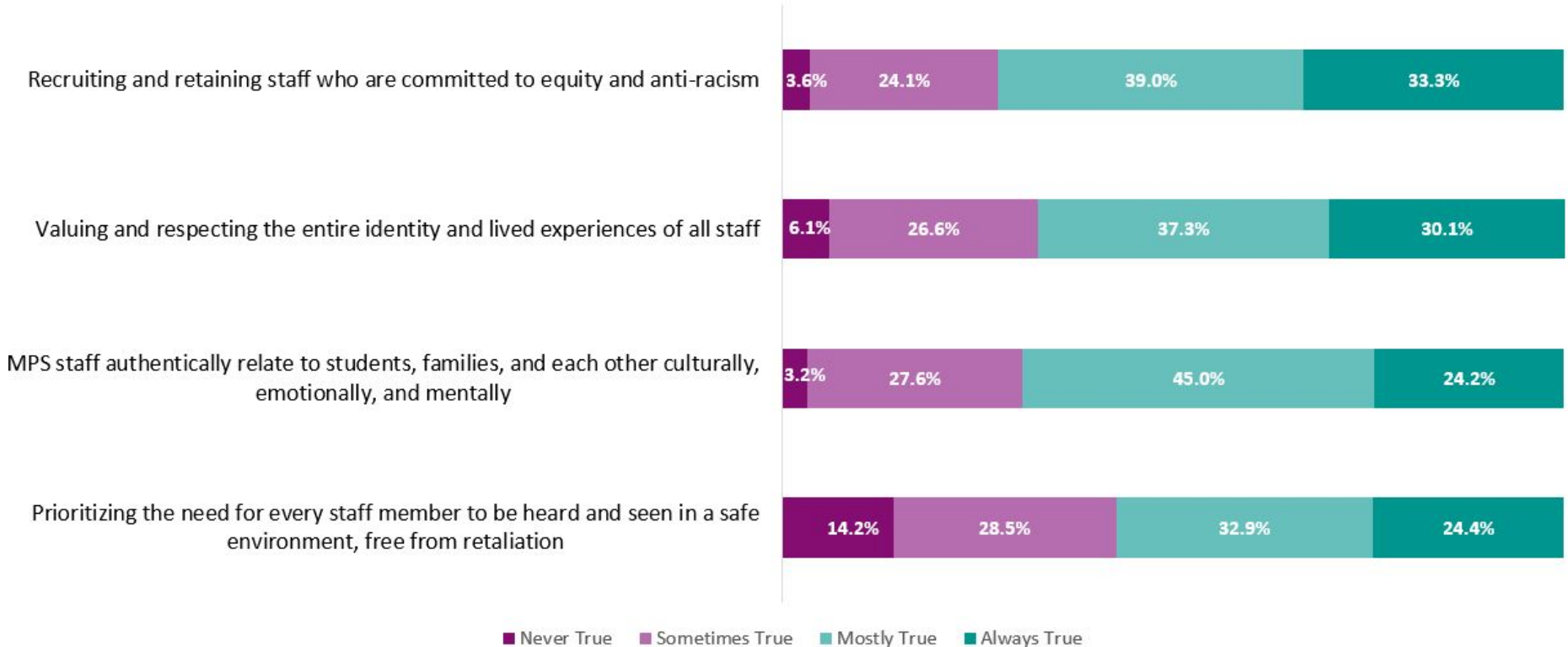
Based on your experience, how true or untrue are the following Belief Statements at your site?

Belief Statement	Never True	Sometimes True	Mostly True	Always True
Prioritizing the need for every staff member to see, know, and experience their culture and traditions being honored in their workplace	5.3%	28.3%	40.1%	26.3%
Providing every staff member with access to effective leadership, and timely, consistent, and equitable coaching and feedback practices that help them grow professionally	16.3%	29.7%	30.9%	23.1%
Establishing and honoring commitments	9.7%	30.8%	32.9%	26.6%
Listening and incorporating ideas, thoughts, and perspectives of staff, and responding to their needs	11.8%	28.9%	35.5%	23.8%
Empowering staff at all levels by inviting their expertise and skills into shared decision-making processes	15.6%	28.9%	29.4%	26.1%

■ Never True ■ Sometimes True ■ Mostly True ■ Always True

Goal 4: School and District Climate - Student Belonging

	Fall **% of students responding "Mostly True" or "Completely True"**	**Spring** **% of students responding "Mostly True" or "Completely True"**
I feel like my classmates accept me for who I am	70%	68%
I feel like I belong when I am in this class.	65%	65%
I feel connected to my classmates	56%	58%
I feel supported to participate in this class.	63%	65%

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Goal 4: School and District Climate - Student Voice

	Fall **% of students responding "Mostly True" or "Completely True"**	**Spring** **% of students responding "Mostly True" or "Completely True"**
This teacher asks for our input about what we want to learn.	45%	52%
I have the opportunity to make choices in this class.	59%	63%
In this class, my ideas are taken seriously.	61%	64%
This teacher responds to student suggestions to make our class better.	64%	66%

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Goal 4: School and District Climate Data

| Strategic Plan Metric	Data
Percent of site councils with proportional representation by race	30% (20 of 67 schools)
Percent of publicly educated Minneapolis-resident students choosing MPS (market share)	82.9%
Number of staff who completed district led equity training	806 staff

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Goal 4: Strategy 4.1 School and District Climate Progress Update

Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Completed	- August professional development for Principals/APs, district department, and new staff uplifting MPS Climate Framework - Development of trainings and protocols to address Hate and Bias within MPS
Ongoing	- Administer Cultivate Survey twice each year to gather student feedback on climate - Establish school equity and school climate teams at sites - Intentional inclusive school and community engagement opportunities to ensure all families feel welcomed, valued, and belong in MPS
Upcoming	- Provide training for school and district staff on strategies to address incidents of hate and bias and reporting - Develop tools for gathering staff and caregiver feedback to support measurement of climate at the school level - MPS staff will receive training on the components of the climate framework, as well their roles in increasing positive climate at their site or in their role

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Goal 4 School and District Climate in Action

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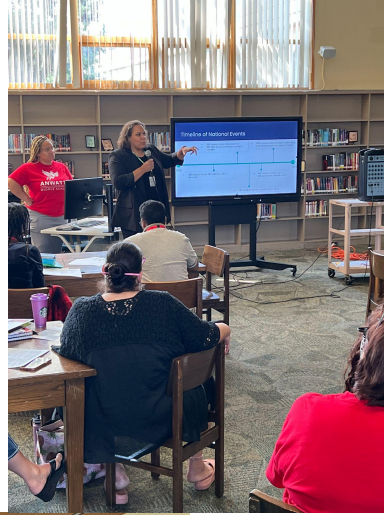
How is the strategic plan alive in MPS in 2023–24?

MPS Learns   MPS Supports   MPS Works   MPS Together

- MPS' new website launches on December 13th, which will include a new and improved landing page for the strategic plan

- We are looking forward to sharing mid-year academic growth data during the next Strategic Plan update during February's Committee of the Whole meeting

- Our budget process will again be aligned with the strategic plan

- As Interim Superintendent Cox visits schools and departments across the district, she and her team gather artifacts that exemplify the strategic plan, some of which are featured in this slidedeck

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Questions?

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Appendix

Cultivate Survey Completion Rates

The Cultivate Survey was administered to students in grades 5-12 twice during the 22-23 school year. Below are the completion rates:

	Total Students Completed Survey	Total Students Grades 5-12	Completion Rate
Fall	9913	25756	38%
Spring	8323	23931	35%

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Cultivate Survey Student Demographics

	Fall Number of Students Completed Survey	Spring Number of Students Completed Survey
Grade Level		
5	1570	1566
6	1450	1165
7	1338	1032
8	1275	1029
9	1254	998
10	1025	902
11	1106	990
12	804	465

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Cultivate Survey Student Demographics

	Fall Number of Students Completed Survey	Spring Number of Students Completed Survey
Race/Ethnicity		
African American	2339	1804
American Indian	259	209
Asian	483	426
Hispanic	1787	1453
Native Hawaiian or Other Pacific Islander	11	11
Two or more	580	461
White	4349	3782
Student Groups		
Eligible for Free/Reduced Lunch	5162	4036
Receiving Special Education Services	1102	831
English Learner	1505	1234

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Cultivate Survey Student Demographics

	Fall Number of Students Completed Survey	**Spring Number of Students Completed Survey**
Home Language		
English	7065	5953
Hmong	213	177
Somali	705	524
Spanish	1478	1194
Other	347	299

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MPS Staff Climate Survey

The MPS Staff Climate survey was an online survey emailed to all staff in May-June 2023. The survey asked respondents to review and rate the 9 climate belief statements. There was a total of **1,007 respondents**.

Role	Total Respondents
Classroom Teacher	362
District-level staff member/Davis Center	39
Education Support Professional	97
English Language (EL) Teacher	35
Related services staff (e.g., audiology, DAPE, OT/PT, Psych, Speech/Language)	84
School support staff (e.g. culinary services, engineer, bus driver)	24
Special Education Teacher	83
Specialist Teacher	37
TOSA (Teacher on Special Assignment)	34
I prefer not to answer	86
Other	61

MPS Staff Climate Survey Demographics

Race/Ethnicity	Total Respondents
African American or Black	60
American Indian or Alaskan Native	17
Asian	37
Latin American or Latino/a/x	29
Middle Eastern or North African	–
Native Hawaiian or Other Pacific Islander	–
White	691
Other	14

MPS Staff Climate Survey Demographics

Gender	Total Respondents
Female	648
Male	177
Non-binary	15
An option not listed here	–
I prefer not to answer	97

Do you identify as part of the LGBTQ+ community?	Total Respondents
No	705
Yes	113
I prefer not to answer	110
I'm not sure	13

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