

Minneapolis Public Schools

100-Day Plan Final Report



WE ARE **M P S**

100 Day Entry Plan

Listening and Learning Summary



As a part of my 100 Day Entry Plan, it was my goal to hear and learn from MPS stakeholders. I have had the opportunity to connect with students, staff, parents, community members, partner organizations and many more. I am thankful for the insights and perspectives that have been shared with me.

As superintendent, my listening and learning will never stop, but I did want to share with the MPS community what my listening looked like and the common themes that I heard during my first 100 days in this role. I look forward to working with not just my leadership team but all MPS stakeholders to incorporate the feedback we received and observed in my first 100 days as we write the next MPS chapter together.

A handwritten signature in black ink that reads "Lisa Sayles-Adams". The signature is fluid and cursive.

Dr. Lisa Sayles-Adams
MPS Superintendent





School Visits

In my first 100 days, I had the opportunity to visit 51 of our schools and two contract alternative sites. From visiting with students and staff, walking the halls with administration and attending special events and assemblies, time in our schools and classrooms provided a valuable lens to MPS. I look forward to beginning the upcoming school year exploring the sites I have not visited yet.

Internal Stakeholder Meetings and Events

The heartbeat of MPS is our students, staff and families. In my first 100 days, I had the opportunity to meet and receive feedback from a variety of internal MPS stakeholders. In this upcoming school year I am excited to continue to connect with staff, departments and parent advisory councils.

- Board Directors
- Central Office Staff Meetings
- CityWide Student Leadership Board
- Departments
- Labor Unions
- Parent Advisory Councils (American Indian, Black, District, Latino, Hmong, Somali)
- Principals' Meetings
- Public Comment
- School Events and High School Graduations
- Senior Leadership

External Stakeholder Meetings and Events

The reach and impact of MPS extends beyond the walls of our schools. In my first 100 days in this role, I had the opportunity to meet with individuals and organizations that contribute to the success of our district.

- Achieve Twin Cities
- African American Leadership Forum
- Association of Metropolitan School Districts
- Community Members, Organizations and Faith-based Institutions
- Elected Officials (Local, State and Federal)
- Generation Next
- MFT Retired Teachers Chapter
- Minneapolis Park and Recreation Board



Community Listening Sessions

In partnership with our district's central office and school based staff, myself and district leadership held seven community listening sessions (six in-person and one virtual) in each part of the city and hosted an online survey. Along with providing an opportunity for the MPS community to engage with district leadership, at these sessions and via the survey we asked attendees three questions:

1. **What excites you about MPS?**
2. **What is one thing working well at MPS?**
3. **If you were superintendent, what would you change first?**

A total of 2,660 responses were collected from nearly 1,500 participants. The data that was collected was then synthesized by our Research, Evaluation and Assessment Team for common themes. As I continue as superintendent, I look forward to finding and creating opportunities for our community to engage with leadership. I also recognize that we must work to improve what our engagement looks like, so the data we receive better reflects our MPS community.

Demographics

The racial and ethnic makeup of respondents is not fully reflective of the diversity of students who attend MPS. Respondents who identified as white are overrepresented, while respondents who identified as Latine, Black, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander are underrepresented. Respondents who identified as Asian are represented at the same percentage as MPS district enrollment of Asian students.

The largest stakeholder group to respond were parents/guardians of current students (61%), followed by MPS employees (40%), community members (32%), and students (2%). Respondents were able to identify more than one stakeholder group as applicable (e.g. an employee who is also a parent of a current student). Figures 1-5 illustrate the demographics of respondents. Percentage totals in figures 1 and 2 exceed 100 due to the ability to select more than one response if applicable.

Figure 1. What community group(s) do you belong to? (Total Responses = 2305)

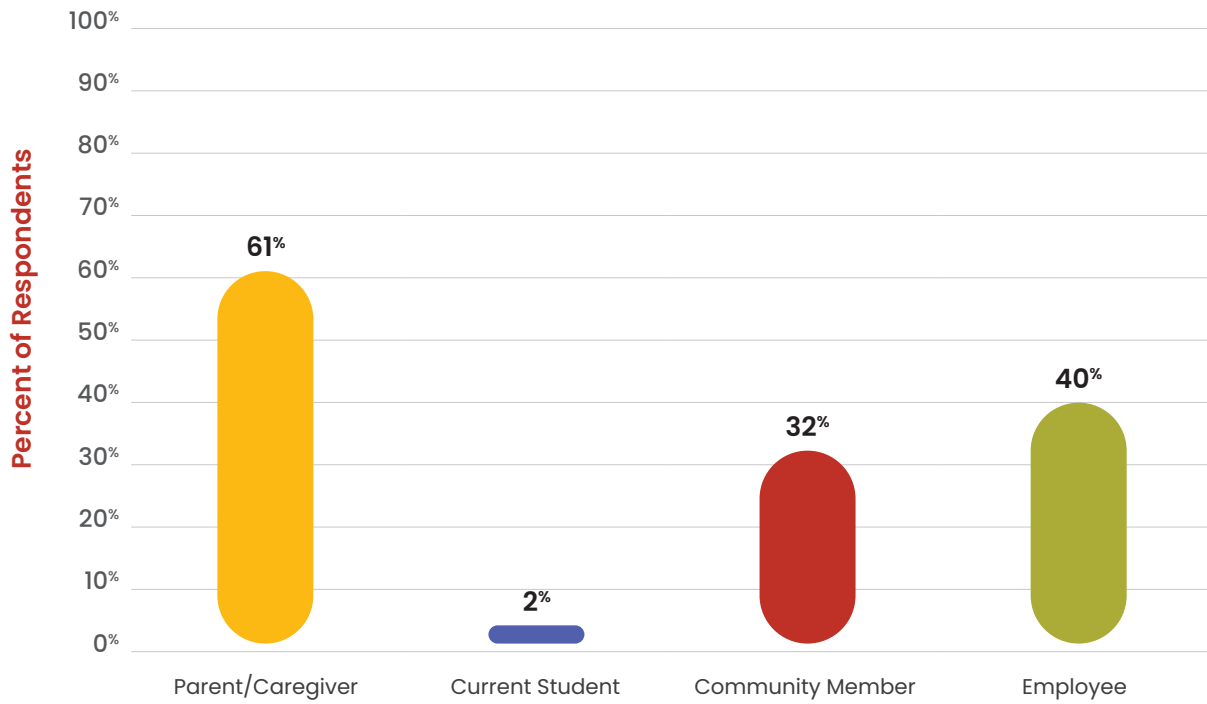


Figure 2. Which of the following best describes you? (Total Responses = 1557)

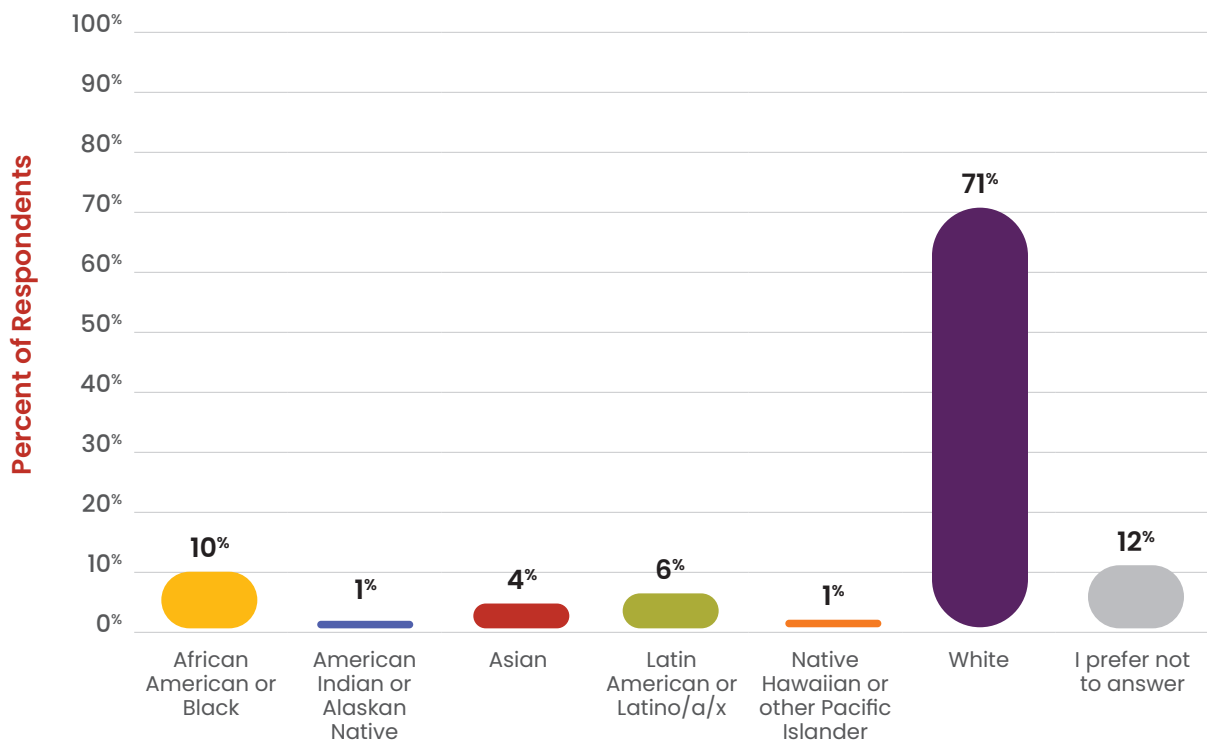


Figure 3. What area of Minneapolis do you currently live in? (Total Responses = 1592)

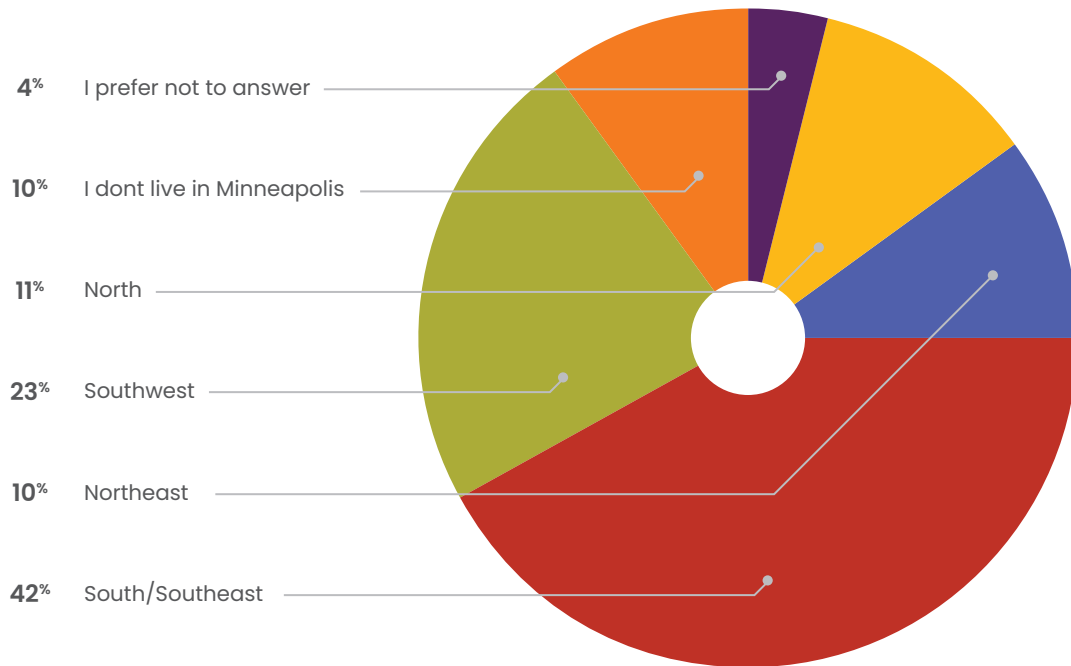


Figure 4. Which of the following best describes you? (Total Responses = 1568)

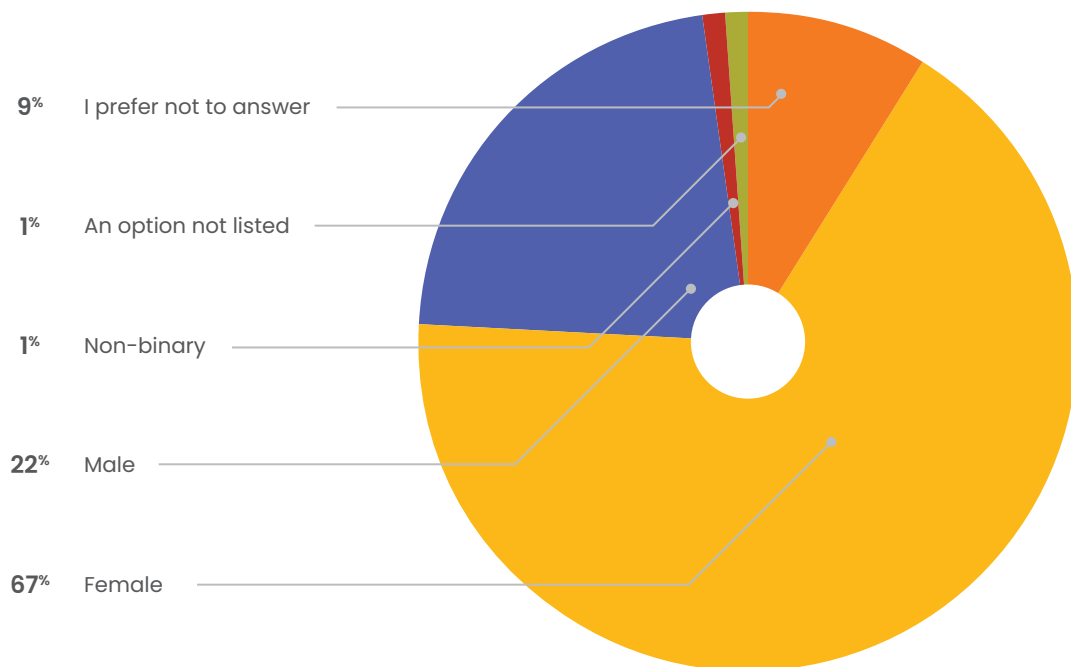
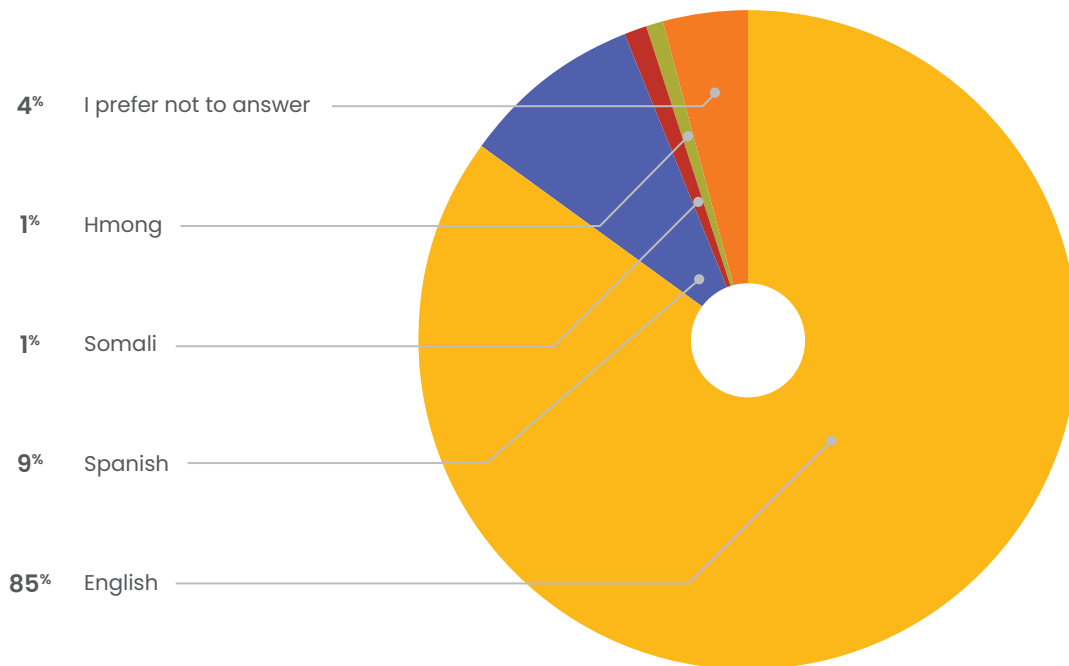


Figure 5. What language(s) do you speak at home? (Total Responses = 1579)



What excites you about MPS? What is one thing working well at MPS?

Questions 1 and 2 had similar response patterns with regard to what excites stakeholders about MPS schools and what is working well in MPS schools.

Respondents appreciate the staff and student diversity in the district. The racial and ethnic diversity, as well as a diversity of languages, countries of origin, ability, culture, etc. in the district is highly valued. Respondents also value the community that is created in MPS schools, and express an appreciation for neighborhood schools in particular. The relationships that develop between neighbors, teachers, students and parents were commonly expressed.

Additionally, respondents believe that school-based staff are hard-working, dedicated and passionate and that they care deeply about their students. Finally, respondents frequently mentioned access to music and the arts, the variety of courses and opportunities and dual-language programs as particular bright spots in the district.

If you were superintendent, what would you change first?

The third question asked stakeholders what their first priority would be as superintendent to change. The most common response was right-sizing the district to ensure that schools in operation match the number of students enrolled. Stakeholders understand that rightsizing the district is necessary to achieve a balanced and sustainable budget, which was another high priority for respondents.

Another common response theme was class sizes and flexibility in school choice. Many stakeholders expressed concern about class sizes for the upcoming school year and the quality of learning in large classes, especially at lower grade levels. In addition to class sizes, the lack of flexibility in school choice established by the Comprehensive District Design (CDD) remains a concern. This was especially true for parents/guardians whose community school is no longer the closest location to their house.

Another area of priority for respondents was district policies, specifically the district discipline policy and technology policy. Stakeholders expressed concerns about escalated student behaviors without the appropriate staff and procedures to effectively address it. With regard to technology, many respondents stated that they want the district to adopt a stricter cell phone policy to ensure that learning is students' focus during the school day.

Stakeholders want the district to continue to fund and expand music and arts programming. Respondents believe it is important for students to have classes in their day beyond traditional academic subjects. Respondents also expressed a need for more support and resources for the special education program.

Finally, respondents expressed a desire to see increased support of site-based staff, including a particular focus on the recruitment and retention of diverse, high-quality teachers and ESPs. The need for staffing stability and equity across the district was a common response. Respondents also expressed a need to increase multilingual staff to meet the needs of our growing population of students and families new to the country.

Where do we go from here?

The next phase of my work is to evaluate and lead. We will be sharing the feedback from my first 100 days with MPS leaders and staff. As we process the feedback, we will be identifying specific actions that we can take in our schools and at Central Office to improve.

It is also important for our staff to know and hear what is going well so that we can sustain those strengths. As we start the new school year, our students, families and staff should start to see and experience improved services, excitement about the future and responsive and adaptive change. Each individual person contributes to the culture and narrative that is MPS.

Together, we are Minneapolis Public Schools, and the more that we all take ownership of and personalize our impact on the broader community, we will increase our enrollment, retain our families, achieve the outcomes we set for our students and attract and retain the best and the brightest to join us in our efforts.



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