An Overview

of

Minneapolis Public Schools

April 8, 2004

Academics

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Appendix B

Academics

Current Initiatives in Minneapolis Public Schools (March 2004)

Arts for Academic Achievement (AAA)

With the help of an Annenberg Challenge grant in 1998, teachers have collaborated with local artists and art agencies to integrate the arts across the curriculum. Over the past five years, 62 schools have integrated the arts, affecting more than 20,000 students, 300 local art partners and 3,000 teachers.

An evaluation by the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) shows that four years of integrating the arts into the curriculum has brought about significant improvement in student performance and changed how teachers teach. Specifically, the study indicates that AAA has:

- ❖ Positively impacted the achievement gap and improved learning in reading and math for students in general.

- ❖ Changed teacher practice to better meet the needs of diverse student populations.

- ❖ Provided consistent, long-term support to schools and teachers that is coupled with accountability.

CAREI's report is available online at: http://aaa.mpls.k12.mn.us/Research_and_Evaluation.html

Attendance

Each student will attend school at least 95 percent of the time (i.e., miss fewer than eight days of school per year). Since MPS adopted this goal in 1998, the number of students meeting the attendance goal has risen by 13 percent in elementary schools, 12 percent in middle schools, and five percent in high schools. Improved attendance also mirrors improved test scores: In 2001, of those students who attended less than 85 percent, one-third passed the Minnesota Basic Standards Tests in reading compared to two-thirds of the students who attended 95 percent.

For more information: http://www.mpls.k12.mn.us/Attendance.html

Class Size

In Minneapolis, smaller class size is an effective means of addressing the achievement gap because:

- ❖ Each student receives more individualized instruction.

- ❖ Teachers can be more creative and effective in the classroom.

- ❖ There is more opportunity for students and teachers to build positive relationships.

Current class sizes[1]		
Kindergarten – 3rd grade= 22 students	4th – 8th grade= 28 students	9th – 12th grade= Average of 30 students

Minneapolis voters approved the renewal of the Better Schools Referendum levy to keep classes small by a vote of 73 percent in November 2000. The levy is a continuation of one approved in 1990 and again in 1996.

For more information: http://www.mpls.k12.mn.us/Referendum.html

Diversity Initiative

Current district data continue to show disparities in academic achievement, attendance, and suspension rates among White, African American and other students of color, and there is growing frustration and impatience in MPS and the community regarding these outcomes.

The School Board approved in December 2003 a policy that affirms the district's commitment to diversity and serves as a starting point for the discussion of racism and cultural competence. (Diversity Policy, #2215, is available online at: http://www.mpls.k12.mn.us/Policies.html)

The first step to implementing this policy will be to engage district leadership, including the School Board, in a dialogue about race and to establish a shared approach and common language so that all activities in the district align and contribute to this work. The next concern for leadership will be to create a safe environment for all staff to openly and honestly talk about the role of racism and cultural bias as factors that contribute to the racial disparity in academic achievement among students.

District leadership will also examine current policies, procedures and practices that promote or impede equitable outcomes for students. The long-term goal of this effort is to raise achievement of all students and to eliminate the achievement gap.

High School Reform

In 2001, MPS received a $3 million grant from The McKnight Foundation to make Small Learning Communities (SLC) a reality for all Minneapolis high school students. With the funding, MPS moved from two years of planning into implementation, which included retraining teachers, redesigning curriculum and upgrading technology in the district's seven high schools. All Minneapolis high school students have the opportunity to participate in an SLC that is centered on a theme that interests them. Each SLC serves approximately 150 students per grade level.

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[1] Since referendum funds have never fully funded all the necessary classroom teachers to reduce class sizes throughout city schools, the district's general fund has made up the difference. After several years of budget shortfalls, the general fund in 2002 could no longer subsidize the cost of reducing class sizes. Current class sizes are slightly larger than in previous years (1991-2001: K-3 = 19 students; 3-8 = 25 students; 9-12 = average of 26 students).

Minneapolis students spend at least two-thirds of their school hours with the students and teachers of their chosen learning community. An advisory system ensures that every student is known well by at least one teacher or teacher team, and each student will also have a personal academic plan for high school and a post-graduation career or education plan.

For more information: http://www.mpls.k12.mn.us/High_School_Transformation.html

Middle Grades Reform

The Minneapolis Public Schools have invested several years of intensive planning to improve middle grades education. In 1998, a group of parents, teachers, administrators and community members established a set of belief statements and outlined what schools need to do to live up to them in a document called the *Platform for Effective Middle Grades Education or the "Middle Grades Platform*. Since the adoption of the *Platform*, efforts aimed at improving the success of students in the middle grades have focused on two goals:

❖ Creating school cultures that meet the academic, physical, social and psychological needs of the young adolescents in the Minneapolis Public Schools.

❖ Improving curriculum, instruction and assessment.

The Platform calls for increasing academic rigor for all students. Significant progress has been made in implementing training and activities to support teachers and principals in:

❖ Developing adolescent-appropriate culture.

❖ Creating effective culture, curriculum and assessment through mapping.

❖ Implementing the standards/performance assessments.

A Middle Grades Curriculum Support Team provides additional support to middle grades teachers in language arts, mathematics, science, technology and social studies.

For more information: http://middlegrades.mpls.k12.mn.us/The_Middle_Grades_Platform.html

School Readiness

In an effort to reach the goal of all children reading at grade level by third grade, the district partners with current early childhood providers to ensure that the services the agencies provide prepare children for kindergarten. Early childhood providers and family agencies are given a list of kindergarten readiness expectations and ways to achieve them, i.e., "Counts to 35 in English; identifies letters of the alphabet; knows first and last name."

Before they start kindergarten in Minneapolis, children are assessed in these and other areas to determine their "school readiness." The Youth Coordinating Board (YCB) uses the beginning kindergarten assessment as the baseline for their School Readiness Initiative to increase the number of Minneapolis children entering kindergarten ready to learn. In March 2004, YCB released a report that indicates that less than half of Minneapolis children enter kindergarten ready to learn.

In February 2000, the Board of Education approved the expansion of all-day kindergarten to at least one classroom at every school. Analysis of the effect of all-day kindergarten shows that students who attend all-day kindergarten are able to move farther, faster and significantly narrow the achievement gap. American Indian, Hispanic and African American students, in particular, showed significant gains in all-day compared to half-day kindergarten.

The MPS report, ***Narrowing the Gap in Early Literacy*** is available online at: http://rea.mpls.k12.mn.us/realink.html (must be viewed in Internet Explorer)

The Youth Coordinating Board's report, ***So…how are the children?*** Is available online at http://www.ycb.org/schoolreadiness.asp

Teacher Quality

Continuing a mutual commitment toward improving student achievement, several new provisions in the 2003-2005 Minneapolis Federation of Teachers contract aim to improve teacher quality and create greater staff stability at schools. (For the full contract, see: http://www.mft59.org)

In addition to standards for effective instruction, the teacher contract now further illustrates what exemplary teaching looks like and provides a way to measure instructional effectiveness. The contract creates a panel, appointed half by the superintendent and half by the president of the Minneapolis Federation of Teachers, to oversee this activity. Staff stability:

- ❖ Reduces teacher bidding to two sessions, resulting in fewer disruptions to school teaching teams.

- ❖ Provides staffing options for schools labeled by the state as not making Adequate Yearly Progress (AYP). A committee will review school proposals and approve plans that diverge from contractual bidding to provide greater stability at schools with the greatest needs.

- ❖ Expands incentives for teachers to have "perfect" attendance. Teachers with perfect attendance may receive additional sick days or the amount of a day's pay deposited into their retirement account.

District initiatives aimed at improving the quality of teaching include:

The Learning Partnership: The Minneapolis Public Schools received a $6.2 million grant for three years from the MacArthur Foundation to help improve math and literacy skills of public school students in the district as part of a long-term initiative called The Learning Partnership. The goal is

to help teachers use practices based on evidence – from research and experience – in the classroom and to build a system for effective professional development for teachers and principals.

The first phase of The Learning Partnership in Minneapolis focuses on resources and support to help teachers and principals improve K-8 performance in math and literacy. The work plan for The Learning Partnership was jointly designed by district staff and the Philadelphia-based Consortium for Policy Research in Education, technical advisors to the Partnership. Minneapolis is the first public school system where The Learning Partnership will be implemented and other national sites are under consideration.

Math/Science Matters: The National Science Foundation gave the Minneapolis Public Schools a $4 million, 5-year grant in 2000 to:

❖ Raise math and science achievement for all Minneapolis students, K-12.

❖ Implement standards-based, high quality, hands-on math and science curriculum district wide by consistently aligning curriculum, instruction and assessment.

❖ Sustain this reform over the long haul through supportive policies, financing, partnerships and training.

Hundreds of teachers are learning more engaging teaching strategies. Sixteen hundred science teachers in 78 elementary and middle schools received a minimum of 100 hours of professional development in science. More than 300 teachers have reached the goal.

For more information: http://tis.mpls.k12.mn.us/Math___Science_Matters.html

The Minneapolis Professional Pay Plan: The Minneapolis Professional Pay Plan is an optional alternative to a traditional step and lane salary schedule. Under the Professional Pay Plan, compensation is based on teachers' acquired and demonstrated skills and practices that research shows improves student achievement.

The **mission** of the Minneapolis Public Schools Professional Pay Plan is to enhance, improve, and sustain teaching quality that results in the high achievement possible for all students.

The MPS Pay Plan **Vision** is to:

❖ Close the achievement gap and assure that every student reaches high standards.

❖ Ensure that every student in every classroom has a teacher who is licensed and highly qualified in content knowledge, pedagogy and best practices.

❖ Attract, support and retain the best teachers for MPS students.

The central strategy of the Minneapolis Professional Pay Plan is to deliver highly relevant, rigorous courses each year through a system that focuses on what teachers need to know and do to improve the needs of a diverse student population. Courses support teachers' continuous improvement. The focus is on creating proficiency in using district curriculum and full standards implementation. Teachers have the opportunity and the time needed to improve and enhance their knowledge and skills, apply this in their classrooms, and then reflect on the student results. Collegial sharing and collaboration through peer coaching, video study, lesson study, and action research help build a stronger profession focused on student results and the impact of teacher practice. Teacher efficacy, critical to the process of improving student achievement, becomes stronger.

Twelve Point Plan

The Twelve Point Plan for Improving the Academic Performance and Graduation Rates of Students of Color (particularly African American, Native American and Latino students) brings the district and community together in a focused and intentional effort toward accelerating academic achievement for all students, but particularly those who have not been successful. Its goals demand that schools decrease suspensions, dropout rates and failure rates for all students, but specifically targets African American, Native American and Latino students.

The plan combines existing district initiatives—like mandatory 95 percent attendance and investing in all-day kindergarten—with systemic changes in the way the district assigns staff and other resources to help its most needy students. Not only does the plan seek to improve the achievement of struggling students, it calls for greater access to magnet programs, advanced classes and enrichment opportunities for students who are already on track and reaching high standards. Its goals are to:

- ❖ Improve academic performance as measured by assessments and tests, and participation in accelerated and enriched learning opportunities.

- ❖ Increase student graduation rates and support students' transition to postsecondary educational and career opportunities.

- ❖ Create a learning culture where students expect high academic achievement and view it as worthy of their effort, where teachers and other staff believe all students can achieve high standards and that they (teachers and staff) have the capacity to teach a diverse student community, and where family and community understand their roles and share responsibility with the schools for a student's success.

- ❖ Create a systems approach to school improvement that provides incentives for success and consequences for lack of progress.

Research on Small Schools

It is important to define a small school. In Fall 2004, MPS will have 17 regular school sites with nine or fewer classrooms (less than 225 students) and a total of 35 schools with fewer than 16 classrooms (less than 376 students).

What does research on small schools say?

Prescriptions for ideal school size vary. Fowler[2], Howley[3], and others consider the potential for curricular adequacy to be reached at 400 students. Meier[4] defines small schools as enrolling 300 to 400 students.

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[2] Fowler, William J., Jr. "What Do We know About School Size? What Should We Know?" Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 22, 1992. Page 21.

[3] Howley, Craig. The Academic Effectiveness of Small-Scale Schools (An Update). ERIC DIGEST. Charleston, West Virginia: ERIC Clearinghouse of Rural Education and Small Schools, June 1994.

Williams[5] writes that, "on average, the research indicates that an effective size for an elementary school is in the range of 300-400 students."

Small size seems to benefit minority and low-income students more than middle- and upper-class students according to Lee and Smith[6].

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[4] Meier, Deborah W. "Small Schools, Big Results." The American School Board Journal 182, 7 (July 1995): Pages 37-40.

[5] Williams, D. T. "The Dimensions of Education: Recent Research on School Size." Working Paper Series. Clemson, SC: Clemson University, Strom Thurmond Institute of Government and Public Affairs, December 1990.

[6] Lee, Valerie E., and Julie B. Smith. "High School Size: Which Works Best, and for Whom?" Draft. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1996. Page 51.

Professional Development

Professional Development Centers

Professional Development Centers (PDC) were created in 1999-2000 in schools with the capacity and interest to create site-based, job-embedded professional development for new and experienced teachers. Currently, there are 10 schools designated as PDCs: Andersen Elementary, Andersen Open, W. Harry Davis Academy, Edison High School, Folwell Middle School, Franklin Middle School, Hall Community School, Nellie Stone Johnson School, Northeast Middle School, and Willard Community School.

If a school's professional development focuses on the "most effective or needed" instructional practices, student achievement can increase by as much as 20 percent. (Waters, Marzano, & McNulty, 2003) Despite efforts at reform, most urban schools continue to lag behind on external accountability policies required by state and national agencies. According to Elmore (2003), the problem with these policies is that many schools classified as "low performing" are in fact "improving schools" with exceptionally hard working and committed staffs.

This is particularly true of the Professional Development Center schools, which often have been labeled as AYP schools. Despite the challenges of budget constrictions, educators at these schools know what needs to be done to improve student achievement. While each school works to ensure students meet state and federal expectations, educators at these sites know that long-term, sustainable reform demands shared commitment and shared leadership.

PDCs document the effect professional development has on creating a learning organization focused on raising student achievement and the quality of instruction. During the 2002-03 school year, PDCs used factors of successful urban schools (Karen Seashore Louis) to begin to document and triangulate data to examine:

- ❖ Staff attitudes and beliefs.
- ❖ Implementation of professional development and classroom implementation of instructional strategies provided.
- ❖ Whether a correlation existed between instructional strategies and student work and/or achievement.

Results:

Leadership is a key factor at each school. PDCs with leadership that supports the professional development center framework have a space where staff can meet and attend site-based trainings. At more successful sites, the PDC center is a fundamental part of the school's culture. Depending on how well the center is equipped, staff can access student data, develop curriculum or assessments, analyze student work or use the Internet to download educational materials.

Administrative leadership is also instrumental in making sure support is provided to the PDC team. In some cases, the PDC is responsible for coordinating all professional development activities from multiple funding sources (grants for special programs, funds from different MPS initiatives, and AYP requirements.)

Professional learning communities. As professional development coordinators have worked to establish a sense of professionalism as well as communities of learners, sites reveal two distinct patterns.

At most sites, teaming has created very distinct and committed <u>groups of teachers</u> but left them less connected to the larger organization.

At a few sites, teachers are moving toward a shared vision of what reform needs to take place and are committed to improving the <u>whole</u> school.

Release time for teacher leaders. The more successful sites work to preserve release time for teacher leaders involved with PDC activities and foster a team or "distributive" leadership model with shared responsibilities. (See Edison, Hall) The PDC is often the "clearinghouse" for all professional development activities at the school, serving as a liaison among various grant initiatives, with responsibility for forging a coherent, cohesive model that meets the goals of the School Improvement Plan and is acceptable to the site management team.

At most sites, the PDC coordinator is responsible for multiple assignments because the release time funding comes from different part-time positions.

Other sites find ways to reward instructional leaders responsible for providing a coherent curriculum for grade level expectations. For example, at Franklin, department heads are paid a stipend while at Nellie Stone Johnson, team leaders are given time via "sabbaticals-on-site." (See Common Critical Elements)

Professional development time within school day. Building in staff development at the end of the day when educators have already put in a full day of teaching is common. Schools with schedules that allow educators to meet in a structured professional development activity during the school day with expert coaches or as study groups are making greater progress in producing a coherent professional development model. Teachers find these types of processes valuable because they are able to integrate the strategies into their instruction and receive continuous feedback and support.

Student achievement results were mixed. Franklin and NE Middle School students' recorded the highest MBST reading scores of all MPS middle schools. Although W. Harry Davis Academy and Hall Community School were Reading Excellence Award grantees, only Davis' students' showed improvement on state and district standardized reading tests (see contextual issues on Hall's report to understand this phenomena).

Each school has taken this information and their student achievement records to analyze and to plan for 2003-04 school year. None of the schools are satisfied with their results, but all are working to improve their efforts.

Individual reports are available at the Teacher and Instructional Services, Staff Development website. Contact: Linda Trevorrow, PDC Coordinator, ltrev@mpls.k12.mn.us, 612.668.5383.

Assessment

Quality Performance Indicators of School Achievement

The district's accountability system is broader and more systemic than any accountability system in the state, measuring individual school progress against district standards for student achievement, school climate, attendance and suspension rates and gifted/talented programming. Points are assigned to each indicator to show whether or not the school is meeting the standard for that indicator.

Elementary/middle schools may be measured on as many as 33 separate indicators, while high schools are measured on 28 indicators. Together, this system of indicators has become known as the school's Quality Performance Indicators (QPI).

To create a sense of community-wide responsibility and reach agreement on what the standard for school achievement should be, in 1999 Minneapolis schools collaborated with The Minneapolis Foundation and the Greater Minneapolis Chamber of Commerce under the guidance of the State's Office of Accountability at the University of Minnesota. Researchers from the Office helped all parties agree on the number of measures used, the baseline for achievement and the goals for improvement.

Each school's QPI score is determined by averaging the 33 or 28 indicators. The overall score can range from 1 (low) to 3 (average) to 5 (high).

Minneapolis' varied indicators include annual state and national test scores as well as the growth in those scores over time. Indicators also include attendance and suspension rates. Details of the indicators follow:

Elementary and Middle School Indicators			
Indicator	**Description**	**Measure, Ref: SIR[7]**	**Information**
1 & 2*[8]	Students making growth compared to national norms, for continuously enrolled students	NALT (Northwest Achievement Levels Test) in Reading and Math (pg. D-5 & D-6)	Based on national norms of student growth
3 & 4*	Student achievement levels compared to 8th grade "on-course" to pass MBST (Minnesota Basic Standards Test)	NALT linked to MBST. Graphs pulled from D-1 & D-2	NALT scaled score compared to MBST passing level

[7] Measures used; Refer to School Information Report (SIR): Each school's SIR is available through the principal's office or at http://www.incschools.com/mpls

[8] All indicators with an asterisk (*) appear in *Measuring Up* (http://www.mpls.k12.mn.us/measuring_up). At the high school level, all indicators for the QPI and *Measuring Up* are the same.

Elementary and Middle School Indicators

Indicator	Description	Measure, Ref: SIR[7]	Information
5 & 6	Growth in reading and math greater than predicted (Beat the odds). <u>Includes grades 4-7 only.</u>	Average NALT NCE[9] gain greater than predicted based on typical classroom[10]	Most complex, but fairest indicator
7	Growth in early reading proficiency greater than predicted (Beat the odds)	Oral Reading Performance (WPM)	
8 & 9*	Long term productivity	NALT data on overall percent of students making one-year growth; Total for the school	Multi-year measure, avoids natural variations of different cohorts
10-12*	Student performance compared with State high standards: MCA (Minnesota Comprehensive Assessments, Grade 3 & 5)	MCA graphs E-1 through E-5	Office of Educational Accountability and State are proposing point levels for I, II, III, and IV[11]
13-15*	Student performance compared with State high standards: MCA (Grade 3 & 5)	MCA graphs E-1 through E-5 compared to previous year	Points for moving students from one level to the next. Level II is so large may not be sensitive to real change.
16 & 17*	Student performance compared with MBST	First attempt at grade 8, percent passing	
18 & 19*	Student performance compared with MBST		
20 & 21	Performance for students who are above the basic standard level	NALT 20/20 analysis for top 1/5 of the school	Growth in NCE for top 1/5 in reading and math
22 & 23	Performance of students who are well below the basic standards level	NALT 20/20 analysis for lowest 1/5 of school	Growth in NCE for top 1/5 in reading and math

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[9] NCE: Normal Curve Equivalent

[10] The "typical" classroom was created by calculating averages for the following variables: percent ELL, Special Education, FRL, 8th grade MBSTs, and ethnicity (African-American and American Indian). Then each school was evaluated by how well this typical classroom would perform at their site.

[11] Senator Opatz and the OEA will propose a point system by student level of performance. The suggested state expectation may be for schools to achieve at a level of 60 points.

Elementary and Middle School Indicators

Indicator	Description	Measure, Ref: SIR[7]	Information
24 & 25	Equity of Achievement: All students learn	NALT gains projected out for 5 years. The NCE level of 50 is the target. Must have at least N=10.	Answers the question "will the lowest performing ethnic/racial group reach the MBST cut-point within 5 years?"
26*	I feel safe in this school	Two survey questions (pg. K-2)	Includes student and staff responses
27*	Staff and students respect each other	Three survey questions (pg. K-5)	Two student and one staff response
28*	Percent of students suspended for aggressive behavior/threatens safety. Taken from suspension form used in schools.	Graph from pg. K-2. Student Accounting provides information.	Middle schools have high rates
29*	Change in suspension rates	Two year comparison	Student Accounting
30*	Quality of Gifted and Talented Program (1-5 Rubric)	MPS Teacher & Instructional Services applied rubric	
31*	Percent of students attending 95% of enrolled days	Pg. A-3, student must be enrolled at least 95 days	
32*	Change in percent of students attending 95% of enrolled days	Pg. A-3 comparison between two years	
33	Percent of students who were expected to attend summer session programming	Based on actual NALT or MBST score during academic year	

High School Indicators

Indicator	Label	Information
1 & 2	Students making growth compared to national norms on the NALT, grade 9 students	A student's grade 8 MBST score is converted to an equated NALT scale score, and then compared to grade 9 performance. SIR D-1-D-4
3 & 4	Percent of students passing the MBST at grade 9	Reading and Math, SIR B-1
5	Percent of students passing the MBST at grade 10	Writing
6	Value-added Writing MBST score	Value-added analysis placing all schools on equal playing field. Predicted writing score for the typical high school classroom vs. actual performance of your enrolled students.
7	Percent of enrolled students who participate in the grade 10 PLAN	Goal is to increase the college preparatory experience for all students. SIR pg. C-1-C-6
8	Increase in the percent of grade 10 students who participate in the PLAN	
9	Achievement Level on the PLAN	Mean is 50
10	Increase in the composite PLAN standard score	
11 & 12	Increase in the percent of students passing the MBST in grade 9	Linked to the level indicator 3 & 4
13	Percent of students of color enrolled in Advanced placement (AP) and International Baccalaureate (IB) classes	
14	Increase in percent of students of color enrolled in AP and IB courses	
15	Percent of students enrolled in magnet classes	
16	I feel safe in this school	From district-wide survey reported in SIR. Includes student and staff responses. K-2
17	Staff and student respect	From district-wide survey reported in SIR Two student and one staff response. K-5

High School Indicators

Indicator	Label	Information
18	Percent of students suspended for aggressive/threatens others	From district-wide survey reported in SIR, K-2
19	Change in suspension rates	From district-wide survey reported in SIR Two year trend, K-2
20	Increase in the percent of SOC enrolled in magnet programs	Linked to indicator #15
21	Change in percent of SOC "on course" to graduate based on credits	Assumption is that students are expected to obtain 15 credits a year, linked to indicator #24
22	Percent of students who attend 95%	SIR pg. A-3
23	Change in the percent of students attending 95%	SIR pg. A-3
24	Percent of SOC on course to graduate based on credits	Linked to indicator #21
25	Stability or Drop-out indicator	MARSS data field reported to the Dept. CFL

Summary: Total Points a school is able to accumulate are based on the grade configuration for a school and the appropriate number of indicators available for rating (thus any indicator with a n/a is not used). The average rating is the total points awarded divided by the possible indicators available for each site. At elementary and middle schools, two-thirds of the indicators are based on growth measures of a school, and one-third are based on annual indicators.

School-by-school QPI data is available at: ww.mpls.k12.mn.us/Quality_Performance_Indicator.html

District State Test Results

On state tests, students continue to make strides in acquiring reading and math skills. Statewide testing began in 1997.

Reading			
MPS Goals: By 2005, all regular education students will read at grade level by third grade and 70 percent of 8th graders will pass the state's reading test.			
State Test Results	**1998**	**2003**	**Change**
MCA[12] Reading, Grade 3 (Percent proficient)	29	50	+21%
MCA Reading, Grade 5 (Percent proficient)	30	54	+24%
	1997	**2004**	
MBST[13] Reading, Grade 8 (Percent passing)	33	2	+19%

Math			
MPS Goal: By 2005, 70 percent of 8th graders will pass the state's math test.			
State Test Results	**1998**	**2003**	**Change**
MCA Math, Grade 3 (Percent proficient)	28	53	+25%
MCA Math, Grade 5 (Percent proficient)	25	51	+26%
	1997	**2004**	
MBST Math, Grade 8 (Percent passing)	36	41	+5%

[12] Minnesota Comprehensive Assessments (MCA); 2003 scores do not yet reflect corrected percentages per Minnesota Department of Education scoring error reported in March 2004.
[13] Minnesota basic Standards Tests (MBST)

Writing

MPS Goal: By 2005, 90 percent of 10th graders will pass the state's writing test.

State Test Results	1999	2004	Change
MBST Writing, Grade 10 (Percent passing)	59	73	+14%

Graduation Rate

MPS Goal: By 2010, District's four-year graduation rate is 80 percent.

Graduation Rate Results[14]	2001	2002	Change
Four-year graduation rate (7 regular high schools)	73%	78%	+5%
Four-year graduation rate (28 alternative & 7 regular high schools; 22 contract alternative high schools are not governed by MPS for curriculum or staffing)	51%	57%	+6%

More information about testing in MPS is available at: http://www.mpls.k12.mn.us/Testing.html and various district achievement reports are available at: http://rea.mpls.k12.mn.us/realink.html

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[14] These percentages reflect new criteria for measuring graduation rates based on federal measurement guidelines in No Child Left Behind: Total Graduates during the school year divided by (Total Graduates + one year dropouts).

Board of Education

Minneapolis Board of Education Authority

The Minneapolis Board of Education is responsible for selecting the superintendent and setting policy regarding the district's budget, curriculum, personnel and facilities. The State of Minnesota and the Minnesota Legislature grant the School Board authority to carry out these duties.

The City of Minneapolis has no direct authority over Minneapolis Public Schools. Local school boards receive their authority from the state. It is their responsibility to see that the schools meet state standards for educational programming and prudent financial management. The local school board has **no** independent taxing authority. It may levy taxes **only** if the Legislature authorizes it to **OR** if local taxpayers authorize it to (by referendum).

The boundaries of the district are coterminous with the City of Minneapolis, and accordingly, the economic conditions that impact the City's tax base have substantially the same effect upon the district.

School Board members are elected at large by residents of Minneapolis and serve the total community. Members serve four-year terms. The School Board elects officers at the first regular business meeting each January.

The Superintendent: The superintendent serves as the district's chief executive officer and is responsible for carrying out the School Board's policies. To support the successful operation of the district, the superintendent brings recommendations to the Board and advises the Board.

Partnerships

Achieve!Minneapolis

In the fall of 2001, the boards of Youth Trust and the Minneapolis Public Schools Foundation embarked on a merger feasibility study. It was determined that a united organization that worked to build employer partnerships with schools and raise private funds to enhance curriculum would further the efforts of the Minneapolis Public Schools and stakeholders in the philanthropic and corporate communities. In February 2002, Achieve!Minneapolis was officially born as a separate 501 (c)(3) non-profit organization.

Achieve!Minneapolis has made a significant impact on students in the Minneapolis Public Schools through a variety of programs and funding initiatives.

Achieve!Minneapolis facilitates partnerships including:

* ❖ Principal for A Day: Each April, business and community leaders serve as "principals for a day," shadowing principals at public schools to experience the challenges and rewards of educating a diverse student population.

* ❖ e-Mentoring: more than 1,200 students participate in this innovative program with area business professionals. It improves students' writing skills and involves business-people who might not have time to leave work to get involved in a child's education.

* ❖ Workplace Tutoring

Achieve!Minneapolis supports school reform efforts that improve graduation rates and touch the lives of 22,000 students each year:

- ❖ Arts for Academic Achievement
- ❖ High School Transformation
- ❖ Information Technology Upgrade

For more information: http://www.achieveminneapolis.org

The Healthy Learners Board

The Healthy Learners Board (HLB) is a community partnership between public and private health care providers, spearheaded by Minneapolis Public Schools, Minneapolis Department of Health & Family Support, and Children's Hospitals and Clinics. The goal of the Healthy Learners Board is to improve academic achievement by improving students' health. Initiatives include: "No Shots! No School!," asthma, vision/hearing and mental health.

For more information: http://www.healthylearners.org

Minneapolis Parks & Recreation

The Minneapolis School Board and Park Board have had ongoing collaborations and partnerships dating back decades. Examples of ongoing partnerships include:

Maximizing the use of school and park facilities/fields: There are currently 18 school/park shared-use facilities. Gyms are virtually used seven days per week—during the days by the schools and after school hours by the parks. In addition, the parks use school-maintained football fields while the schools use park-maintained fields/courts for softball, baseball, soccer, golf and tennis.

Coordinating programs and planning at every level: Starting at the top, the respective Boards have made a practice of hosting joint meetings to discuss cooperative planning, programming and communications to benefit the public. Other examples of ongoing cooperation include:

- ❖ School athletics and community education programs work cooperatively with local parks and coordinate programs citywide.
- ❖ Parks have priority use of school space, primarily gymnasiums, before other community groups.
- ❖ MPS Facilities staff works with the Park & Recreation staff on planning and construction issues.
- ❖ Community Education and Park & Recreation staffs meet on a regular basis to assure good communication and program coordination.
- ❖ MPS Facilities staff and Park & Recreation planning and operations staff meet quarterly to review and resolves issues and to keep lines of communications open concerning current and future projects.

Minneapolis Public Library

MPS and the Minneapolis Public Library have frequently partnered to promote literacy among Minneapolis children. The summer 2003 Expect Reading campaign encouraged MPS parents to get library cards for their children and provided an age-appropriate "summer reading list." Children who read 10 or more books over the summer received certificates signed by Mayor R.T. Rybak, Library Executive Director Kit Hadley and then Superintendent Carol Johnson. MPS promotes Minneapolis Public Library reading programs on the district's web site as well.

Youth Coordinating Board

The Minneapolis Youth Coordinating Board (YCB) was created through a state-authorized joint powers agreement between the City of Minneapolis, Minneapolis Public Schools, Minneapolis Park & Recreation Board, Minneapolis Public Library Board, and the Hennepin County Board of Commissioners.

The YCB is dedicated to the healthy comprehensive development of all Minneapolis children and youth through collaborative actions. Its focus is the ever-evolving needs and concerns that affect the lives of Minneapolis children and families. Following is an overview of the priorities:

- ❖ Increase Early School Readiness and Early Childhood Outcomes
- ❖ Expand Quality Youth Development Opportunities
- ❖ Increase Academic Achievement
- ❖ Transition Current Program Management Operations

For more information about YCB: http://www.ycb.org

Children's Agenda

The Children's Agenda was adopted by the Minneapolis Board of Education in March 2003.

The Minneapolis Public Schools wishes to join with other individuals, groups, agencies and organizations that play significant roles in the lives of young people to set goals, improve cooperation and assess our success in making Minneapolis a good place for children to grow up. We begin by suggesting the following goals:

All young people should have:

- ❖ Stable families.

- ❖ Welcoming spiritual communities.

- ❖ Adequate nutrition.

- ❖ Access to comprehensive health services, including mental health and chemical dependency.

- ❖ Access to affordable early childhood development opportunities and childcare.

- ❖ Ready access to at least one parent and/or adult who cares about that child and who provides nurturing, support and guidance on a regular basis.

- ❖ Primary caregivers who have adequate time to nurture and adequate preparation and support for the task of parenting.

- ❖ Safe and challenging play, recreational and sports opportunities outside school hours.

- ❖ Access to public school programs that set high standards and respect each student's development and learning needs.

- ❖ Appropriate special needs programming.

- ❖ Opportunities to serve the community.

- ❖ Opportunities to have age-appropriate input into decisions about the organizations, programs and initiatives that affect them.

As part of that, Minneapolis Public Schools make a commitment to:

- ❖ Assure that all graduates attain competency in reading, writing, mathematics, physical and natural sciences, computer sciences, critical thinking, history, government and their culture.

- ❖ Develop a partnership program and support system that facilitates quality involvement and accountability of parents in their children's education.

- ❖ Continuously explore alternative learning environments to best educate young people.

- ❖ Continuously explore plans to significantly reduce truancy, suspension and expulsion.

- ❖ Assure that all students have skills for problem solving, getting along with other peoples, life planning and coping.

- ❖ Promote post-secondary life readiness.

To achieve these goals, Minneapolis Public Schools wish to join in partnership with:

- ❖ Culturally and ethnically-based groups
- ❖ Employers
- ❖ Foundations and other major donors
- ❖ Human services providers
- ❖ Health care providers
- ❖ Libraries
- ❖ Local, state and federal government
- ❖ Media
- ❖ Neighborhood associations
- ❖ Parks
- ❖ Senior citizens
- ❖ Faith communities
- ❖ Young people

The Minneapolis Board of Education has initiated discussions with the Youth Coordinating Board to further community ownership of The Children's Agenda.

Ultimately, The Children's Agenda could include many community partners, including:

- ❖ Business groups / employers
- ❖ Center for Neighborhoods
- ❖ Child Advocacy Groups
- ❖ Children, Youth and Family Consortium, families
- ❖ Children's Defense Fund
- ❖ Citizens League
- ❖ City of Minneapolis
- ❖ Citywide Student Government
- ❖ Community newspapers
- ❖ Community-based organizations
- ❖ Congregations Concerned for Children
- ❖ Cooperating Fund
- ❖ Culturally and ethnically-based groups
- ❖ Early Childhood Funders Group
- ❖ Faith-based organizations
- ❖ Foundations
- ❖ Greater Minneapolis Chamber of Commerce
- ❖ Greater Minneapolis Council of Churches
- ❖ Greater Minneapolis Day Care Association
- ❖ Groups focused on preschool children
- ❖ Health Care Providers
- ❖ Healthy Learners Board
- ❖ Hennepin County
- ❖ Hennepin County Attorney
- ❖ Hennepin County Juvenile Court
- ❖ Higher Education
- ❖ Hmong American Mutual Assistance Association

❖ Humphrey Institute

❖ Leadership Action Group

❖ Media

❖ Metro State

❖ Minneapolis Library Board

❖ Minneapolis Park Board

❖ Minneapolis Public Schools

❖ Minneapolis Youth Sports Coordinating Organization

❖ Minnesota Heals

❖ Minnesota News Council

❖ Minnesota Parent

❖ NAACP

❖ National Youth Leadership Council

❖ Neighborhood organizations

❖ Other

❖ Parents and guardians

❖ Pohlad

❖ President's Initiative on Children, Youth and Families

❖ Read to Succeed / Alliance for Children and Families in Hennepin County

❖ Ready 4 K

❖ Search Institute

❖ Social Service Providers

❖ Star Tribune

❖ United Way

❖ University of Minnesota

❖ Urban Coalition

❖ Visiting Nurses

❖ Yo! The Movement

❖ Young people

❖ Youth Agencies

❖ Youth Coordinating Board

The Children's Agenda could serve as a catalyst for:

❖ *Issue-based discussions*. Partners lead the discussion, but invite wide (and varying) participation. (Sample topics: gangs, childcare, after school programs, service learning, health care strategies, dropouts...). The primary goal would be to get various jurisdictions and other partners to share information and prod each other— not to establish new programs.

❖ *Better sharing* of evaluation information on the effectiveness of child and youth-serving programs.

❖ A mechanism for bringing a broadly based *"best interests of the child"* perspective to public policy decisions such as changes in library policy, cuts in health care or child care, school closings.

❖ The annual publication of a *report card* based upon a set of child development indicators.

Potential misconceptions about the School Board promoting a Children's Agenda:

This is a cop-out for schools	This is an honest look at children's needs rather than an over simplified defense of a large, imperfect, but valuable public institution. This is the tool schools need. In order to break the widespread cynicism, we need to convince teachers that those around them are doing everything possible to assure the students they see are ready to learn.
This is mission creep	This is an effort to identify what schools need others to do. Historically, schools have tried to add missions in return for money. This is an effort to make clear what schools cannot do.
No money, no Agenda	This is not primarily about money. It is about being as honest as we can be about what children need and should have, and how it can be provided.
This is an old idea	Many Children's Agendas, here and elsewhere, have not really been implemented well.

Demographics/Enrollment

Student Enrollment Q & A

How Many Students are in Minneapolis?

The answer to this question often depends on the purpose behind the query. There are different ways to look at student numbers to meet a variety of different purposes. Data may be utilized for: class size; enrollment counts; projected enrollment and planning; space utilization; general funding estimates; other funding source estimates; tuition calculations; cooperative school agreements; contract alternative agreements; mailing counts; No Child Left Behind (NCLB); ethnicity, free lunch, English language learner percentages and to meet many other needs.

What are the Basic Methods for Accounting for Students in Minneapolis?

While there are many variations in accounting for students in Minneapolis, most fall under one of the following types of calculation: Current Enrollment - how many students are sitting down in a Minneapolis classroom on a given date; Funding – how much revenue will the district get during the current year and how much can the district expect in the future; Projections and Planning – how many students does the district expect to serve next year and in future years and under what grades and with what needs.

Which Students are Included in Counts by the Minneapolis Public Schools?

Which students are counted is affected by the purpose for the report. Generally, students are considered either a resident of Minneapolis or a non-resident. Residency is based on the address of the legal parent or guardians. With the expansion of such options as Open Enrollment and The Choice is Yours (both State programs) as well as the placement of students in special facilities for special education and by court order, the number of students crossing district borders is increasing. Each district is required to track student residency and report this data to the State.

What does this Mean for the Basic Type of Accounting Reports?

Most enrollment reports count the number of students being served by Minneapolis Public Schools regardless of a student's residency. These types of reports give the clearest idea of what is actually going on in a building on a given day and how many students are being supported and educated by school staff. However, for funding purposes the General Education Revenue flows to either the serving district or the resident district of a child based on the reason for service in a non-resident District. Often, reports utilized for funding streams and projections have this cross-district revenue flow calculated into the numbers. This same concern can also affect the district projections and planning as they monitor the number of students that fall under the various categories of non-resident students.

Which District Programs are Included in Counts by the Minneapolis Public Schools?

Along with which students, the type of program may often affect whether a student is counted into a particular report's totals. Minneapolis Public Schools has attempted to expand the quality and scope of educational opportunities to the students that it serves. Among some of the non-traditional types of programs that the district provides are: Contracted Alternatives – independently run school programs working under contracted agreement with the district; Area Learning Centers (ALC) – extended learning options, provided during the summer and after school; Cooperative Agreements – contracted agreements with other school districts to participate in a jointly run school program; Hospital/Agency – Minneapolis educational staff provided to certain hospitals and other agency facilities; and On-Line Learning (OLL) – a recent addition to the non-traditional options and still under implementation.

Generally, What Programs are Included in the Basic Accounting Reports?

The district's traditional schools are included in all reports. This includes all community, magnet, middle and high school locations. Contract alternatives are often included in enrollment totals, but are separated out for funding and planning purposes since the revenue generated by those students flow directly to the alternative program under a state formula. Also, the number of students at each Alternative site is written into the individual site's contract. Likewise, students served by ALC's are tracked separately since these are additional hours or services provided above the basic school day. A cooperative agreement designates the number of open seats allocated to each participating district and fixes the revenue paid by each district to the cooperative's budget. These students are not usually counted in enrollment reports, but are tracked for funding and projections. Hospital/Agency locations are not usually included in enrollment or projection and planning reports.

What are some of the Other Variables that Affect Student Counts?

Besides the elements described above, there are other variables that affect student counts from one report to the next. Perhaps the single most complicating aspect of tracking student counts is the high level of student mobility in Minneapolis. A teacher may start out with a class of 25 students and by the end of the school year have almost a completely different group of students that they are teaching. This also means that the total number of students served today will be different from the number of students served a week later.

A second variable is human resources. Schools are busy places and serving student needs is the first priority. Data are not always updated accurately.

A third variable is the unknown factor. At any given moment there is a small percentage of the student population that has stopped attending school, but whose parents have not notified the school staff of a change in education. While the truancy process does begin on these students, it often takes time to find out if they have moved to a different program, district or even out of state. Until a determination is made, these students are held on roll pending return. Sometimes, it can be two or three weeks before it is determined that the student has legitimately withdrawn to another district and the exit from the district is entered at that time and back-dated to the actual withdrawal.

What is the Difference between Enrollment Reports and Funding Reports?

Reports used for enrollment counts literally count the number of students on a selected date. Reports used for funding purposes generally use Average Daily Membership (ADM) or Weighted Average Daily Membership (WADM) also referred to as Pupil Units. Enrollment report totals and funding report totals will show different numbers and cannot be directly compared.

What is Membership?

Membership is the total number of days that a student could have sat down to be educated by Minneapolis Public Schools. It is calculated by counting the number of days that fall between a student's entry to the district (or first day of the school year) and a student's exit from the district (or the last day of the school year) and excludes weekends, holidays and release days. For the 2003-2004 school year, the potential membership for a student who started school the first day (September 2, 2003) and stays on roll until the end of the school year (June 8, 2004) will be 171 days. Students who change schools during the year, or leave the district and return, will have their membership calculated for each enrollment segment. Absences do not affect a student's membership, however a district cannot leave a student on roll for more than 15 days of consecutive absences nor can they have overlapping enrollment dates with another Minnesota district. Also, within some programs, membership is calculated in terms of hours served rather than days.

What are Average Daily Membership (ADM) and Weighted Average Daily Membership (WADM)?

ADM and WADM are designed to give school districts credit for all the service that they provided to students. With mobility and other factors, if you count students on October 1, by February 1 some of the students you counted in October will have left the district and new students will have entered. Also, there is a natural fluctuation in enrollment during the course of the school year and some months will have higher totals and other months lower.

Generally, a student's ADM is defined by calculating their membership as a portion of the school year. So, for a student on roll the full school year (171 days) the ADM value would be 1.0. For a student on roll for half the school year, the ADM value would be 0.5; for a quarter of the school year the ADM value would be .25, and so on. State statute defines the ADM formulas and there are separate formulas for traditional school students, alternative and ALC students, early childhood and handicapped Kindergarten students and for students who participate in post-secondary enrollment options. Also, students who are not full-time (for example, a senior who is only taking two classes rather than the full six) will have their ADM proportionally reduced.

The WADM (Pupil Unit) is calculated by taking a student's ADM and multiplying it by a state statute defined weighting value. The multipliers are as follows: Early Childhood – 1.250; Handicap Kindergarten – 1.000; Kindergarten – 0.557; Grades 1 to 3 – 1.115; Grades 4 to 6 – 1.060; Grades 7 to 12 – 1.300.

Who Calculates the ADM and WADM Values?

Ultimately, the state makes the final ADM and WADM calculations for school districts because it is on these numbers that the General Education Revenue is calculated for districts. The state gets the data to make these calculations from each publicly funded school district through a scheduled report

process called the Minnesota Automated Reporting Student System (MARSS). There are nine separate submission dates throughout a school year and each submission is always taken from the beginning of the fiscal school year to the submission date. Each submission is edited by the State for questions and errors or conflicts (such as overlapping enrollments) with other districts and these errors are forwarded to the districts for corrections.

Starting in May, the state will publish ADM/WADM reports based on the most recent submission to allow districts to see the preliminary calculations for the current school year. The State ADM reports also shows whether the ADM/WADM will be credited to the resident district or serving district.

Internally in Minneapolis, departments may calculate an estimated ADM/WADM based on current or projected enrollment numbers in order to estimate future pupil units and subsequent revenue.

How do Enrollment and ADM/WADM Reports Play into Projections and Planning in the District?

When looking at the future of a school district, there are a number of different layers and variables that play a significant part in the discussion. First, the district has to try and project how many students will be enrolled in September of the coming year, what grade levels, how many teachers will be required, how many rooms and what type of transportation needs will be required. Second, the district must estimate how much revenue will be generated in the next school year. Current and previous years' enrollment and ADM/WADM data form a platform to start the discussion.

What are some of the Variables that Play into Projections and Planning in the District?

- ❖ Summer Withdrawal Rate / Retention Rates
- ❖ Changes in State Law (such as ADM capping)
- ❖ Minneapolis Board of Education Decisions
- ❖ Attendance Boundaries
- ❖ Building Location and Age
- ❖ Building Space (square footage, room layouts, elementary or secondary type rooms)
- ❖ Busing Reductions
- ❖ Open Enrollment Out of Minneapolis Trends
- ❖ Migration to Charter School Trends
- ❖ Resident Birth Rates
- ❖ Immigration Trends (English Language Learners)

What are some of the Commonly Published Reports?

- ❖ Period Enrollment Reports
- ❖ Annual Racial/Ethnic Count of Students
- ❖ Free/Reduced Lunch
- ❖ English Language Learner Counts

2003-04 Enrollment

Enrollment numbers include all students attending Early Childhood Special Education, High Five, Kindergarten through 12th grade in Minneapolis Public Schools and Minneapolis contract alternative schools. Not included are students attending FAIR, Hennepin County Juvenile Detention Center, Hospital Agency programs, InterDistrict Downtown School, Metropolitan Learning Alliance, St. Joseph's Home for Children, or charter schools located in Minneapolis. School-by-school enrollment for each grade level is available in the Appendices of this report.

PreK – K	4,514
Grades 1-6	19,141
Grades 7-8	6,684
Grades 9-12	13,090
Total District	43,429

Racial Trends in MPS[15]

Year	Native American		African American		Asian American		Hispanic American		White American		Students of Color		Total
2003	1,803	4.15%	18,397	42.36%	5,645	13.00%	5,942	13.68%	11,642	26.81%	31,787	73.19%	43,429
2002	1,899	4.11%	19,962	43.22%	6,369	13.79%	5,891	12.76%	12,061	26.12%	34,121	73.88%	46,182
2001	1,981	4.09%	21,371	44.18%	6,935	14.34%	5,354	11.07%	12,737	26.33%	35,641	73.67%	48,378
2000	2,180	4.48%	21,757	44.69%	7,199	14.79%	4,456	9.15%	13,097	26.90%	35,592	73.10%	48,689
1999	2,371	4.89%	21,330	43.99%	7,141	14.73%	3,775	7.79%	13,870	28.61%	34,617	71.39%	48,487

English Language Learners (ELL) in MPS[16]

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[15] Report of the Annual Racial/Ethnic Count of Students as of October 15, 2003; MPS Student Accounting

The number of students learning to speak English has increased dramatically in 10 years.

In 1994, 5,000 students or 11 percent of the K-12 student population in MPS was classified as "Limited English Proficient." Hmong, Spanish and Laotian were the largest language groups.

In 2003, 12,000 students, or 25 percent of the K-12 student population are identified as "English Language Learners." Spanish (5,115 students), Hmong (4,043) and Somali (1,846) are the largest language groups, accounting for 92 percent of all ELL students. In High Five/Kindergarten through 2nd grade, ELL students make up 30 percent of the student population.

Declining Enrollment in Minneapolis Public Schools

In October 2003, MPS released a Trends Report (available online at: http://www.mpls.k12.mn.us/School_Reorganizations.html) that examined enrollment over the past five years. Among the report's key findings:

❖ The district's Fall 2003 enrollment of 41,004 included K-12 students attending City public schools; this represented a decline of 2,217 from Fall 2002.

❖ Nonpublic enrollment has remained fairly constant over time; approximately 4,000 children in Minneapolis currently attend nonpublic schools in the City. The report does not measure the number of children living in Minneapolis who attend nonpublic schools outside of the city.

❖ The number of students attending alternative schools in Minneapolis has increased from 1,550 in 1999 to 2,165 in 2003.

❖ Competition from charter and suburban schools has increased significantly in the last five years. In 2003, 5,351 children who lived in Minneapolis attended charter or suburban schools as opposed to 2,527 Minneapolis children in 1999.

Fall Enrollment Counts[17]	1997	1998	1999	2000	2001	2002	2003	2004 (Projected)
Total Pk-12	47,949	48,043	47,454	47,474	46,472	44,737	42,227	39,225
Annual Change	1,010	94	-589	20	-1,002	-1,735	-2,510	-3,002
Change %		0.2%	-1.2%	0.0%	-2.2%	-3.9%	-5.9%	-7.7%

The graph below depicts how enrollment has declined in MPS since 1998. The enrollment projections for 2004-05, which estimates a loss of 3,000 students, is a trend projection based on

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[16] Source: English Language Learners, MPS, January 2004.

[17] Includes students from FAIR, IDDS and MLA.

overall decline in the school-aged population in Minneapolis (primarily a result of US immigration policies following September 11th) and the loss of students to charter schools, Open Enrollment/Choice is Yours and Contract Alternatives. Using these variables of the "education market-place," MPS projects an accelerated loss of students.

Yearly % Change

% Change

1.0%
0.0%
-1.0%
-2.0%
-3.0%
-4.0%
-5.0%
-6.0%
-7.0%
-8.0%
-9.0%

1998 1999 2000 2001 2002 2003 Est04

Fall Enrollment
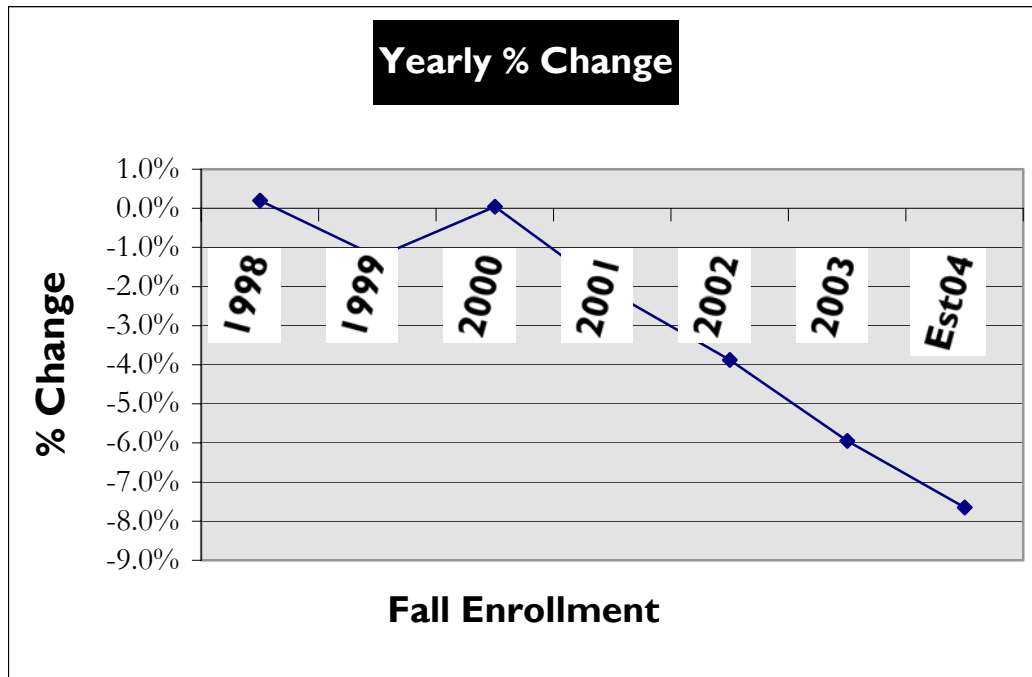
Charter Schools

Charter schools are independent public schools. The first charter school in the nation opened in Minnesota in 1992. Teachers, parents and others start charter schools when they see an educational need and want to design a school to meet it. In 1994, state statute limited the number of charter schools statewide to 35. Today, there is no limit and 84 charter schools currently operate throughout Minnesota, with 18 in the City of Minneapolis alone.

The Choice is Yours Program & Open Enrollment[18]

As a result of a legal settlement between the NAACP and the State of Minnesota, the Choice is Yours (CIY) Program allows Minneapolis families who qualify for free or reduced-priced school lunches to apply for a suburban school and receive free transportation to that school. Through CIY, the families who choose to enroll receive priority placement at magnet schools in Minneapolis as well as at suburban schools they choose.

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[18] Source: Open Enrollment, Student Accounting, July 14, 2003.

State law allows any students to attend a school outside of the school district in which he or she lives provided the "receiving" school district has space available. Families must provide their own transportation to and from school.

During the 2002-03 school year, 1,129 students open enrolled out of Minneapolis and into suburban school districts (includes students leaving through CIY). The racial mix was 44 percent African American and 38 percent White in 2002-03.

The same year, 762 students open enrolled in to Minneapolis Public Schools. In 2002-03, 62 percent of students coming into the district were African American, while 20 percent were White.

The net student loss was 367 for 2002-03.

The most applied to districts for open enrollment were Robbinsdale (334), Edina (136), Richfield (127) and St. Anthony (113).

The greatest number of applications into Minneapolis Public Schools came from Osseo (117), Robbinsdale (116) and St. Paul (67).

Who is leaving and where do they live? A more thorough examination of K-8 students gained or lost by race/ethnicity and area of the city follows. It compares the fall enrollment of 1999 with the fall enrollment of 2003.

(MPS Student Accounting November 1999 and 2003 enrollment data; not including Minneapolis contract alternative schools, FAIR, Hennepin County Juvenile Detention Center, Hospital Agency programs, InterDistrict Downtown School, Metropolitan Learning Alliance, and St. Joseph's Home for Children. "Area of City" is defined by Minneapolis Attendance Area School Options, Maps A-G, available online at: http://www.mpls.k12.mn.us/Maps.html/)

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	African Am	5446	522	641	696	655	689	641	579	521	502
2003	North	African Am	4200	420	404	373	436	477	494	547	528	521
		Loss of	-1246	-102	-237	-323	-219	-212	-147	-32	7	19
1999	Northeast	African Am	670	78	82	95	92	81	71	64	66	41
2003	Northeast	African Am	676	68	79	84	66	71	85	72	68	83
		Gain of	6	-10	-3	-11	-26	-10	14	8	2	42
1999	Near North	African Am	1693	162	202	216	187	209	213	184	165	155
2003	Near North	African Am	1200	125	121	121	112	113	146	166	148	148
		Loss of	-493	-37	-81	-95	-75	-96	-67	-18	-17	-7
1999	Kenwood/Whittier	African Am	1375	189	161	168	164	165	156	148	106	118
2003	Kenwood/Whittier	African Am	950	124	113	106	104	113	95	90	95	110
		Loss of	-425	-65	-48	-62	-60	-52	-61	-58	-11	-8
1999	Phillips/River	African Am	2316	243	262	276	288	262	267	257	229	232
2003	Phillips/River	African Am	1627	206	176	157	150	174	185	182	212	185
		Loss of	-689	-37	-86	-119	-138	-88	-82	-75	-17	-47
1999	Southwest	African Am	762	72	78	86	88	98	89	85	88	78
2003	Southwest	African Am	820	72	86	69	73	94	97	116	94	119
		Gain of	58	0	8	-17	-15	-4	8	31	6	41
1999	South	African Am	2390	233	262	264	304	271	286	282	264	224
2003	South	African Am	1639	147	164	157	192	183	202	185	216	193
		Loss of	-751	-86	-98	-107	-112	-88	-84	-97	-48	-31
1999	Open Enroll/Tuition In	African Am	244	34	40	37	27	32	21	17	19	17
2003	Open Enroll/Tuition In	African Am	550	80	63	69	64	44	50	65	55	60
		Gain of	306	46	23	32	37	12	29	48	36	43

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	Asian Am	2290	241	260	296	279	291	268	221	210	224
2003	North	Asian Am	1908	173	167	198	209	217	231	237	232	244
		Loss of	-382	-68	-93	-98	-70	-74	-37	16	22	20
1999	Northeast	Asian Am	277	40	36	24	28	31	34	28	23	33
2003	Northeast	Asian Am	197	22	19	24	16	23	21	21	21	30
		Loss of	-80	-18	-17	0	-12	-8	-13	-7	-2	-3
1999	Near North	Asian Am	813	88	91	97	100	106	86	85	86	74
2003	Near North	Asian Am	563	57	56	59	56	76	59	62	68	70
		Loss of	-250	-31	-35	-38	-44	-30	-27	-23	-18	-4
1999	Kenwood/Whittier	Asian Am	247	29	22	35	33	27	21	30	23	27
2003	Kenwood/Whittier	Asian Am	166	17	22	18	17	18	17	17	24	16
		Loss of	-81	-12	0	-17	-16	-9	-4	-13	1	-11
1999	Phillips/River	Asian Am	630	64	70	72	72	61	79	75	66	71
2003	Phillips/River	Asian Am	275	25	35	29	25	30	41	31	32	27
		Loss of	-355	-39	-35	-43	-47	-31	-38	-44	-34	-44
1999	Southwest	Asian Am	239	28	17	38	31	30	17	27	19	32
2003	Southwest	Asian Am	241	32	31	31	20	29	20	33	24	21
		Gain of	2	4	14	-7	-11	-1	3	6	5	-11
1999	South	Asian Am	603	63	68	68	59	61	67	80	73	64
2003	South	Asian Am	344	30	32	37	39	37	48	40	42	39
		Loss of	-259	-33	-36	-31	-20	-24	-19	-40	-31	-25
1999	Open Enroll/Tuition In	Asian Am	26	7	3	4	3	2	4	2	1	
2003	Open Enroll/Tuition In	Asian Am	67	11	15	5	5	7	1	9	8	6
		Gain of	41	4	12	1	2	5	-3	7	7	6

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

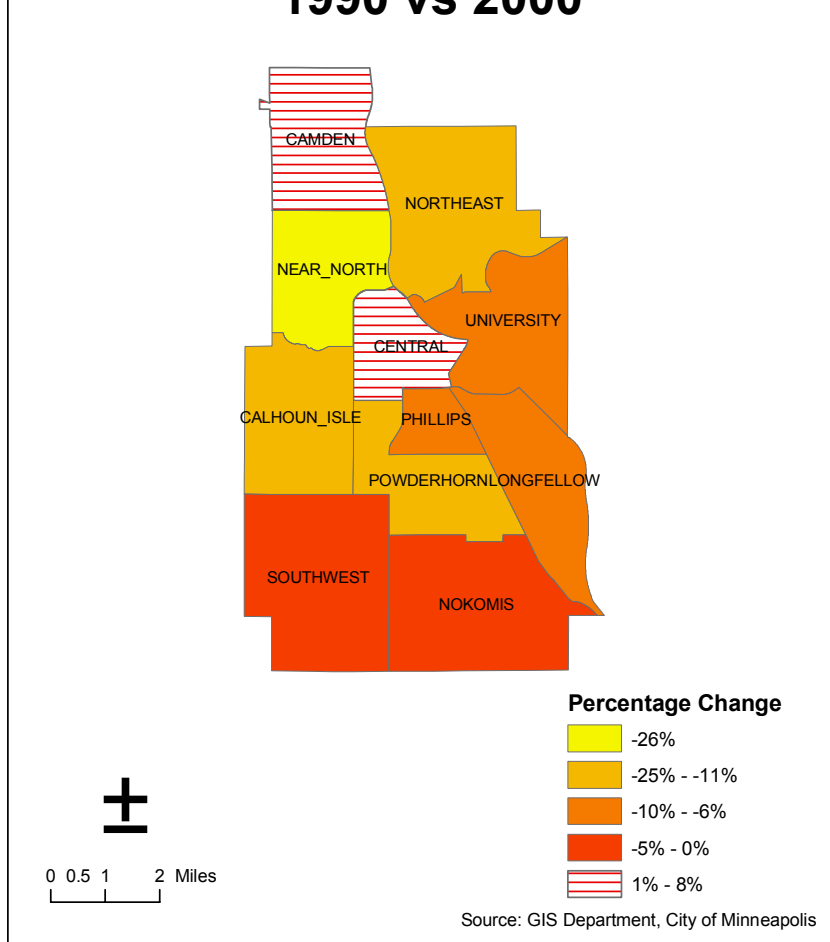| Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	Hispanic Am	222	27	23	37	17	29	21	28	17	23
2003	North	Hispanic Am	397	51	60	53	36	38	36	48	31	44
		Gain of	175	24	37	16	19	9	15	20	14	21
1999	Northeast	Hispanic Am	273	30	42	38	37	37	23	22	17	27
2003	Northeast	Hispanic Am	475	70	56	60	58	53	52	44	43	39
		Gain of	202	40	14	22	21	16	29	22	26	12
1999	Near North	Hispanic Am	79	11	7	12	11	7	13	8	4	6
2003	Near North	Hispanic Am	101	20	4	15	9	15	9	10	9	10
		Gain of	22	9	-3	3	-2	8	-4	2	5	4
1999	Kenwood/Whittier	Hispanic Am	593	105	81	82	69	79	42	54	42	39
2003	Kenwood/Whittier	Hispanic Am	517	95	76	56	56	64	50	47	42	31
		Loss of	-76	-10	-5	-26	-13	-15	8	-7	0	-8
1999	Phillips/River	Hispanic Am	684	117	90	92	84	81	55	62	46	57
2003	Phillips/River	Hispanic Am	935	144	111	94	98	130	94	99	83	82
		Gain of	251	27	21	2	14	49	39	37	37	25
1999	Southwest	Hispanic Am	164	22	22	22	23	20	17	17	9	12
2003	Southwest	Hispanic Am	287	36	31	38	32	26	33	31	33	27
		Gain of	123	14	9	16	9	6	16	14	24	15
1999	South	Hispanic Am	847	142	113	123	88	91	90	68	67	65
2003	South	Hispanic Am	1441	193	211	169	157	168	139	160	121	123
		Gain of	594	51	98	46	69	77	49	92	54	58
1999	Open Enroll/Tuition In	Hispanic Am	45	10	8	5	3	5	3	3	2	6
2003	Open Enroll/Tuition In	Hispanic Am	93	12	15	7	13	11	4	11	9	11
		Gain of	48	2	7	2	10	6	1	8	7	5

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	Native Am	254	22	25	41	32	31	31	25	20	27
2003	North	Native Am	200	29	21	17	15	19	18	27	29	25
		Loss of	-54	7	-4	-24	-17	-12	-13	2	9	-2
1999	Northeast	Native Am	206	22	26	25	28	31	20	13	17	24
2003	Northeast	Native Am	161	21	15	13	17	21	17	15	23	19
		Loss of	-45	-1	-11	-12	-11	-10	-3	2	6	-5
1999	Near North	Native Am	30		7	2	5	2	3	5	2	4
2003	Near North	Native Am	39	4	4	6			7	6	7	5
		Loss of	9	4	-3	4	-5	-2	4	1	5	1
1999	Kenwood/Whittier	Native Am	104	11	11	12	16	12	12	5	16	9
2003	Kenwood/Whittier	Native Am	81	13	7	6	9	9	7	7	13	10
		Loss of	-23	2	-4	-6	-7	-3	-5	2	-3	1
1999	Phillips/River	Native Am	655	69	84	81	84	85	80	69	61	42
2003	Phillips/River	Native Am	428	45	58	44	31	41	51	49	67	42
		Loss of	-227	-24	-26	-37	-53	-44	-29	-20	6	0
1999	Southwest	Native Am	83	7	10	13	13	7	11	7	7	8
2003	Southwest	Native Am	82	9	5	9	11	8	10	12	13	5
		Loss of	-1	2	-5	-4	-2	1	-1	5	6	-3
1999	South	Native Am	383	37	40	49	44	53	43	47	33	37
2003	South	Native Am	273	25	31	20	23	29	40	33	34	38
		Loss of	-110	-12	-9	-29	-21	-24	-3	-14	1	1
1999	Open Enroll/Tuition In	Native Am	27	5	2	3	6	1	3	2	4	1
2003	Open Enroll/Tuition In	Native Am	42	3	3	5	6	4	3	5	5	8
		Gain of	15	-2	1	2	0	3	0	3	1	7

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	Unknown	134	28	16	13	14	11	13	17	17	5
2003	North	Unknown	6	5	1							
		Loss of	-128	-23	-15	-13	-14	-11	-13	-17	-17	-5
1999	Northeast	Unknown	30	5	3	6	1	2	4	5		4
2003	Northeast	Unknown	7	1		1	1	1	1			2
		Loss of	-23	-4	-3	-5	0	-1	-3	-5	0	-2
1999	Near North	Unknown	39	7	6	4	7	2	5	4	4	
2003	Near North	Unknown	3	3								
		Loss of	-36	-4	-6	-4	-7	-2	-5	-4	-4	0
1999	Kenwood/Whittier	Unknown	78	6	19	7	11	6	12	9	5	3
2003	Kenwood/Whittier	Unknown	2	1						1		
			-76	-5	-19	-7	-11	-6	-12	-8	-5	-3
1999	Phillips/River	Unknown	119	11	27	11	13	12	10	19	7	9
2003	Phillips/River	Unknown	2	1			1					
		Loss of	-117	-10	-27	-11	-12	-12	-10	-19	-7	-9
1999	Southwest	Unknown	65	13	15	9	6	5	7	2	3	5
2003	Southwest	Unknown	4	2		1					1	
		Loss of	-61	-11	-15	-8	-6	-5	-7	-2	-2	-5
1999	South	Unknown	214	17	49	30	32	18	24	22	14	8
2003	South	Unknown	5	2	1			1		1		
		Loss of	-209	-15	-48	-30	-32	-17	-24	-21	-14	-8
1999	Open Enroll/Tuition In	Unknown	17	4	4	1	2	2		2	2	
2003	Open Enroll/Tuition In	Unknown	7	2						3	2	
		Loss of	-10	-2	-4	-1	-2	-2	0	1	0	0

Number of Students Gained or Lost by Race/Ethnicity and by Area of City

Year	Area of City	Race/Ethnicity	Total	K	01	02	03	04	05	06	07	08
1999	North	White Am	1126	108	136	110	126	141	137	119	141	108
2003	North	White Am	675	64	81	75	83	72	86	65	59	90
		Loss of	-451	-44	-55	-35	-43	-69	-51	-54	-82	-18
1999	Northeast	White Am	1615	198	180	193	208	196	182	162	162	134
2003	Northeast	White Am	1133	124	139	130	109	123	128	130	116	134
		Loss of	-482	-74	-41	-63	-99	-73	-54	-32	-46	0
1999	Near North	White Am	178	22	22	20	10	21	16	23	22	22
2003	Near North	White Am	134	13	18	12	14	21	17	11	16	12
		Loss of	-44	-9	-4	-8	4	0	1	-12	-6	-10
1999	Kenwood/Whittier	White Am	702	88	88	82	79	94	69	75	62	65
2003	Kenwood/Whittier	White Am	533	75	61	65	52	57	64	49	50	60
		Loss of	-169	-13	-27	-17	-27	-37	-5	-26	-12	-5
1999	Phillips/River	White Am	1309	133	134	127	171	168	129	150	140	157
2003	Phillips/River	White Am	1089	119	128	130	115	120	107	96	141	133
		Loss of	-220	-14	-6	3	-56	-48	-22	-54	1	-24
1999	Southwest	White Am	2532	300	293	297	298	282	292	261	257	252
2003	Southwest	White Am	2667	358	335	328	294	284	268	270	268	262
		Gain of	135	58	42	31	-4	2	-24	9	11	10
1999	South	White Am	1555	155	165	171	189	188	199	154	161	173
2003	South	White Am	1170	145	126	141	125	132	133	114	125	129
		Loss of	-385	-10	-39	-30	-64	-56	-66	-40	-36	-44
1999	Open Enroll/Tuition In	White Am	155	30	12	28	18	21	19	9	9	9
2003	Open Enroll/Tuition In	White Am	197	41	25	25	25	24	16	12	16	13
		Gain of	42	11	13	-3	7	3	-3	3	7	4

**Change In Minneapolis Birthrates
By Community Census Data
1990 vs 2000**

CAMDEN

NORTHEAST

NEAR_NORTH

UNIVERSITY

CENTRAL

CALHOUN_ISLE

PHILLIPS

POWDERHORNLONGFELLOW

SOUTHWEST

NOKOMIS

Percentage Change

-26%
-25% - -11%
-10% - -6%
-5% - 0%
1% - 8%

Source: GIS Department, City of Minneapolis

0 0.5 1   2 Miles

Student Accounting Department, Minneapolis Public Schools

Other sources of demographic information:

❖ Metro Council: http://www.metrocouncil.org/

❖ Census Bureau: http://www.census.gov/

❖ Health profiles: http://www.mnplan.state.mn.us/datanetweb/

History of Desegregation in MPS

1963	
First Sight Count shows 6.6% minority students.	Recognition of problems and responsibility, but piecemeal efforts to desegregate.
District begins to use several strategies to mitigate racial isolation, including closing Warrington School (80% minority), transporting some students from Willard to Shingle Creek.	Minority population concentrated in specific sections of city.

1967	
First Human Relations Guidelines: ❖ Define racial balance as school exceeding 20% minority level at elementary; 10% at secondary. ❖ Set in motion the voluntary urban transfer program. ❖ Other initiatives included staff development related to human relations, liberate recruitment of teachers of color, putting publishers on notice that the district would expect more multicultural materials in the future, and establishment of Department of Intergroup Education to monitor human relations activities.	First official commitment and actions to deal with human relations issues.

1969	
State Department of Human Rights cites district for violating the Minnesota Act of Discrimination.	First external intervention to reduce racial isolation.
Task Force on Minority Cultures set up to teach special human relations units to students.	
Marshall-University Junior-Senior High initiates voluntary desegregation efforts with voluntary transfers from north Minneapolis.	

History of Desegregation in MPS

1970
State of Minnesota sets 30% as maximum number of students of color in schools.

Two candidates elected to Board of Education by positioning themselves as anti-busing candidates.	Opposition emerges as district shifts from a focus on schools with high numbers of students of color to thinking about the implications of racial isolation for all schools.
New Human Relations Guidelines adopted to respond to obvious community racism and increasing minority percentages: ❖ Unrepresentative school defined as one with two times the district average of students of color, as well as a significant portion of its student body not meeting acceptable standards for achievement. ❖ Commits the district to boundary changes, paired schools, magnet programs as means to reduce racial isolation. ❖ Recommends decentralized administration ❖ Intensifies use of voluntary urban transfer program. Central Magnet Program established to improve educational programs and attract White students to Central. Southeast Alternatives Program proposed with federal Experimental Schools Program monies. Pratt-Motley and Hale-Field pairing proposed.	Demonstrates a strong commitment to change. This is the first magnet program in Minneapolis. The Southeast Alternatives Program will ultimately serve as a model for alternative choices, which are the backbone of our present choice system to support desegregation.

Ulvog Anti-pairing suit filed. District wins decision.	

State finds 17 schools out of compliance.	John B. Davis asserts need to counteract de facto desegregation.

History of Desegregation in MPS

1971	
(July) Board member Harry Davis calls for a comprehensive desegregation plan.	13% students of color.
(August) Booker, et. al. Files a suit charging that Minneapolis Public Schools are segregated. Suit is supported by the National Association for the Advancement of Colored People (NAACP) and the Committee for Integrated Education. Case goes to Judge Larson.	
Dr. John B. Davis raises issues related to interdistrict and desegregation suggests two-way busing with Golden Valley and Robbinsdale as a remedy.	Developing the plan shows the district's commitment to desegregation whatever the outcome of the court decision.
District develops first comprehensive Desegregation/Integration Plan prior to hearing Judge Larson's decision.	
Hale-Field paired schools busing begins.	
Southeast Alternatives Program implemented with Marcy (Open), Pratt and Motley (Continuous Progress), Tuttle (Contemporary), Free School (K-12), Marshall-University Junior –Senior High.	

History of Desegregation in MPS

1972	
(April) The Desegregation/Integration Plan proposed: ❖ Elementary: alternatives, better buildings, paired schools, school clusters ❖ Secondary: Boundary changes, grade reorganization, continuation of the Central Magnet program and the development of a magnet program at North and an Accelerated Program at Franklin ❖ Other: Dr. Davis calls upon stakeholders to develop innovative programs, as long as economically feasible and racially balanced. Hale-Field paired.	15.9% students of color. Although it was a long-range goal, the district did not plan to desegregate all schools under the 1972 plan. Guidelines for the plan included: low expenditure, no cross-town busing, no dispersal of minority students in small numbers, changing attendance areas in ways that affected whole neighborhoods, involving adjoining schools whenever possible, integrate socio-economically, eliminating overcrowding, committing to extended day and community education programs, and providing adequate time to plan for changes for all stakeholders.
(May 24, 1972) Judge Larson declares district to be "permanently enjoined from discriminating on the basis of race and national origin." Findings include: ❖ Direction against discriminatory assignment of teachers and students. ❖ Notes that small schools were located in White neighborhoods, limiting space for students of color, while large schools were located in minority neighborhoods making it more difficult to disperse students to prevent racial isolation. ❖ Notes that minority teachers were assigned to schools in core city with large numbers of students of color. ❖ One key argument in the conclusions of Judge Larson is that Board of Education members admitted that public pressure kept them from desegregating schools.	The district was under court order for the next 11 years. Court sets limit of 35% minority enrollment in any school.
(August) Administrators vow support for desegregation /integration plan as the "right thing to do."	

History of Desegregation in MPS

1972-76
A variety of other activities occur in the next four years to facilitate desegregation/integration, including: administrative decentralization into three areas, a Task Force on Racism, hiring of additional staff, students/staff workshops, a Task Force on Ethnic Studies, and expansion of the Southeast Alternatives Program approach throughout the district, including a fundamentals program.

1973
First movement of students for desegregation under court order.

1976	
Andersen, Wilder and North Star complexes open.	23% students of color.

1977	
Court orders 35/42% formula.	Requires revised plan.

History of Desegregation in MPS

1978	
District has 6 Limited English Proficiency Centers. 17 schools out of compliance.	26% students of color. Concentrates services for LEP students, helps desegregate schools with high majority numbers.
Desegregation/Integration Plan: ❖ Sets maximum percentage of students of color at 39% for single minority, 46% total minority. ❖ Adds school choice as a desegregation tool ❖ Institutes "controlled enrollment" which gave principals the power to turn away students whose enrollment would result in noncompliance. ❖ Closes 6 elementary schools, 3 junior highs ❖ Initiates the HEN[19] program with Henry, Edison and North.	The 1978 plan meets with public opposition because parents want predictability and stability.

1980	
Judge Larson orders revisions to 1978 plan to include equitable controlled enrollment. This revision includes 30 schools in two-way controlled enrollment. Larson extends deadline for new plan to accommodate long-range planning.	31% students of color. In addition, issues of equity are raised because more students of color are being bused. In 1980, 96% of the students denied registration in a particular school because of space or racial balance are students of color.
Long-range planning calls for action in 13 areas of concern. The first area to be considered is Desegregation/Integration.	In 1980-81, 82% of students involved in controlled enrollment are students of color.
Administrative Committee for Desegregation established. The committee is charged with creating a plan which would result in release from the court order: ❖ The plan would incorporate all schools. ❖ The plan would be integrated with the facilities planning.	A fiscal crisis, declining enrollment and the past decade of instability in the schools result in a crisis of confidence in the schools. Long-range planning is initiated to restore confidence and financial stability.

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[19] The HEN program required that a percentage of students switch attendance to Henry, Edison or North High Schools every trimester.

History of Desegregation in MPS

1982

Second Desegregation/Integration Plan, 1982-87:
 	
   ❖ Closes 18 schools at estimated savings of $4 million per year.
   ❖ Opens with new programs in 13 schools.
   ❖ Inserts a "floor" as well as addition of a ceiling in terms percentage of students of color allowable in each school.
   ❖ Closes 3 junior highs, changes boundaries to provide for 7-8 grade configuration.
   ❖ Keeps K-6 configuration for elementary schools, but in K-3/4-6 form unless schools are naturally desegregated, or geographically isolated and hard to pair.
   ❖ Remaining high schools reorganized as 9-12s with enhanced curriculum (full math sequence, at least two world languages, full science sequence), four high schools get magnets (Business and Service Occupations, Academy of Finance at Edison; Radio Broadcasting, Summatech, Advance Technical, Visual and Performing Arts at North; Automotive at Roosevelt). Edison and North desegregated by program with 9-11th graders required to attend both schools each year.
	34.8% students of color; 4% students are in Limited English Proficiency Program (LEP).
	
	Downsizing facilities was necessary to deal with finance, and increased excellence issues.
	
	The 1982-87 plan stresses equity (in transportation and assignments), excellence (high quality programs at all schools), stability (grade organizations and program offering would stay the same), and predictability (attendance areas would remain constant).
	
	Edison/North desegregation component is controversial and not favored by Booker Plaintiffs.
	
	As part of the planning, the Board of Education adopts a new statement committing them to integrated, quality education for all students.
	
	Under the 1982-87 plan, racially balanced enrollments are easier to maintain, freeing administrators to concentrate on educational excellence.

History of Desegregation in MPS

1983

June 8, Jude Larson releases district from court order to state. The State of Minnesota is now responsible for requiring compliance. The district court orders "no schools would have more than 15% enrollment of students of color above the district average for the grade levels served by the school and that all schools be involved in the effort." The district's actions exceed these guidelines by including the 15% minimum as well as the state 15% maximum to enssure diversity in all schools.	Plaintiffs express fear that release from the order is inappropriate since a future school board might be pressured by the community to return to neighborhood schools.

1986

Programmatic desegregation at North and Edison ends in favor of closing new North to students of color and Edison to White students if they arrive after allowable percentages reached.	42.5% students of color.
The Central Placement and Assessment Center (now called the Student Placement Center) is established at Lehmann Center. The Central Placement and Assessment Center facilitates a desegregation strategy of allotting spaces in schools per majority/minority percentages in order to comply with desegregation guidelines.	The Welcome Center is charged with placing students in elementary schools so that desegregation guidelines are followed, while allowing as much choice for families as possible. In addition, the Center provides initial assessments of achievement levels for school staff. The Center also places all Limited English Proficiency program students.
District conducts survey: Opinions of Parents of Elementary Children about Minneapolis Public Schools Educational Programs. Study reports that program choice is very important. Two new magnet schools open in buildings that had been closed, Longfellow International/Fine Arts and Willard Math/Science/Technology. Putnam's students move to Sheridan for 4-6. Montessori program expands: Hall opens and Southside program moves to Northrop.	The rationale for opening up the first elementary curriculum-themed magnet schools is to provide additional educational choice and to avoid boundary changes. (It should be noted that what we call "programs of choice" are generally thought of as magnet schools in other parts of the country.)

History of Desegregation in MPS

1987	
Executive Briefing on Desegregation/Integration and parental choice presented to Mayor Don Fraser and City Council. An overview of desegregation issues and the various factors that could constrain parental choice are discussed.	By 1987, the 1982-87 Plan is under fire from the community. The limits on parental choice imposed by the + or – 15% and increasing popularity of elementary magnets and K-6 and K-8 schools make school choice a controversial issue in the city.

Administrators Conference focuses on the educational progress made during the 1982-87 Five Year Plan, including consistent standards for achievement, more than three dozen benchmark assessments, a citywide discipline policy, programs for gifted and talented students in every school, remediation services, curriculum outcomes for all grades and subjects, stronger secondary curriculum, gains in achievement, multicultural curriculum gains, etc.

Dowling opens as first Urban Environmental Magnet.

1988	
Minnesota Department of Education initiates metro area Quadrant meetings. Dr. Robert Ferrera meets with Southwest Quadrant (Minneapolis, Bloomington, Eden Prairie, Edina, Hopkins, Richfield and St. Louis Park). Group agrees that options should be voluntary, two-way, student and teacher exchanges.	47.4% students of color. Minneapolis Citizens Committee on Public Education recommends metropolitan desegregation.
I.B. Program started at Henry, Southwest, Washburn and Roosevelt.	Citizens League of Minneapolis recommends redrawing metro area school district boundaries to desegregate.

History of Desegregation in MPS

1989

Program Council Steering Committee on Parental Choice and Desegregation/Integration completes recommendations that would result in 100% parental choice. Board of Education does not accept the recommendations because they rely on the premise that people would be happy to choose programs unrelated to location. Super Steering Committee, comprised of representatives from district-wide planning committees, recommended that certain elementary magnet programs be replicated, that existing elementary magnets be expanded and that elementary attendance areas be eliminated.

The Program Council Steering Committee hears from Program Councils representing each alternative and elementary learning center. Program Councils address: clarity of program description, integrity of program, level of demand, expertise of staff needed, facilities needs, success with outcomes, usefulness for desegregation, and recommendations for change.

The Secondary Magnet Steering Committee, having the same role as the above, addresses: purpose (enrichment, desegregation, retaining city students), limitations, and objectives (achievable, measurable).

1990

The Board expands choice options by:

 ❖ Moving Longfellow International/Fine Arts to Ramsey, expanding enrollment.
 ❖ Reopening Windom School as an open program alternative.
 ❖ Opening a Southside math/science/technology elementary magnet in the Wilder complex.

International Studies Magnet at Washburn initiated.

International Baccalaureate program is redesigned as a magnet at Southwest and Henry, (eliminating IB programs at Roosevelt and Washburn), and expanded to include pre-IB programs at Northeast and Anwatin.

The former Visual and Performing Arts, Radio Broadcasting, and Advance Technical Magnets at North are configured as one magnet called Arts and Communications.

52.2% students of color.

Metro Learning Alliance opens program for 11th and 12th graders at Mall of America (Minneapolis, St. Paul, Bloomington, Richfield, St. Louis Park).

Legislature funds two-year planning effort for pilot projects that would result in interdistrict desegregation involving St. Paul and Minneapolis and one or more adjacent suburbs. Minneapolis forms Cooperative Interdistrict Integration Project (CIIP) with Brooklyn Center, Columbia Heights, Edina, Hopkins, Richfield, Robbinsdale, St. Anthony/New Brighton, and St. Louis Park..

League of Women Voters endorses metropolitan desegregation.

History of Desegregation in MPS

1991

District expands options to meet space needs due to enrollment growth and lower class sizes mandated by the Better Schools Referendum, which passed in fall 1990. ❖ Opens Four Winds, a K-8 American Indian and French Language School. ❖ Opens Pillsbury Math/Science/Technology (K-6). ❖ Expands Southside Montessori at Seward School. ❖ Opens Ann Sullivan as K-8 continuous progress. ❖ Opens Northrop Environmental Learning Center K-6. ❖ Opens three new early education centers at McKnight, Children's Academy North, and Bottineau, all in leased space.	The district anticipates that it will be difficult to racially balance classes at Four Winds. Variance sought from state. School is allowed to be 15% out of compliance in 1991-92; 10% in 1992-93; and 5% in 1993-94.

School Board joins other districts involved in Cooperative Interdistrict Integration Project to approve guidelines developed for voluntary, two-way, full-time student exchanges for purposes of desegregation.

District initiates Afrocentric Academy, a part-time program for 7-8th graders from Lincoln and Franklin Schools where students learn in an Afrocentric style.	State Department of Education challenges concept of Academy as a one-race school. District argues successfully that the Academy is a part-time program, not a school, and that it is open to students of all races.

History of Desegregation in MPS

1992	
School Board approves study of issues related to quality of education, called the Quality Schools Study. Information to be gathered and recommendations made in 1992-93 school year; planning for implementation during 1993-94; with implementation scheduled for 1994-95.	56.6% students of color; 8% students are in LEP program.

District continues to respond to need for more classroom space to accommodate growing enrollment and referendum needs:

- ❖ Opens an early education center at Bryn Mawr (former Special Education facility).
- ❖ Opens new building for Marcy Open School, resulting in more spaces available for open students as well as contemporary students housed at Tuttle.

Minnesota State Board of Education drafts new Desegregation/Integration Rules, but delays issuing as proposed rules.

Downtown Task Force of Cooperative Interdistrict Integration Project proposes downtown school to serve students from all participating districts.

1993
Quality Schools Study completed with recommendations for changes in program, staff development, grade configurations, and school choices.

1994
(Fall) District Options Study recommends changes in grade configurations to K-5, K-6, 6-8, K-8, 9-12 and community attendance areas for elementary students.
School of Extended Learning opens (K-5); Olson reopens as middle schools (K-8); Jenny Lind School opens (K-6).

History of Desegregation in MPS

1995
District joins West Metro Education program as developed from state's Cooperative Interdistrict Integration Project (CIIP) and forms Joint Powers Board with eight suburban districts: Richfield, Edina, St. Louis Park, Hopkins, Robbinsdale, Brooklyn Center, St. Anthony and Columbia Heights.
City council endorses Housing Principles, which are policy directives to strengthen neighborhoods and the housing market as well as improve distribution of high and low income housing throughout the city.
Eliminating the Gap (ETG) policy package endorsed by Board of Education with curriculum program, staff development, grade configurations, and attendance area recommendations.
ETG Phase I endorsed by School Board with detailed implementation; MPS requests State Variance from desegregation rule for system of community and magnet schools.
NAACP files suit against State of Minnesota charging inadequate education for students of color in Minneapolis Public Schools.
Lucy Laney School (K-5), Brookside (K-6), Parkview Montessori (K-6), and West Central Academy (K-8) open.

1996	
State begins rulemaking process on proposed update for Desegregation Rule.	66% students of color.
Commissioner of Education grants variance from existing Desegregation Rule.	District identifies guaranteed attendance areas for community schools beginning with a guarantee for kindergarten and adding one grade level each year. Elementary magnet programs and partner school areas become desegregation strategies for elementary students. District commits to increasing guarantee areas and equalizing the guarantee for students of color and White students.
District begins community school implementation with kindergarten; this class enrolling 70% students of color. Elementary grade configurations move to K-5, K-6, and K-8.	
Broadway School opens (K-8).	

History of Desegregation in MPS

1997

Community schools implementation continues kindergarten and grade one, each year adding an additional grade level for a guaranteed attendance area.

Whittier School opens (K-5.)
State Legislature mandates new Desegregation Rule completed by January 10, 1999.

1998	
First West Metro Education Program (WMEP) interdistrict school opens in downtown Minneapolis as the Interdistrict Downtown School, K-12, in partnership with University of St. Thomas.	71.4% students of color; 18% students are in English Language Learner program.

Sullivan School expansion opens.

Board endorses grade configurations of K-5, K-8, 6-8, 9-12 and Pathways for elementary to middle schools.

1999	
State Desegregation Rule effective July 1999. Elementary school choice requests are processed without using racial identity for placement decision.	New Desegregation Rule requires desegregation plans from larger number of school districts throughout the state, requires contiguous districts to submit cooperative plans, and restricts districts from making decisions about student placements in schools solely on the basis of race.

Cityview School opens (K-8).
Jordan School opens (K-8).

History of Desegregation in MPS

2000

NAACP lawsuit settled with State of Minnesota requiring expanded choice programs over four years for Minneapolis students, K-12, to eight suburban districts and within district beginning fall 2001.	Priority for spaces and full transportation costs will be provided for students qualifying for free and reduced price lunch and/or living in an elementary attendance area with 90% or greater students of color.
District Desegregation Plan filed with State in September; WMEP Desegregation Plan is also filed with state.	Plan for district is the expanded school choice agreement in the NAACP settlement.

Board adopts revised Desegregation Policy emphasizing student achievement as the primary goal of the district and school choice as the primary strategy to ensure diverse learning communities.

Lucy Laney/Cleveland School opens (K-8); Pratt reopens as K-1
Schools configured as K-8's: Hale-Field, Jefferson, Lincoln, Powderhorn, Lake Harriet (Audubon-Fulton).

Complete changing schools with K-6 configuration to K-5.

Attitudes About MPS

The district's Student Placement Services (SPS) department registers families for school in Minneapolis. They counsel thousands of families each year to help them find the best school for their child. According to SPS, families identify the following four features most frequently (and in this order) as key in school choice decision-making:

1. School location
2. Climate (behavior of kids, how staff treat students)
3. Test scores
4. Siblings able to attend the same school

Survey Of Minneapolis Residents

In November 2003, MPS released survey results of the opinions of parents and non-parents of the city's schools and education. While there was widespread recognition that MPS helps students appreciate diversity and other cultures according to the survey, parents and non-parents alike expressed concerns about the quality of academic programs and the level of discipline in the district's schools.

While 59 percent of MPS parents said the school system does an "excellent" or "good job" of educating children, Hispanic Americans, at 77 percent, had the most positive impression of the school system, and African American parents, at 49 percent, reported the least positive impression.

When parents of K-12 students were asked to rate their child's school, they were much more positive than they are about the school system as a whole—especially when asked to rate the academic program. While 61 percent of MPS parents gave an "excellent" or "good" rating to the academic program of MPS, the figure jumped to 81 percent when parents were asked about the academic program at "my child's school."

About nine in ten parents who already have a child in the Minneapolis Public School said they would be "very likely" to "somewhat likely" to stay with MPS, even if they could send their child to any school in the Twin Cities.

The survey was conducted by Northstar Interviewing Service of Edina, Minn., using computer-assisted telephone interviewing from Sept. 3 through Oct. 1, 2003. A total of 1,502 interviews were completed and consisted of Minneapolis adults, MPS parents and other samples of people of color. Interviews were conducted in English, Hmong and Spanish. The survey has a sampling error of ±four percent. The survey report is available online at:
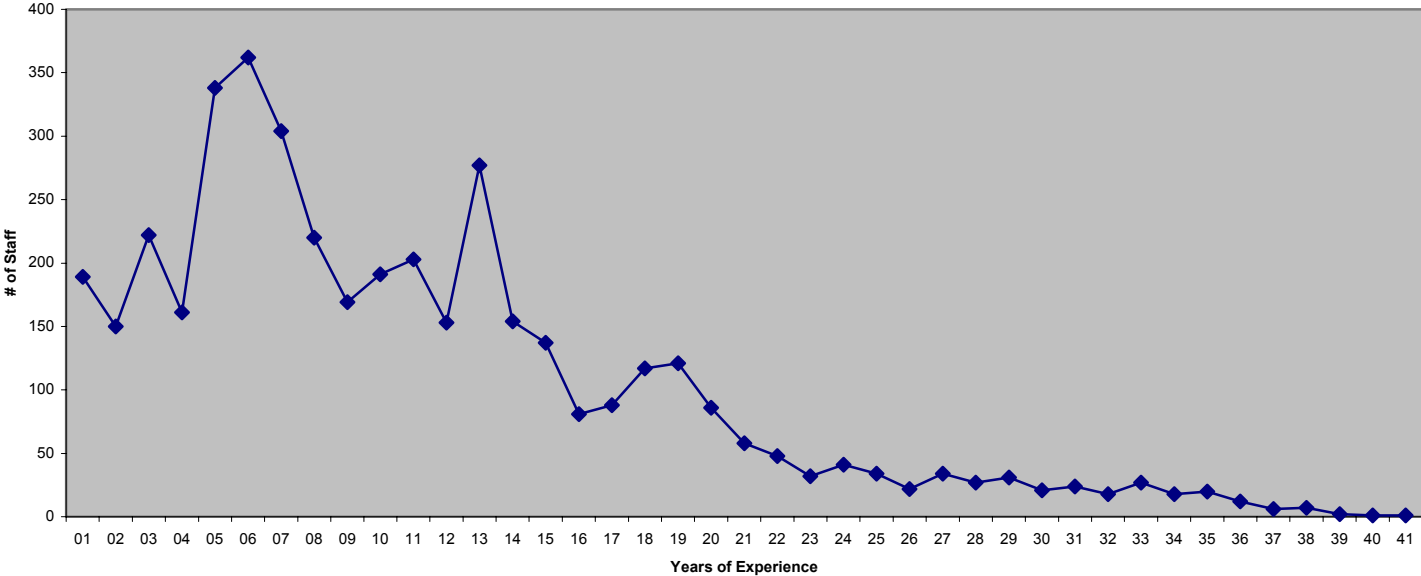http://www.mpls.k12.mn.us/School_Reorganizations.html

Staff

Demographic Data

Staff Ethnicity

Legend:
- White
- Black
- Hispanic
- Asian
- American Indian

9% 2% 3% 2%

84%
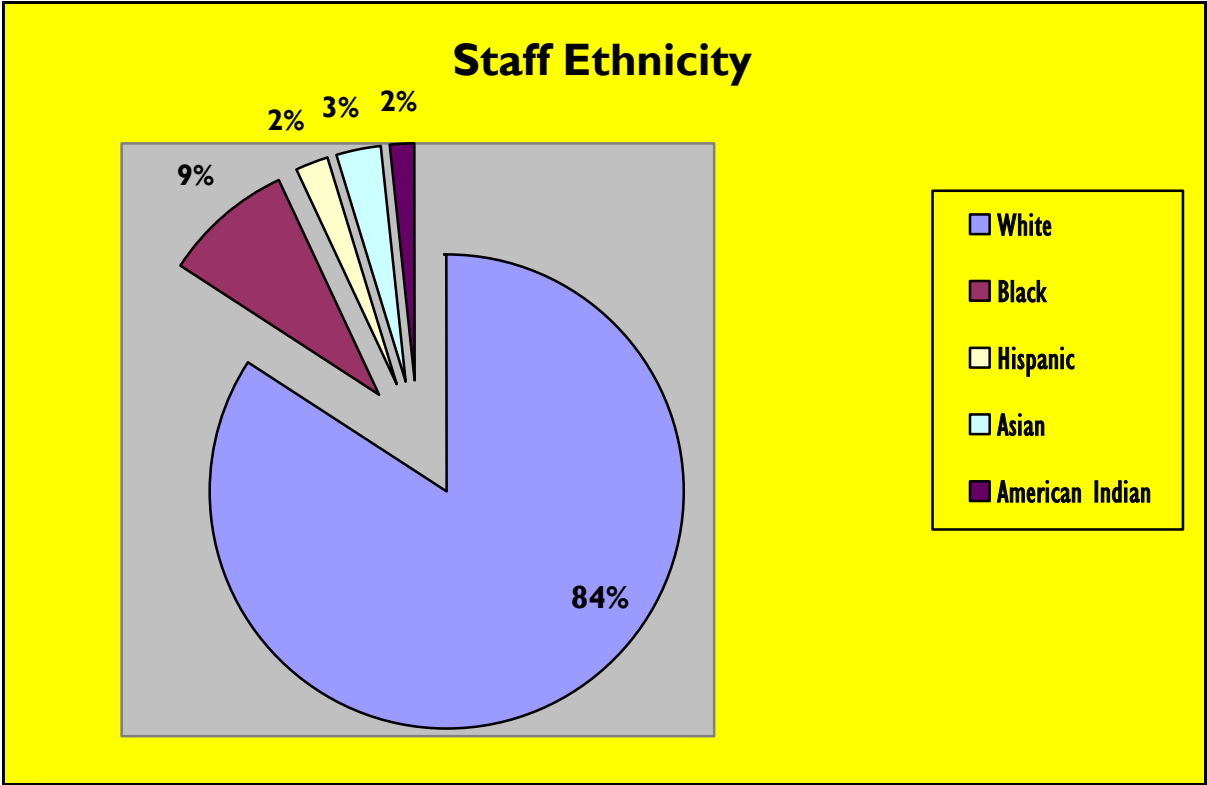
Slightly more than half of MPS teachers have fewer than 10 years experience.

Staff by Years of Experience

# of Staff / Years of Experience

Facilities

Facilities in Minneapolis Public Schools

The district operates 94 instructional programs in 79 district-owned buildings totaling more than eight million square feet of floor space and a replacement value of $1.2 billion. In addition, there are 42 classrooms housed in temporary buildings and 95 classrooms are leased at nine sites located at private schools, other district schools and commercial buildings. The district owns 456 acres of land. The weighted average age of buildings and additions in the district is 47 years old.[20]

Calculating Building Utilization

The Facilities Department defines a "classroom" as a single story space from 400-1,600 square feet in size for elementary/middle schools and up to 2,000 square feet in size for high schools. In general, Facilities excludes auditoriums, gymnasiums, media centers (contained computer labs are counted as classrooms), industrial education rooms (shop) and band rooms in its "classroom count." Generally, "classroom" is considered to be a room where a teacher could take a group of students and teach them. In most cases, that group of students is assumed to number "class size," meaning a group of 22 students in grades K-3; a group of 28 students in grades 4-8; and, an average of 30 students in grades 9-12. Facilities recognizes that schools have needs for rooms for small group instruction as well (Title I services, ELL services, other pull-out purposes).

MPS opened the 2003-04 school year with 2,880 available classroom spaces throughout all instructional facilities. To determine the number of classrooms "in use" for 2003-04 (based on October 2003 enrollment), Facilities used the following methodology:

❖ High Five/Kindergarten through 3rd Grade: 13,519 students at 22 children per classroom = 615 classrooms

❖ 4th – 8th Grades: 16,922 students at 28 children per classroom = 604 classrooms

❖ 9th – 12th Grades: 11,685 students at 30 children per classroom = 390 classrooms

To accommodate elective or specialist teachers, special education and ELL programs, as well as other site-based programming, the numbers of "regular education" classrooms are increased by 33 percent. While the 33 percent multiplier is considered most appropriate, school-specific considerations may cause the multiplier to range from 25 percent to 50 percent. This range would create a range of required classrooms of 2,011 to 2,414, resulting in a range of 467 to 869 surplus classrooms. At the 33 percent multiplier, the number of surplus classrooms is 740.

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[20] Source: MPS Facilities Report to Stakeholders 1990 to 2003, information current as of December 2002. Full report is available by contacting the Facilities Department, 612-668-0285.

School Name	Available Classrooms in Facility	# of classrooms in use in 2003-04 Using 33% multiplier	Surplus classrooms, 2003-04
K-5 Schools			
Andersen Elem	39	20	19
Armatage	32	22	10
Bancroft	36	27	9
Bethune	34	17	17
Bryn Mawr	40	23	17
Burroughs	36	29	7
Cooper	15	12	3
Dowling	26	23	3
Downtown	7	8	(1)
Ericsson	22	15	7
Hale	29	35	(6)
Hall	33	15	18
Hamilton	25	16	9
Hiawatha	17	13	4
Holland	22	15	7
Howe	15	11	4
Keewaydin	18	15	3
Kenny	23	19	4
Kenwood	24	24	0
Lake Harriet Lwr	12	19	(7)
Lind	34	29	5
Longfellow	22	13	9

School Name	Available Classrooms in Facility	# of classrooms in use in 2003-04 Using 33% multiplier	Surplus classrooms, 2003-04
Loring	21	19	2
Lyndale	40	19	21
Morris Park	20	0	20
North Star	44	31	13
Northrop	13	15	(2)
Park View	20	16	4
Phillips	40	5	35
Pillsbury	36	31	5
Powderhorn	50	28	22
Pratt	14	5	9
Putnam	18	12	6
Riverwest	0	0	0
Shingle Creek	23	20	3
Tuttle	23	16	7
Waite Park	26	17	9
Wenonah	16	15	1
Whittier	32	20	12
Whittier NELC	4	0	4
Willard	22	20	2
K-8 Schools			
Andersen Open	59	32	27
Anishinabe	30	11	19
Barton	35	34	1
Cityview	46	35	11

School Name	Available Classrooms in Facility	# of classrooms in use in 2003-04 Using 33% multiplier	Surplus classrooms, 2003-04
Emerson	23	31	(8)
Field	23	23	0
Four Winds	0	0	0
Green	39	32	7
Jefferson	48	32	16
Johnson	50	31	19
Jordan	47	25	22
Lake Harriet Up	33	25	8
Laney	45	35	10
Lincoln	50	35	15
Marcy	37	32	5
Ramsey	50	47	3
Seward	40	37	3
Sheridan	44	39	5
Sullivan	73	46	27
Webster	27	35	(8)
Davis	33	25	8
Windom	24	23	1
Middle Schools			
Anthony	39	32	7
Anwatin	44	35	9
Banneker	33	12	21
Folwell	44	28	16
Franklin	39	31	8

School Name	Available Classrooms in Facility	# of classrooms in use in 2003-04 Using 33% multiplier	Surplus classrooms, 2003-04
Northeast	45	27	18
Olson	37	31	6
Sanford	36	21	15
High Schools			
Broadway	42	9	33
Edison	71	57	14
Harrison	14	3	11
Henry	70	63	7
Lehmann-ICALL	11	7	4
Lehmann-WOC	20	12	8
North	86	53	33
PM High School	8	6	2
Roosevelt	101	62	39
South	100	83	17
Southwest	80	66	14
Washburn	65	57	8

Deferred Maintenance[21] By Building

Deferred Maintenance Costs in MPS	
Andersen Elementary	$2,347,513.14
Anishinabe	$0.00*
Anthony Middle	$1,763,279.08
Anwatin Middle	$333,683.34
Armatage Elementary	$1,113,357.36
Bancroft Elementary	$1,762,711.35
Banneker/Powderhorn (Wilder Complex)	$3,285,691.22
Bethune Elementary	$1,550,659.60
Broadway	$758,440.20
Bryn Mawr Elementary	$390,261.54
Burroughs	$0.00*
Cityview	$0.00*
Cooper Elementary	$886,399.42
Crawford	$0.00※
Dowling Spec.	$2,277,345.09
Edison High School	$3,821,220.95
Ericsson Elementary	$2,288,951.88
Field Elementary	$1,435,387.37
Folwell Middle	$1,643,168.78
Four Winds Elementary	$1,167,010.12
Franklin Middle	$1,598,094.85
Hale Elementary	$268,092.06
Hall Community	$735,933.82
Hamilton Elementary	$2,429,350.58
Harrison	$0.00*
Henry High	$632,791.50
Hiawatha Elementary	$1,571,290.07
Holland Elementary	$718,182.66

[21] Expenditures for repairs not made as part of normal maintenance or capital repair and accumulated to the point of evident deterioration and impairing proper function of facility; deferred maintenance projects represent "catch-up" expenses.
* Construction Post Dates 1994 Survey
※ Deferred Maintenance Must Be Negotiated As Part Of Lease Cost

Deferred Maintenance Costs in MPS	
Howe Elementary	$2,721,426.62
Jefferson Elementary	$199,025.00
Jordan Park Elementary	$0.00*
Keewaydin Elementary	$525,632.68
Kenny Elementary	$973,711.91
Kenwood Elementary	$1,821,452.95
Lake Harriet Community School Lower Campus (Audubon)	$280,386.67
Lake Harriet Community School Upper Campus (Fulton)	$1,102,021.41
Lincoln Elementary	$1,510,543.20
Lind Elementary	$74,256.00
Longfellow Elementary	$1,486,845.03
Loring Elementary	$750,091.39
Lucy Craft Laney At Cleveland Park Community School	$0.00*
Lyndale Elementary	$1,932,714.12
Marcy Open	$60,021.20
Morris Park Elementary	$946,846.95
Nellie Stone Johnson Elementary	$0.00*
North High	$2,414,652.66
North Star Elementary	$2,637,373.95
Northeast Middle	$365,458.61
Northrop Elementary	$1,941,250.41
Olson Elementary	$990,632.50
Pratt Education Center	$1,764,140.20
Putnam Elementary	$1,231,727.08
R. Green Central Park	$95,582.50
Ramsey Elementary	$258,350.00
Roosevelt High	$9,196,933.14
Sanford Middle	$1,706,749.71
Seward Elementary	$1,420,607.37
Sheridan Elementary	$8,018,504.06
Shingle Creek Elementary	$1,215,517.99
South High	$1,356,343.27

Deferred Maintenance Costs in MPS	
Southwest High	$8,410,426.75
Sullivan Elementary	$1,731,527.94
Transition Plus	$0.00[*]
Tuttle Elementary	$2,681,923.70
Waite Park Elementary	$1,955,557.15
Washburn High	$1,017,215.18
Webster Elementary	$1,795,424.24
Wenonah Elementary	$1,667,129.69
West Central K-8	$69,058.08
Wilder Complex	$3,920,000.00
Willard Elementary/Gordon Center	$852,202.71
Windom Elementary	$1,147,940.02
Grand Total	**$109,026,020.02**

Facilities Q & A

What is the Disposition of Closed Buildings?

Whenever a building is closed, the district is not only concerned about the building itself, but also the land it sits on. Vacant buildings are detrimental to neighborhoods and cost the district money to maintain. When a site is closed and it is determined that there is no further use for it as a district program site, then generally the district should either demolish or sell it. If the building is sold, that means the building and the land it sits upon are no longer needed by the district. If a building is demolished, this implies that the site is still important to the district for youth recreation or a future school, if and when student enrollment warrants another one. In the downsizing of the district in the early 1980s, too many properties were sold. This left the district with gaps in the geographic dispersal of schools. MPS ultimately paid the price for those decisions by purchasing home sites for the construction of several north side schools.

Can Empty Buildings Be Leased Instead of Razed?

Leasing MPS properties requires that the lease transactions be financially sound. That means the income from the lease would cover all costs. Typically, leases capture the usual annual operating costs such as utilities and custodial services, but would leave the district with the liability of funding the high cost repairs such as roof replacements, heating systems and the like. In addition, since most buildings are in areas zoned for residential housing, changing the use of the building to a business may require zoning approval.

Why Build New Schools When Enrollment Was Already Declining?

The new schools on the north side were built when student projections showed an increase. Other factors that affected the decisions included:

- ❖ Schools are located where students live, in support of the community schools policy.

- ❖ Parents expressed a preference for K-8 buildings.

- ❖ Desegregation rule variance required schools to be built in the northwestern area of the city.

- ❖ K-8 program concept provides stability in a single school over more school years.

After Nellie Stone Johnson School was built, the School Board adopted a plan to build a replacement school every three years. The purpose of doing this was to continue to replace older school buildings with newer ones while retiring more debt than taking out. The plan highlighted the need to construct buildings that were designed to support technology and provide the kinds of learning spaces essential to student learning in the 21st Century. The first school replaced under this plan was Burroughs Community School. At that time, enrollment was decreasing slightly, but only in the north area of the city, not the southwest. The decrease accelerated after September 11, 2001, when U.S. borders were closed to immigrants.

Finance/Budget

Background on School Finance (2003-2004)

Responsible authority

Under the Minnesota state constitution, the state (Legislature) is responsible for providing a "general and uniform system of public schools" and for making "such provision by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state."

Local school boards receive their authority from the state. It is their responsibility to see that the schools meet state standards as to educational program and prudent financial management. A local school district must balance its budget; it may not operate in debt. The local school board has **no** independent taxing authority. It may levy taxes **only** 1) if the Legislature authorizes it to OR 2) if local taxpayers authorize it to (by referendum).

Revenue

School districts in Minnesota receive most of their revenue directly from the state. In general, the state also controls the amount that they receive from property taxes.

Some revenue is received for specific purposes, and its use is restricted to those purposes. Some revenue may be used to meet any general operating expenses. Money for capital expenses (that is, new buildings or major repairs to buildings) may not be used for general operating expenses. For the most part, the state believes that school buildings are a local asset and responsibility.

In 2003-04, the Minneapolis Public Schools expects to receive the following general operating revenue:

- ❖ $420,691,211 (81%) from state aids
- ❖ $ 54,753,858 (10%) from property taxes and other local sources
- ❖ $ 45,800,700 (9%) from federal sources

In addition, it receives money for food service, community education, non-public school aid, and other support services. This money cannot be used for other general operating expenses.

- ❖ $ 9,284,151 (25%) from state sources
- ❖ $13,036,470 (36%) from local fees and taxes
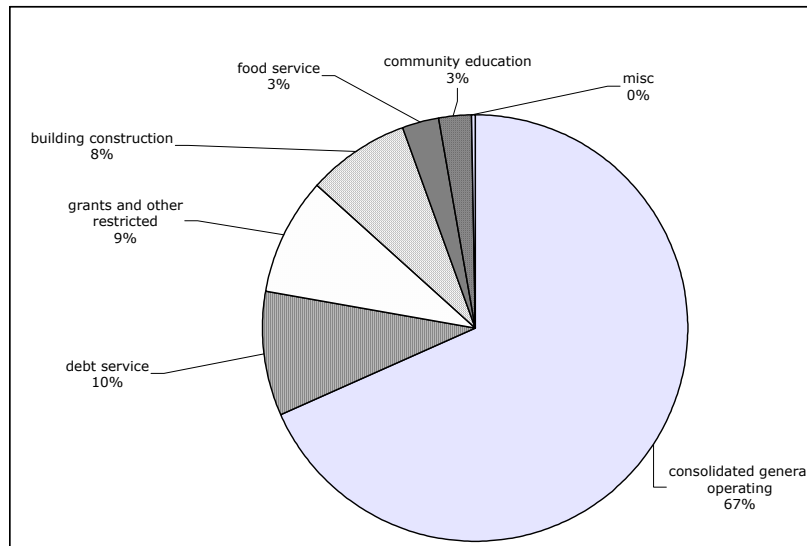- ❖ $13,912,602 (39%) from federal sources

For capital expenses (buildings and debt service on building bonds) the district expects:

- ❖ $14,075,000 (16%) from state sources
- ❖ $73,630,000 (84%) from property taxes and other local sources
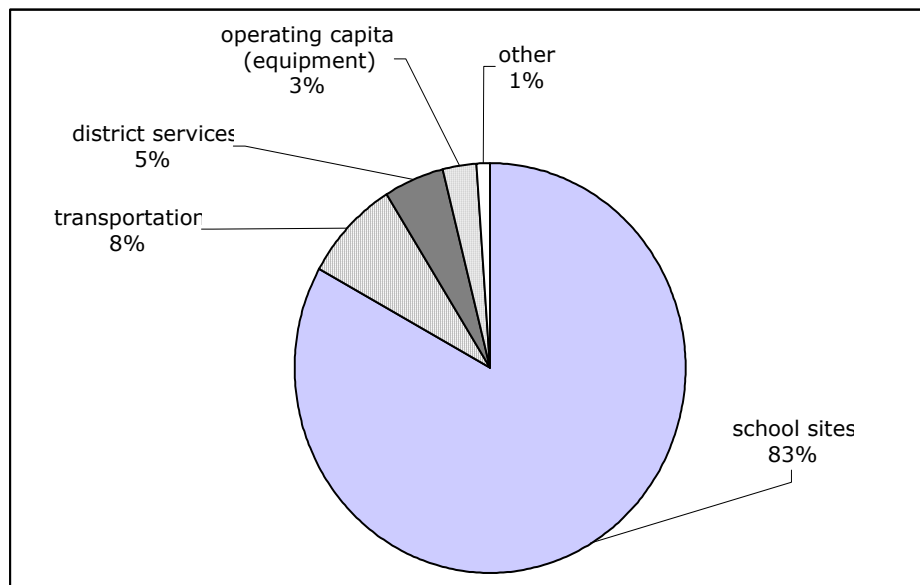
The state allows school districts to raise money by referendum levy, but the amount they are allowed to levy is capped by a state formula. The current referendum levy in Minneapolis brings in $795 per student (for a total of $40,886,331). It would take another vote by taxpayers to raise the levy to the maximum allowed.

Expenses

The total 2003-04 expense budget for the district (all funds, all activities) is $676,817,235. The chart below shows how it is spent.

food service
3%

community education
3%

misc
0%

building construction
8%

grants and other
restricted
9%

debt service
10%

consolidated general
operating
67%

The general operating budget for 2003-04 (which is 67% of the total) is $461,694,978. The chart below shows how it is spent.

operating capita
(equipment)
3%

other
1%

district services
5%

transportation
8%

school sites
83%

Referendum

The referendum is part of the general operating budget. In 2003-04 referendum expenditures are budgeted as $40,817,107. Ninety-seven percent of this money is spent on classroom teachers (to reduce class size). The other three percent is spent on services to support small class sizes.

Mandated Services and Restricted Funds

All of the special services below are included in the district's general operating budget. These are programs and resources for which there are state and federal rules as to what must be done and how money may be used.

Special Education

Federal and state law directs school districts to provide a "free and appropriate" education for disabled students. There are state and federal standards for these required services.

The district receives $69,164,309 from state and federal sources (including basic per pupil funding) to provide services for disabled students.

The district spends $90,255,714 to provide these services. The difference, $21,091,405, comes out of the general operating budget. This annual "cross-subsidy" from the general operating budget to pay for mandated services has ranged from $20 million to $30 million in each of the last four years.

English Language Learners

State and federal money is provided to help students new to America learn English and to support their education while they are doing so.

The district receives $1,743,612 from federal sources and $7,600,000 from state sources for a total of $9,343,612 to provide services for English Language Learners.

The district spends $15,617,829 to provide these services. The difference, $6,274,217, comes out of the general operating budget.

Transportation

The district provides students transportation to its own community and magnet schools at an average cost per pupil of $493 and $681 respectively.

The district is also required by law to provide transportation to nonpublic and charter schools that are located in Minneapolis. Charter school transportation is unrestricted, meaning MPS may not establish attendance boundaries for busing students.

While the state reimburses the district $223 per pupil for transportation to nonpublic and charter schools, the average cost per pupil for nonpublic transportation is $933. The average cost per pupil for charter school transportation is $1,155.

The district spends a total of $3 million annually out of its general operating budget to pay for transportation to nonpublic and charter schools.

Compensatory Education

There are two sources of funding for compensatory education (which is intended to provide extra educational services for students who are not achieving at expected levels.) Federal money comes from Title I of the Elementary and Secondary Education Act, now known as No Child Left Behind. State compensatory education is a part of the education formula. The rules on distribution and use of the money are different for state and federal funds.

Federal money (Title I) is distributed according to federal rules on a school-by-school basis. The money must be used for *supplementary* reading and/or math services to students who are performing below grade level. The district receives $20,142,205 from Title I funding. Although most school *districts* receive Title I money, many schools do not get *any* money from this program.

State compensatory funding is part of the general education revenue and is distributed according to the number of students in a school who receive free or reduced-price lunch. The funding is calculated by the state on the eligible student count taken on October 1 on a school-by-school basis. The district is allowed to use five percent of the funding at the district level to support compensatory education services, and the rest must be allocated directly to the schools (in the amounts calculated by the state.) Most schools in Minnesota receive at least some compensatory education money. The amount per student a school receives varies; schools with high numbers of students on free lunch get more per student than those with low numbers. The money must be used on services that will improve the performance of low-achieving students. (There is a list of permitted uses in statute; lowering class size is a permitted use.) Most schools in Minneapolis use at least some of this money to fund their Special Education and ELL programs.

Minneapolis receives a total of $62,095,772 in state compensatory funding. The amount per pupil ranges from $88 to $2,512 depending on the school. Schools with more students qualifying for free or reduced price lunch receive more money per pupil.

School Budget Allocations

The model used for allocating funding to schools in MPS in Fiscal Year 2004 was based on the way the State Legislature allocates the money to the district and the need to maintain small class sizes as mandated by referendum.

Classroom teachers are allocated to buildings according to these ratios:

<div align="center">

K-3 = 1:22   4-8 = 1:28   9-12 = 1:30

</div>

This allocation district-wide totaled $131 million in Fiscal Year 2004. It is by far the largest percent (43 percent, see chart on next page) of the money that goes to schools.

Compensatory education dollars are allocated to schools based on the state formula of students receiving free and reduced lunch, with free lunch students counting as a whole and reduced lunch students counting as a half.

Title 1 federal dollars are allocated to schools as mandated by state and federal guidelines with each school ranked by poverty. Funding is based on the number of eligible students at $653 per student. When the dollars are depleted, the allocations stop. This means schools at 40 percent poverty or less do not receive any Title 1 dollars during fiscal year 2004. Those schools did receive $590 per eligible student to support the needs of students not making adequate academic progress.

Special Education: revenue from state aids is distributed to schools based on the special education program at the site. The programs receiving this funding are the citywide classrooms and special school sites. These programs have been located in specific schools based on available space. Each citywide special education program has a very specific allocation of staff dependent upon the program and the number of students in the class. School-based programs are funded by the school using either per capita or compensatory resources.

English Language Learners: state revenues are allocated to schools with an ELL program on a projected per pupil bases. Fiscal year 2004 allocation is $774 per eligible student. The state requires that after five years of services a student is no longer eligible for funding.

Vocational Education dollars are allocated to each high school based on the program at the site.

Non-salary, operating capital dollars are allocated based on a formula that first established a fixed cost to run an elementary, middle, K-8 and high school. After the fixed costs are funded, the remaining dollars are distributed to schools based on student enrollment.

Per Capita dollars are allocated to buildings according to enrollment based on state pupil unit weightings (kindergarten weighted at .557, grades 1-3 at 1.115, grades 4-6 at 1.06 and grades 7-12 at 1.3). Schools have discretion over how this money is spent.

Small Schools subsidy (only allocated in 2002-03 and 2003-04): Each school was analyzed to determine if they could provide a minimum essential program as defined by the district. If they could not, additional dollars were allocated to meet the minimum essential program standards.

As enrollment has declined and shifted over several years in MPS, many of the district's community schools have shrunk. In an effort to preserve both small class size and the essential program, a number of small schools have shared resources, like principals, office staff and specialist positions. As the number of small schools grew district-wide, efforts were made in 2001, 2002 and 2003 to close several schools and pool the district's limited resources in fewer buildings.

In Fiscal Year 2003, instead of moving forward with proposals to close and merge smaller school programs, a plan was implemented to support smaller schools with a "clerical" subsidy. Dollars were taken off the top of the per capita allocation and distributed to schools with 300 or fewer students.

In addition, dollars were given to schools to support the essential program. Each school was analyzed to see whether it could fund the essential program based on the standard per capita and compensatory allocations. In some cases, schools could not fund the essential program. In these cases, additional dollars were distributed to these small schools as a part of their per capita allocation. The schools receiving this subsidy were schools with lower economic diversity because they do not have enough compensatory dollars to fund the required special education and ELL programs that are integral to the basic minimum program.
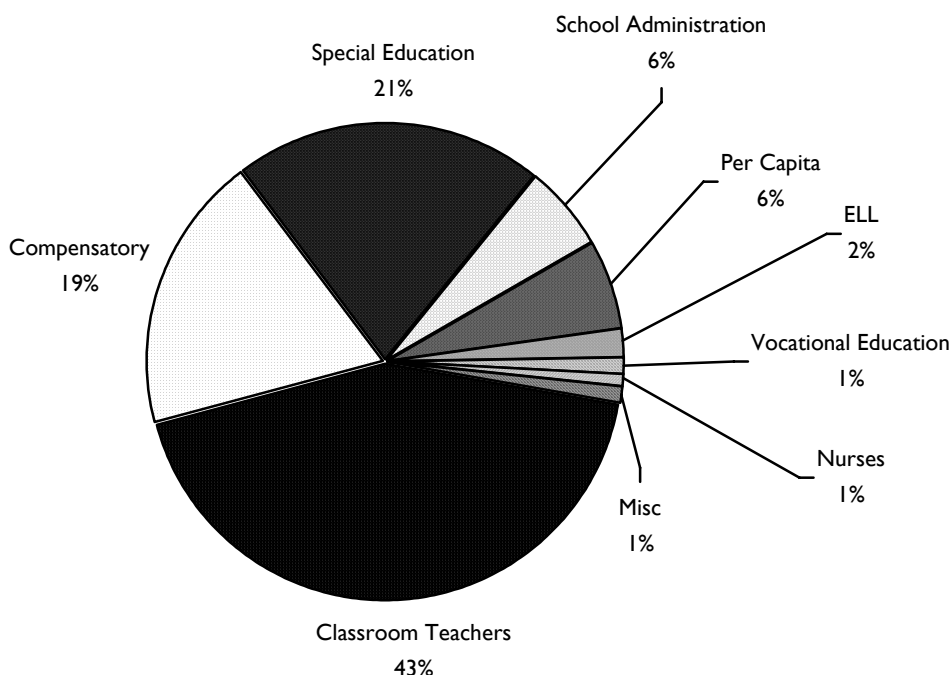
Middle Grades Support: positions were allocated for middle grades support.

There are a variety of smaller allocations that are based on program needs at the site.

The above allocation formulas determine the dollars that flow to the schools. The individual schools use a site-based decision process to prioritize the way the funds will be spent in support of needs of students and within legislative requirements.

2003-04 School Allocations
The chart shows how schools receive their general education allocations from the district. It shows that the vast majority of school funding is restricted. The only categories where schools have some flexibility in how the money is spent is Per Capita, Compensatory and some miscellaneous. Schools with few Compensatory dollars have almost no flexibility in their school budget. Generally, schools use the majority of their Per Capita and Compensatory dollars to support special education, ELL or to further reduce class size beyond the district mandate.

School Administration 6%
Special Education 21%
Per Capita 6%
ELL 2%
Compensatory 19%
Vocational Education 1%
Nurses 1%
Misc 1%
Classroom Teachers 43%

Budget Cuts in Minneapolis Public Schools, 2001-present

Since 2001, declining enrollment, inadequate state funding of K-12 education and the ongoing annual $20-30 million cross-subsidy of mandated special education services have resulted in huge budget deficits in Minneapolis Public Schools. The cumulative deficits total $111.9 million.

For the 2001-2002 School Year:

❖ $25 million gap between revenues and expenditures.

❖ Total budget was $664.5 million, with a $471.2 million operating budget.

❖ **Impact:** Excessed 126 teachers, 130 educational assistants, 75 administrative, 41 trades people; 25 percent reduction in per capita funding to schools; reduce district support services by $18.5 million with elimination of one area office, restructure of Student, Family and Community Partnerships, elimination of centralized technical support for computer network, and elimination of one Welcome Center (student placement).

For the 2002-2003 School Year:

- ❖ $31 million gap between revenues and expenditures.

- ❖ Total budget was $695.9 million, with a $484.3 million operating budget.

- ❖ **Impact:** Closed three schools; moved two school programs into other schools; changed magnet status of two schools; moved from three-tier school start time schedule to a five-tier schedule to save transportation funds; increased walk distance to two miles for high school to save in transportation funds; enforced school attendance area boundaries, relocating 4,000 students to their community schools; increased 3rd grade class size to referendum promise; froze wages for all staff except teachers; increase athletics fees; reduce district support services by $6.5 million by restructuring and merging several departments and staff reductions; total staff reductions of 324 teachers, 95 school/classroom support and 16 administration positions.

For the 2003-2004 School Year:

- ❖ $28.6 million gap between revenues and expenditures.

- ❖ Total budget is $676.8 million, with a $461.7 operating budget.

- ❖ **Impact:** Perhaps the most visible changes for 2003-04 were the significant staff reductions of 551 teachers and 152 clerical and district administrative staff; the closure of Morris Park (K-5) Community School; and increased class sizes in all but third grade. Additional restructure of district support service totaling reductions of $9.1 million (district support service/administration now represents less than four percent of the total budget); and targeted state budget reductions to K-12 funding for summer school and after school enrichment programs, compensatory aid for students living in poverty, desegregation, special education and some English Language Learners (ELL) services. Also, all non-teaching district staff were asked to take a wage freeze, most for the second year in a row.

Mid-year during the 2003-04 School Year:

- ❖ $6.5 million gap between revenue and expenditures ($2 million of this shortfall was added to cuts made for the 2004-05 school year).

- ❖ **Impact:** ¾ of adjustment assigned to central services, which now comprise less than 4 percent of overall operating budget. Each of the district's schools were asked to cut about $20 per pupil based on their projected student enrollment for this year.

Projected Budget shortfall for 2004-05 School Year:

- ❖ $20.8 million gap between revenue and expenditures (total cuts of $22.8 million included $2 million shortfall from 2003-04 school year)

- ❖ **Impact:** Schools will be required to use 30 percent of their compensatory education dollars to preserve current class sizes. Referendum funds alone do not cover the costs associated with keeping class sizes at their current levels. Preserving current class size will result in fewer student support services outside of the classroom. The district projected a 17 percent increase in health insurance costs; however, the actual increase was 8.25 percent, which translates to a $4 million adjustment in health insurance costs.

Other budget adjustments include $1.1 million in transportation (does not result in changes to current bus service) and $1 million in facilities (terminating leases for Downtown Open, Brookside, Sabathani and Mayflower ECFEs; reducing lease at Northrop King warehouse).

Essential School Programs and Support

The Minneapolis Public Schools has defined "essential programs and support" for K-5, K-8, 6-8 and 9-12 schools. The charts that follow show programs and support defined for the 2003-04 school year. While a commitment has been made to ensure that all schools provide the following programs and support for students, the district has not mandated the amount of time the program or services are offered to students (i.e., physical education may be offered weekly, not daily).

Essential Programs and Support	
K-5 Schools	
Academic Programs	Essential Support
❖ Gifted and Talented	❖ Clerical Support
❖ Music (Vocal and/or Instrumental)	❖ Health Services
❖ Art	❖ Social Worker
❖ Physical Education	❖ Professional Development
❖ English Language Learners	❖ Administration/Leadership
❖ Media/Technology	❖ Parent Liaison
❖ Special Education Services (Special Education Resource Teachers, Psychologist, Compliance)	
❖ All Day Kindergarten	

Essential Programs and Support
K-8, 6-8 Schools

Academic Programs

❖ Gifted and Talented

❖ Music (Vocal and/or Instrumental)

❖ Art

❖ Physical Education

❖ English Language Learners

❖ Media

❖ Special Education Services (Special Education Resource Teachers, Psychologist, Compliance)

❖ All Day Kindergarten

❖ Three years of Language Arts

❖ Three years of Connected Math Project

❖ Three years of Science - Earth, Life and Physical; can be integrated or one area per year.

❖ Three years of Social Studies - citizenship, etc.

❖ 45 minutes of leveled Reading instruction per day for all students

❖ At least one World Language

❖ Art classes sufficient to allow students to meet Standards - at least 3 Art forms: visual art, drama, movement, music

❖ Sufficient Physical Education to meet Standard

❖ Sufficient Health Education to meet Standard

❖ Technology and computer use that is integrated into the classrooms.

Essential Support

❖ Clerical Support

❖ Health Services

❖ Social Worker

❖ Professional Development

❖ Administration/Leadership

❖ Parent Liaison

❖ Quality Advisory (Counselors, others)

Essential Programs and Support

9-12 Schools

Academic Programs

- ❖ Standards - to be determined
- ❖ 60 Credits - 4 years Social Studies and English; 3 years Math and Science; 1 year Art, Physical Education and Health
- ❖ World Languages
- ❖ Basic Standards - Reading, Math, Writing
- ❖ Technical/Career and Vocational Education
- ❖ Bilingual/English Language Learners Education
- ❖ Security/Safety Services - Safe/Positive/Culturally Competent Climates
- ❖ High School Reform - Small Learning Communities "Movement"
- ❖ Information/Technology - Master Schedule, Office of Civil Rights
- ❖ Athletics and Co-Curricular Offerings
- ❖ Special Education (Special Education Resource Teachers, Due Process Compliance)
- ❖ TAPP Coordination (3 schools)

Essential Support

- ❖ Clerical Support
- ❖ Health Services
- ❖ Social Worker
- ❖ Professional Development
- ❖ Administration/Leadership
- ❖ Maintain Retention Rates/Reduce Dropout Rates (Administrative/Support)
- ❖ Advisory System (Counselors, others)

Funding Class Size and the Essential Programs

Because some education revenue is received for specific purposes and its use is restricted (compensatory, special education, etc.), and because different grade levels receive funding at different levels (high school students generate more revenue than first graders for example), the amount of money a school generates is based in large part upon the student population of the school. Generally, elementary schools with fewer than 375 students and few students who qualify for free/reduced price lunch will generate insufficient revenue to fully fund both class size and the essential program. The more small schools the district operates, the more challenging it becomes to maintain both class size and the essential program for every school.

While there is no "magic" number of students for running a school because of the many variables that are inherent to school funding formulas, here is one example of what a K-5 school program would look like given the district's current class sizes mandate of 22 students in grades K-3 and 28 students in grades 4 and 5.

K-5 School							
Grade level	K	1	2	3	4	5	Total
No. of Classrooms	3	3	3	3	2	2	16
Students per class size	66	66	66	66	56	56	376
General Ed Revenue WADM	0.557	1.115	1.115	1.115	1.06	1.06	
Calculated	36.8	73.6	73.6	73.6	59.4	59.4	**376.25**

Revenue	
General education	4,601.00
Operating capital	207.77
Referendum	380.00[22]
Integration	480.00
Total	5,668.77
WADM x Revenue per pupil 376.25 x 5,668.77 =	$2,140,483
Total Revenue	**$2,132,886**

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[22] $415 of referendum revenue was transferred to general education revenue by state law in 2001

This **general education revenue** would be used to support the following program:

	K	1	2	3	4	5	Total
Teachers	2.0	3.0	3.0	3.0	2.0	2.0	15.0
Specialists: art/music/phys ed/media	0.4	0.6	0.6	0.6	0.4	0.4	3.0
Total class size teachers	2.4	3.6	3.6	3.6	2.4	2.4	18.0
Total teachers							$1,333,674
Principal (full time)							129,821
School secretary (full time)							68,230
Clerk (full time)							46,049
Educational assistants support							45,542
Gifted & Talented (.4 position)							29,637
Instrumental music (.2 position)							14,818
Supplies & Materials							9,400
Instructional Materials							7,500
Copy/Fax Machine/Equipment							5,000
Other school expenditures not directly allocated to school, but costs to the district to run the school							
Janitor/Engineers (2 full time)							97,940
Janitorial supplies							2,360
Utilities							51,000
District administration (5 percent)							106,644
Transportation (average per pupil for community school is $493)							185,368
The following expenditures are generally paid for through compensatory funding or grants							
Professional development							8,000
Health office							21,000
Social worker (.4 position)							30,000
Parent liaison							15,000
SERTS (2 full time)							148,186
Subtotal of expenses generally paid through other sources							214,686
Total program							**$2,355,169**

Cost savings when closing schools

The net savings of closing schools include utilities costs, janitorial salary and overtime, cleaning supplies, principal/assistant principal salaries, and in some cases transportation costs. Transportation savings vary; the cost of a single bus route is approximately $60,000, but several schools share a route.

Immediate net savings will vary depending on the number of school administrators and janitors in a building. Additional long-term savings realized by closing schools include deferred maintenance costs. (See Facilities section for more detailed information.)

While the immediate savings of closing schools is arguably small, closing schools does free up additional resources to provide a stronger academic program. Funding that "follows" the students to a school includes per capita allocations to pay for clerical staff, educational assistants, etc. In addition, non-salary operating capital allocations, for things like computers and copy machines, also "follows" the students. Closing schools, in effect, pools limited resources in fewer locations instead of spreading the resources across many buildings.

Spending on District Administration

According to a January 2004 audit of the MPS financial statements by Deloitte & Touche, the district maintains a low ratio of district and school administrative expenditures compared to total expenditures (4:1 for Fiscal Year 2003). Despite a decline in overall expenditures from Fiscal Year 2002 to 2003, the district actually increased the portion it spent on instruction; in FY 2002, instruction related expenses made up 64 percent of overall expenses and in FY 2003, the same expenses accounted for 67 percent of overall spending.

Funding Challenges: Unfunded Mandates

The Auditors' report also pointed out fiscal challenges for the district if general enrollment continues to decline while the number of special education and ELL student populations remain high. These students require more specialized, and often more costly, mandated educational services. The annual cross-subsidy from the district's general fund to pay for mandated special education services exceeds $20 million.

The Minneapolis Public Schools Comprehensive Annual Financial Report is available online at: http://www.mpls.k12.mn.us/Budget_Update.html

More information about K-12 public education finance in Minnesota:

- ❖ Citizen's Guide to School Finance, http://www.mpls.k12.mn.us/School_Reorganizations.html
- ❖ Financing Education in Minnesota (56-page, pdf file), House K-12 Education Finance Office (http://www.house.leg.state.mn.us/fiscal/files/03fined.pdf)
- ❖ Financial Trends of Minnesota School Districts (208-page, pdf file), Office of the State Auditor (http://www.osa.state.mn.us)

Appendix A

Glossary of Terms

Alternative School: Schools run by community agencies that hire staff and provide their own facility. Their mission is to serve at risk youth as defined by the Minnesota Statute. Students attending these schools continue to be Minneapolis Public Schools students during their enrollment.

Guaranteed School Attendance Area: The geographic area around a community school for which the district can guarantee resident kindergarten through fifth grade student's space. This guarantee applies only to those who submit a choice card by the January 15 deadline. Middle grades children are also encouraged to attend their community schools, although space is not guaranteed.

Charter School: Independent public schools that are sponsored by a school district, university, the State or non-profit organization. Charter schools operate under a contract with the sponsor.

Community/Neighborhood School: An elementary school with an attendance area that draws most of its students from the surrounding community. Community/neighborhood schools reflect the interests of the families in the school. Community/neighborhood schools allow for shorter bus rides and contribute to a sense of pride and community in the neighborhood.

Magnet School: A school with a distinct, unifying principle or instructional delivery system which draws students from a larger attendance area than a community school. Some magnets are organized around a philosophy of teaching, such as Montessori or Open schools; others use a theme to connect subjects, such as the arts, technology, language or the environment. Magnet schools were initially created in the 1970s to help integrate students from diverse racial backgrounds.

Open Area: An open is an area of the city in which families do not have a guaranteed elementary community school. Families of incoming kindergarten students who live in one of these areas currently have guaranteed school choice if they return their request card by January 15. Open area families selecting a school for the 2003-2004 school year were allowed to identify three choices on their school request cards. Two of the three choices must be community schools within designated attendance boundaries. The other choice can be a magnet school. If their cards are received by the school request deadline, the district will guarantee that they receive one of their choices.

Open Enrollment: This state law allows students to attend a school outside of the school district in which they live. There are three requirements: there must be space in the school you are requesting; transportation must be provided by the family unless the family qualifies for the Choice Is Yours Program; families must complete the open enrollment application form.

Appendix B

Report of the Annual Racial/Ethnic Count of Students as of October 15, 2003

This report is available online at: http://www.mpls.k12.mn.us/School_Reorganizations.html