



## Association of Metropolitan School Districts

**REIMAGINE MINNESOTA**

Collaborative strategies to provide an equitable and excellent education for all Minnesota students.



**Association of Metropolitan School Districts**

**REIMAGINE MINNESOTA**

PAULA FORBES

— ATTORNEY AT LAW —

# **Developing a Collective Action Plan**

**“Nothing stops an organization faster than people who believe that the way you worked yesterday is the best way to work tomorrow.”**

**—Jon C. Madonna**

# Process

- Background of our work
- Scope of Work
- Planning Community Convenings
- Hosting a Community Conversation (World Café)

# What does the Minnesota Constitution Say?

## The Education Clause of the Minnesota Constitution provides:

“Uniform system of public schools. The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.”

Minn. Const. art. XIII, §1.

# What does our data tell us?

- Demographic composition of our state is rapidly changing. In the coming years, we will have an older, more diverse population across our state.
- K-12 education is the foundation for our upcoming workforce, and this coming reality makes it incumbent that our students are ready to support the growing needs of an aging, more broad-based population.
- At the same time as the demographic profile of our state is changing, educational data and statistics inform us that we need to improve in all of the educational markers that serve as benchmarks of success in our current educational system.

# Background

Take No Action		Intervene		Create an Educational Action Plan	
Pro's	Con's	Pro's	Con's	Pro's	Con's

What is this calling you to do?

## **Purpose statement:**

“Our purpose is to ensure the fundamental right to an adequate education of all students by creating a comprehensive collective educational plan to address integration, access, opportunity and educational achievement.”

# The Invitation:

- Created a list of inclusive, representative community groups to convene.
- Invited and convened 12 community conversations, hosted a business luncheon using the World Café model to collect challenges, hopes and ideas for creating lasting equity, integration, and excellence in education for ALL children.
- We hosted a student conference with more than 300 students to collect their hopes and dreams about an equitable education.
- We harvested, analyzed and synthesized the data collected from community groups, holding several facilitated meetings to find the themes and develop recommendations for a collective educational action plan.
- Now, we are in the phase of reflecting on the information we collected and the suggested actions that the superintendents and leaders think we should take to move toward lasting equity, integration and excellence.

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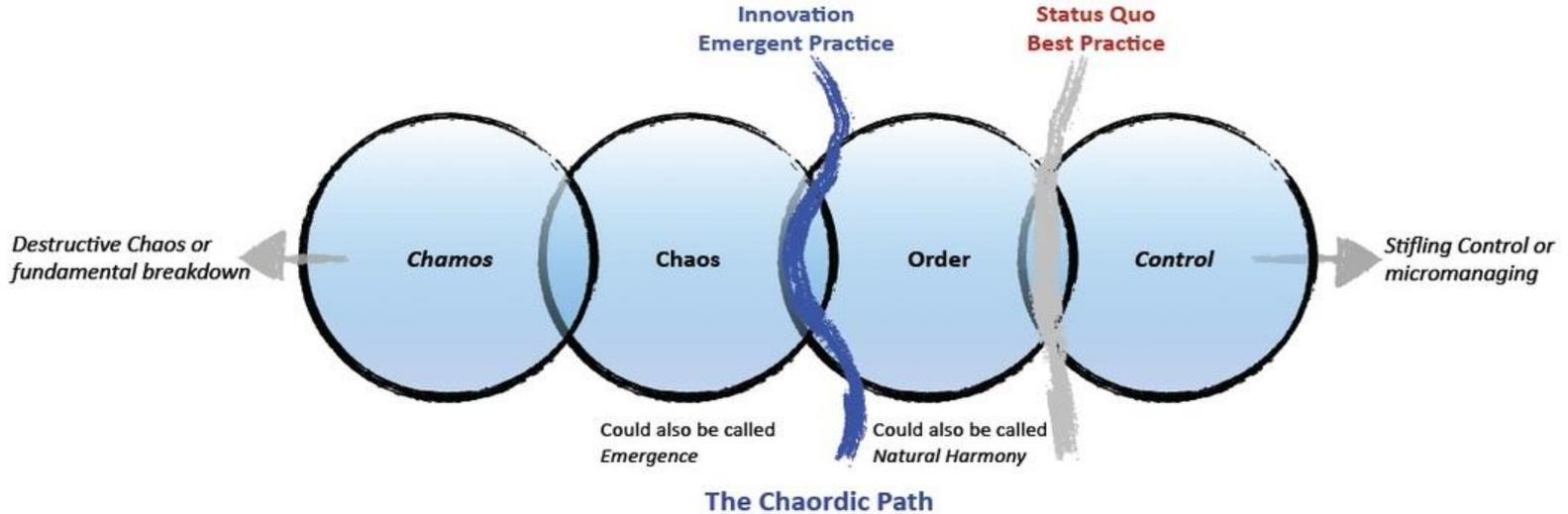
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# Methodology for Convenings



# CHAORDIC STEPPING STONES

Planning in Complexity



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A commitment to create lasting equity and excellence in education for all students

## Welcome to a Community Conversation on Equity, Integration and Excellence for all students



## Introduce Yourself

- Share your name and position with your table friends.
- Pick a table host.





# Question One:

Describe your vision of an equitable, integrated  
and excellent education for all students.

What does it look like, feel like?

# Question Two:

As you think about the challenges we will face to build an equitable, integrated and excellent education for all students, what is at the heart of the matter for you?

# Question Three:

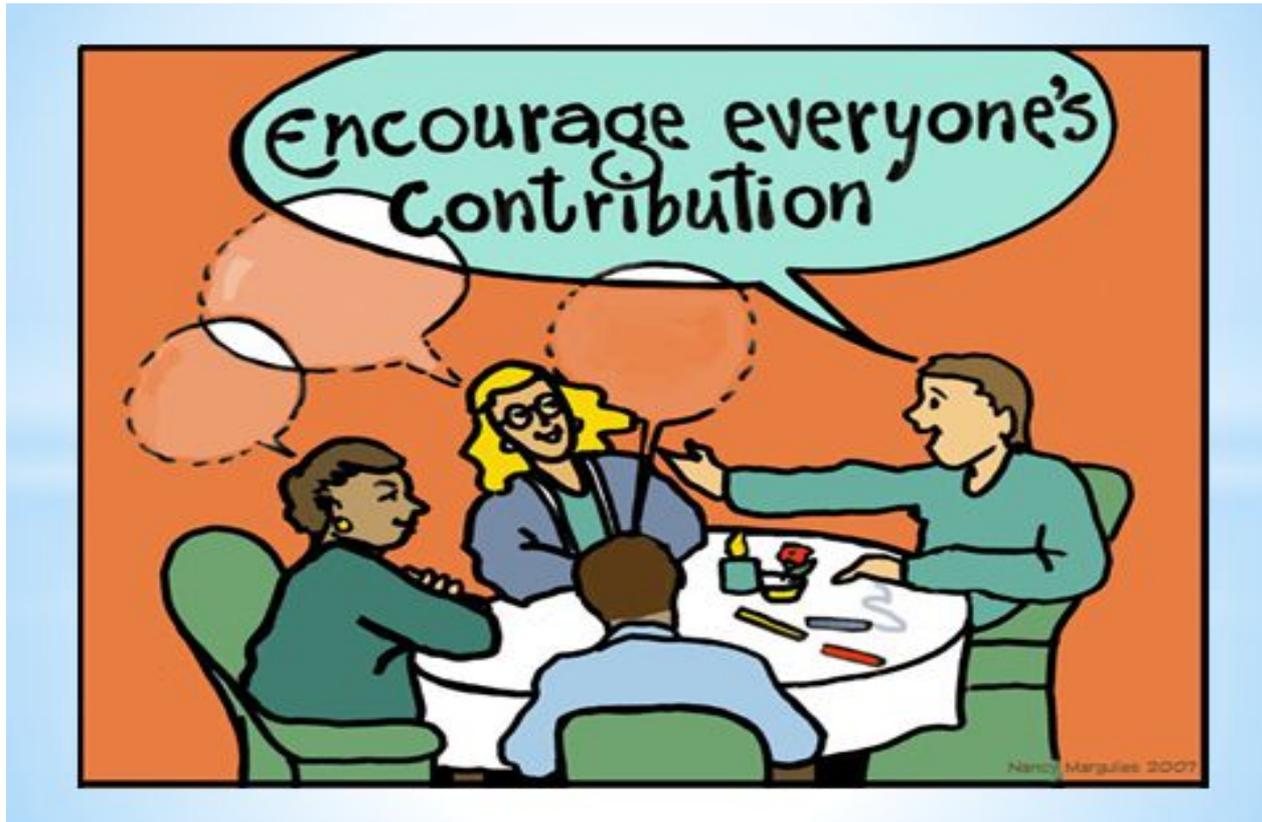
What are the most urgent changes we need to make so that all students have the best chance of being successful?

# **Business Question Three:**

What is changing in our communities and in the greater business communities that requires a change in the way we educate our students? How will these changes affect our local economy and community?

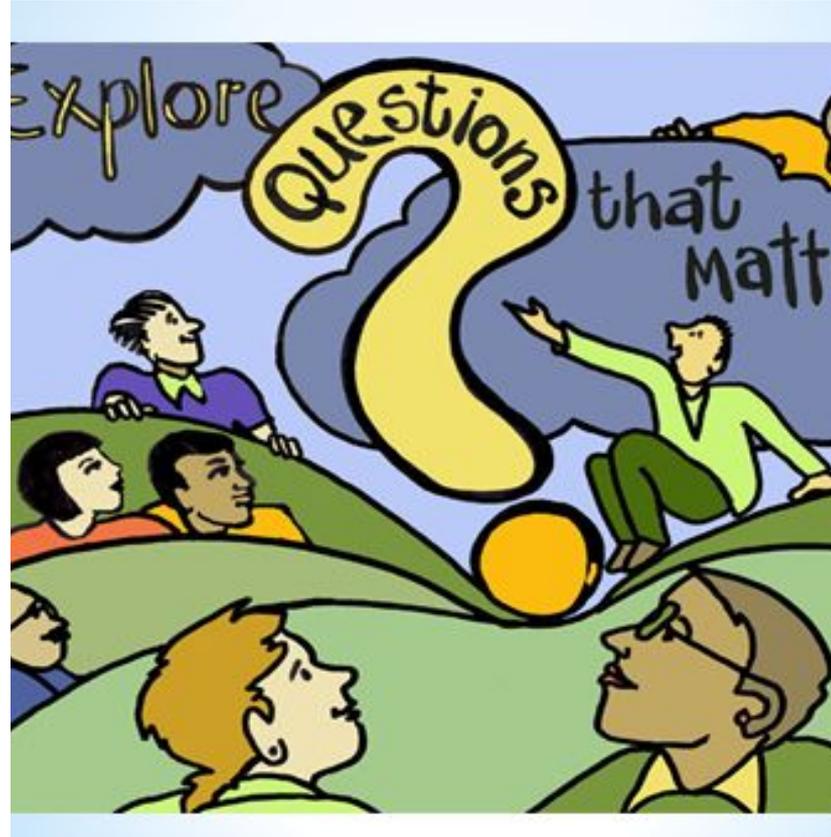
# Business Question Four:

What barriers can our business and community partners help the school districts move out of the way to create lasting equity, integration and excellence in school for all Minnesota school children?



## Table Etiquette

- Listen to understand.
- Listen for patterns, insights, deeper questions.
- Contribute your thinking.
- No fixing, no advising.
- If you find yourself in judgment, turn to wonder.
- Hear all the voices.



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# Harvest Time



# Student Conference:

- More than 300 students from the metro area school districts
- All day conference at TIES center
- Open Space Technology Method
- Students created the agenda
- The adults hosted the space
- The students facilitated the conversations
- They spoke their truth with their hearts
- We need to listen to students

# Top 10 Student Priorities

1. Racial Diversity
2. Achievement Gap
3. LGBTQ Issues
4. Teach us about our cultures
5. Equal distribution of resources
6. Standardized testing
7. Courses should better reflect the diverse classroom that they are being taught in
8. Policing and pipeline to prison
9. Personalized learning
10. Safe spaces

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# Plan Development

- 4 synthesis workshops
- Ad Hoc leadership team meetings
  - Development of three themes
- Draft report was developed
- Several district level meetings
  - Over the summer of 2017
- Cluster group meetings
  - Led by Miraj
- Nine strategies emerged
- Collective Action Plan was finalized

## Three Emerging Themes:

# “SEE ME”

1. Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.
2. Personalized relevant education and youth development that guarantees access to rigorous learning and eliminating predictability based on race.
3. Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to “see all” and “serve all.”

The Roadmap

# 9 KEY STRATEGIES

## CULTURAL COMPETENCE

Develop, sustain and evaluate cultural competence for teachers

## RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

## COMMUNITY BRIDGES

Build bridges between school and community

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

## STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

## CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

## ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

## STATEWIDE FUNDING

Statewide funding that ensures equity, access and opportunity for all students

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# Minneapolis Public Schools

## **RECRUITMENT AND RETENTION**

Develop and build systemic strategies for recruiting and retaining staff of color

**Superintendent Ed Graff**

## RECRUITMENT AND RETENTION

Develop and build systemic  
strategies for recruiting and  
retaining staff of color

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# Minneapolis Public Schools

- What we know and heard
- How we responded
- How our plan can be successful in other districts

# What We Know: National Research

- Teachers of color tend to have **higher academic expectations for students of color**, which can result in increased academic and social growth among students.
- Students profit from having among their teachers individuals from their own racial and ethnic group who can serve as **academically successful role models and who can have greater knowledge of their heritage culture**.
- Positive exposure to individuals from a variety of races and ethnic groups, especially in childhood, can help to **reduce stereotypes, attenuate unconscious implicit biases and help promote cross-cultural social bonding**.
- All students benefit from being educated by teachers from a variety of different backgrounds, races and ethnic groups, as this experience better prepares them to succeed in an increasingly diverse society.

# What We Know: Minnesota Context

Postsecondary education  
programs attract largely  
white students



Across the United States, teachers  
of color experience challenging  
work environments.



Limited resources  
lower teacher  
retention rates



Teachers of  
color are in  
short supply



Teachers of color often leave their positions  
due these challenging environments



# What We Know: MPS Context

## **MPS Policy 1304 (Passed in 2013)**

Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants.

## RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

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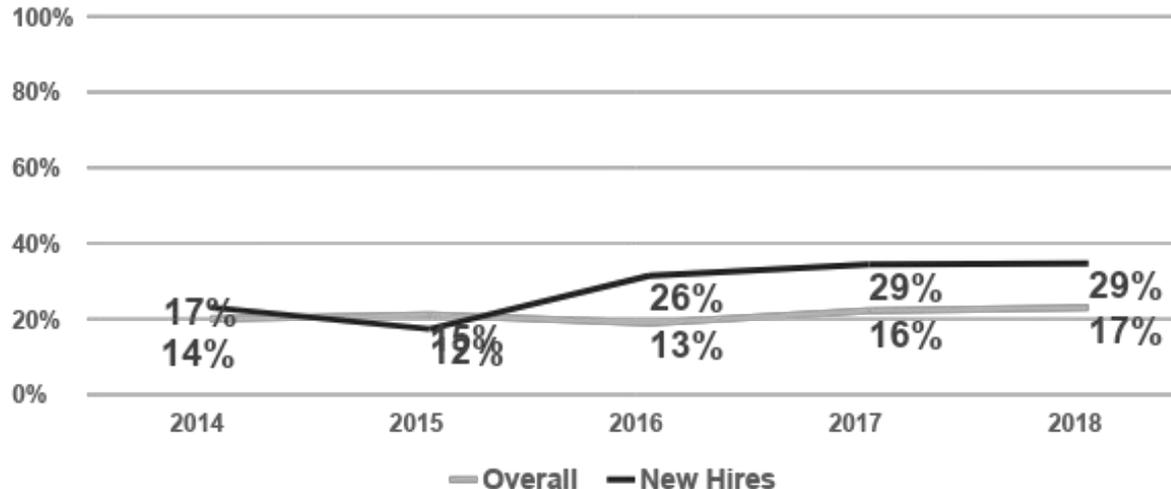
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# What We Know: MPS Data

MPS has increased the racial diversity of new hires, as well as overall teacher diversity but progress has been incremental.

### Teacher Workforce Diversity



# What We Know: HR EDIA

## HR Equity and Diversity Impact Assessment

During the summer of 2017, the Board of Education directed the District to complete an Equity and Diversity Impact Assessment (EDIA) to examine the extent to which HR's policies, practices, and procedures influence the **recruitment, hiring, and retention of effective teachers of color.**

Through this process, HR engaged in public participation from internal and external stakeholders to identify areas where it can improve how we recruit, hire, and retain diverse staff.

# What We Heard

## From MPS Staff through the EDIA process

### **MPS has access to a limited pool of teachers**

- Recruitment strategies
- Systemic barriers

### **Teacher candidates of color face challenges in hiring**

- Contractual obligations
- Hiring practices

### **MPS teachers of color endure a challenging work environment**

- Persistent negative interactions
- Isolation
- Insufficient supports

## From Parents and Students through Participatory Evaluation Groups

### **MPS staff is not reflective of the demographics of our students and communities:**

Students and parents believe that we need to increase staff—especially teachers and school leaders—who look like and speak the languages represented in our schools.

# MPS Response: Districtwide

- **Creation of school-based equity teams** at all sites and provide stipends for **equity leads**
- **Development of a district equity framework** to define equity in practice
- **Development of an Equity Considerations for Budgetary Decisions** for district and school leaders
- Developed the **Equity and Diversity Impact Assessment (EDIA)** process as a system wide tool help eliminate disparities and implement equitable policies, practices, procedures, programs and budgets

# MPS Response: Ongoing

- **Launched innovative teacher residency programs** that provide pathways to teaching for our diverse staff
- **Developed close partnership with higher education institutions** to inform how they are recruiting and training new teachers to work in urban education
- **Improved onboarding and mentoring for new teachers** to support staff early in their careers with MPS
- **Committed to participate in the EDIA process** in order to determine how to identify additional ways to improve

# MPS Response: Ongoing

- **Continue to develop pipelines and career trajectories** for critical and hard-to-staff positions across the District, including our Special Education Residency program
- **Centralize and enhance onboarding** to attract, excite and retain strong staff
- **Design recruitment and retention training** for leaders
- **Create and activate recruitment networks and partnerships** with our schools and communities
- **Increasing exit reflection session participation** to identify ways we can better support staff

# MPS Response: Upcoming

## Recruitment & Hiring

- **Add an additional Recruitment and Retention Coordinator** to engage deeply and authentically with our broad MPS community, and provide feedback from community stakeholders to HR on ways that we can continually improve.
- **Expand our recruitment budget** to more explicitly emphasize active, community-focused and out of state recruitment efforts.
- **Deepen and expand the extent to which we train hiring managers and interview teams** on implicit bias in the hiring process, in order to ensure that all candidates are being treated fairly and consistently, and helping to ensure that we can continue to diversify our workforce.

## RECRUITMENT AND RETENTION

Develop and build systemic  
strategies for recruiting and  
retaining staff of color

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# MPS Response: Upcoming

## Recruitment & Hiring

- **Reframe our annual higher education partnership event** to showcase and amplify voices of teachers of color, as well as students and families, to help our preparation partners better understand and prepare candidates for the authentic experiences of educators of color in MPS.
- **Investigate how new rules with the Professional Educator Licensing and Standards Board (PELSB)** regarding including teachers of color as part of the definition of “hard-to-fill” licensure areas can support our broader effort to increase the diversity of our new teacher hires.

# MPS Response: Upcoming

## Support & Retention

- **Hire a Mediator** to create a safe space for employees to share their thoughts, provide a structure for mediation between employees, and help maintain a positive staff culture across the district.
- **Offer in-person reflection and feedback sessions** to all interested teachers of color who are leaving the district in order to gain critical insight into the reasons that we are losing talented staff.
- **Increase levels of mentorship support** for teachers of color in MPS\*. This could take the form of hiring additional PAR mentors for supporting early-career teachers, but could also represent new or innovative models for ongoing mentorship support for teachers of color.
- **Emphasize the elimination of disparities** as an explicit focus in contract negotiations, particularly with our teacher's contract.

# MPS Response: Upcoming

- **Examine and leverage the new district calendar**, which presents new opportunities to provide additional professional development around equity to teachers at the beginning of each school year.
- **Support affinity groups for teachers of color** and provide avenues to access system leaders and decision makers.
- **Review current data** and triangulate findings from HR data to inform improvements to school culture and climate.
- **Add additional equity coaches** to assist school leaders in supporting positive and inclusive climate.
- **Ensure all MPS leadership complete the IDI Assessment and engage in ongoing equity professional development** (Cabinet, Executive Directors, Directors, Principals, APs).

# Success in Other Districts

**Many of the strategies can be designed and applied in districts of all types:**

- Creating and supporting affinity groups
- Training school leaders on hiring bias and retention strategies
- Enhancing onboarding
- Refocusing teacher and school leader professional development and coaching around racial equity
- Offering exit surveys and reflection sessions to teachers leaving the district
- Emphasizing issues impacting recruitment and retention in teacher negotiations

**Districts can leverage additional funding sources to support this work:**

- Integration funding
- Q-Comp (if available)
- State funding for residency programs
- Title II for racial equity professional development

# Success in Other Districts

**Many of our action steps represent technical solutions to a complex issue.**

**The true work of increasing the recruitment and retention of teachers of color based in the adaptive process of mindset and culture change.**

**Districts can increase the recruitment and retention of teachers of color through an explicit and sustained focus on strategic resource allocation, and, where possible, investing in new strategies that are shown to increase teacher diversity.**

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# Edina Public Schools

## **CULTURAL COMPETENCE**

Develop, sustain and evaluate  
cultural competence for teachers

**Superintendent John Schultz**

# Cultural Competence

## See All

Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.

## We Must

- Value and respect all students
- Value and respect parents, families, family structures and caring adults
- Value and respect diverse cultures
- Hire and support an effective and diverse staff
- Provide robust and relevant teacher training, preparation and evaluation
- Build trusting relationships
- Provide and incorporate positive and empowering images from diverse populations in everyday learning settings.

# Cultural Competence Strategy

## Develop, sustain and evaluate cultural competence for teachers

### Related directions recommended in inter-district work sessions:

- Build equity education into professional development, licensure and teacher prep degree programs
- Analyze and develop education standards and student evaluation using an equity lens
- Provide time, professional development and wellness resources to support and sustain teachers' work
- Build expertise and competence through teacher collaboration
- Train for culturally competent teaching approaches and school-wide practices

# Cultural Competence

## Develop, sustain and evaluate cultural competence for teachers

“The use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for, them. It teaches to and through the strengths of these students. It is culturally validating and affirming.” (quote of Geneva Gay, used by Sharroky Hollie)

VABB—Validate, Affirm, Build, and Bridge—Validating a student’s culture and affirming what they bring to the classroom. As a result, schools build a relationship, and bridge school culture with a student’s culture. (Sharroky Hollie,

<http://www.actionforhealthykids.org/storage/documents/SixWaysToKnowIfYouAreCulturallyResponsive2016.pdf>

# Cultural Competence

## Barriers:

- Lack of a racially conscious pedagogy

Need curriculum that includes absent narratives, collective identity (individual, interpersonal, community), and accountability. Need to align teacher preparation and professional development with a historical understanding of current context and expectations that all students will pass.

- The dominant culture perpetuates the status quo

Need to address the entrenched values, beliefs, assumptions and mindsets of the dominant culture that perpetuate the status quo and inequity in our educational system.

## Outcomes:

- Who we are (different from what we do); see our institutional identity is one of cultural competence

# Cultural Competence Teaching Strategies

## Use of Vocabulary, Literacy, Attention Signals, Discussion, Movement and Responding. Peer Coaching—VABB Look For's...

- Uses individual student data to guide instruction
- Integrates resources from multiple perspectives, including race, ethnicity, and culture
- Chooses from and implements multiple strategies (traditional, responsive, and/or culturally responsive)
- Students are treated equitably in terms of their respective cultures
- Teachers implement culturally responsive strategies

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# Edina Public Schools

## **ADULT BEHAVIORS**

Eliminate adult behaviors and policies  
that lead to disproportionality;  
provide growth-oriented support

**Superintendent John Schultz**

## ADULT BEHAVIORS

Eliminate adult behaviors and policies  
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# Adult Behaviors

## See All

Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.

## We Must

- Value and respect all students
- Build trusting relationships
- Provide opportunities to include student, community & parent voice in decision-making
- Provide and incorporate positive and empowering images from diverse populations in everyday learning settings.

## Serve All

Personalized, relevant education for all students that guarantees access to rigorous learning and eliminating predictability based on race

## We Must

- Eliminate bias and predictability based on race

## ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

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# Adult Behaviors Strategy

**Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented student, staff and family support**

Related directions recommended in inter-district work sessions:

- Increase and strengthen support and mentorship for underserved students within and out of school
- Increase student support services/staffing - emotional/physical health, language, cultural liaisons, etc.
- Review discipline and other school policies for equity
- Review and revise student behavior and other policies with a race and cultural-conscious lens

## ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

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# Adult Behaviors Strategy

## Barriers:

- Gap in adult knowledge and skills for education equity work  
Need to address the entrenched values, beliefs, assumptions and mindsets of the dominant culture that perpetuate the status quo and inequity in our educational system.
- System rigidity at all levels - teacher/classroom, building, district, state  
Need to remember that “we” are the system and responsible for addressing the rigidity by incorporating the student voice, sanctioning healthy risk to encourage creativity and innovation and making a structural commitment to professional development in an interconnected way so that equity is the plate vs. something on the plate.
- Dominant culture perpetuates the status quo  
Need to address the entrenched values, beliefs, assumptions and mindsets of the dominant culture that perpetuate the status quo and inequity in our educational system.

## ADULT BEHAVIORS

Eliminate adult behaviors and policies  
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# Adult Behaviors Outcomes

## Outcomes:

- Equal access to classes and reduction in suspension in school
- Uniformity and equity in student behavior standards and support
- Behavior policies enforced consistently and equitably
- Unified support for growth-oriented student support vs. punitive approaches

## ADULT BEHAVIORS

Eliminate adult behaviors and policies  
that lead to disproportionality;  
provide growth-oriented support

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# Adult Behaviors Strategies

- Examination of Exclusion from Instruction
  - Provide Schools with practices to resolve issues in the learning environment
- Examine Discipline Data
  - Establish data teams to examine discipline data trends
- Identify programs and practices to address discipline trends and disparities
  - Restorative Practices, Morning Meeting, PBIS, School-Wide Climate Strategies
- Develop Safety Protocols for Students and Staff in Buildings

## ADULT BEHAVIORS

Eliminate adult behaviors and policies  
that lead to disproportionality;  
provide growth-oriented support

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# Adult Behaviors Strategy

**Eliminate adult behaviors and policies that lead to disproportionality;  
provide growth-oriented student, staff and family support**

- Annual Training-Depends on Size of Building
- One-Time Technology/Data Systems
- Professional Time to Analyze Data

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# North St. Paul Oakdale Maplewood

## STUDENT VOICE

Elevate student voice and leadership  
and improve/ensure inclusiveness  
in the school culture and environment

**Superintendent Christine Osorio**

# Three Models of Student Engagement

1. Intentional Social Interaction (ISI)
2. World Café
3. Youth Participatory Action Research

# Intentional Social Interaction (ISI)

## Components

- “Intentional” invitation
- Food and conversation are the centerpiece of the event
- Flatten the hierarchy
- Outcome: make a personal connection across differences.

# World Café

## World Café Components

- 3 powerful questions
- Knowledge is in the room
- System-wide intelligence increases when we make connections across differences
- Outcome: Harvest information to be used for inclusive decision-making

—Citation: Paula Forbes

**[Video Link: ISD 622 Student-Led World Cafe](#)**

## STUDENT VOICE

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and improve/ensure inclusiveness  
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# Youth Participatory Action Research

## Youth Leadership Council

Student leadership development group for students interested in building bridges across racial and cultural differences in their schools.

Youth  
Participatory  
Action  
Research

# Youth Participatory Action Research

**YPAR:** a process that elevates the lived experiences of youth to the same level as objective, quantitative data.

ISD 622 YPAR Topic: How to use the YPAR process to improve student-teacher relationships in the classroom.

- To gather qualitative data on this topic students hosted three focus groups.
- To gather quantitative data students conducted student and staff surveys.

## STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

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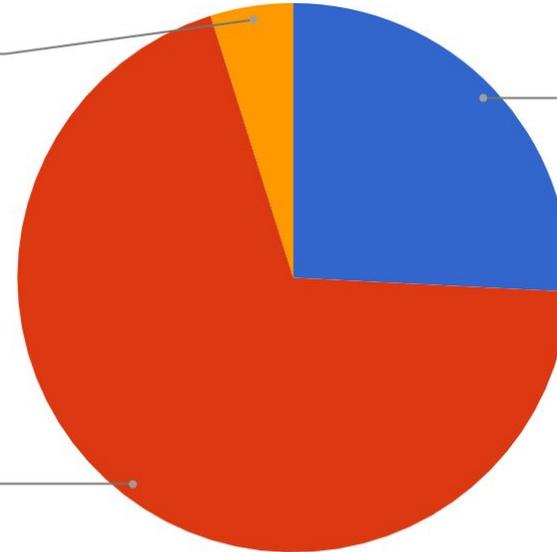
# Teacher Response

I understand my students' learning styles and intentionally adjust my teaching strategies to accommodate every student.

Disagree  
4.8%

Strongly agree  
25.8%

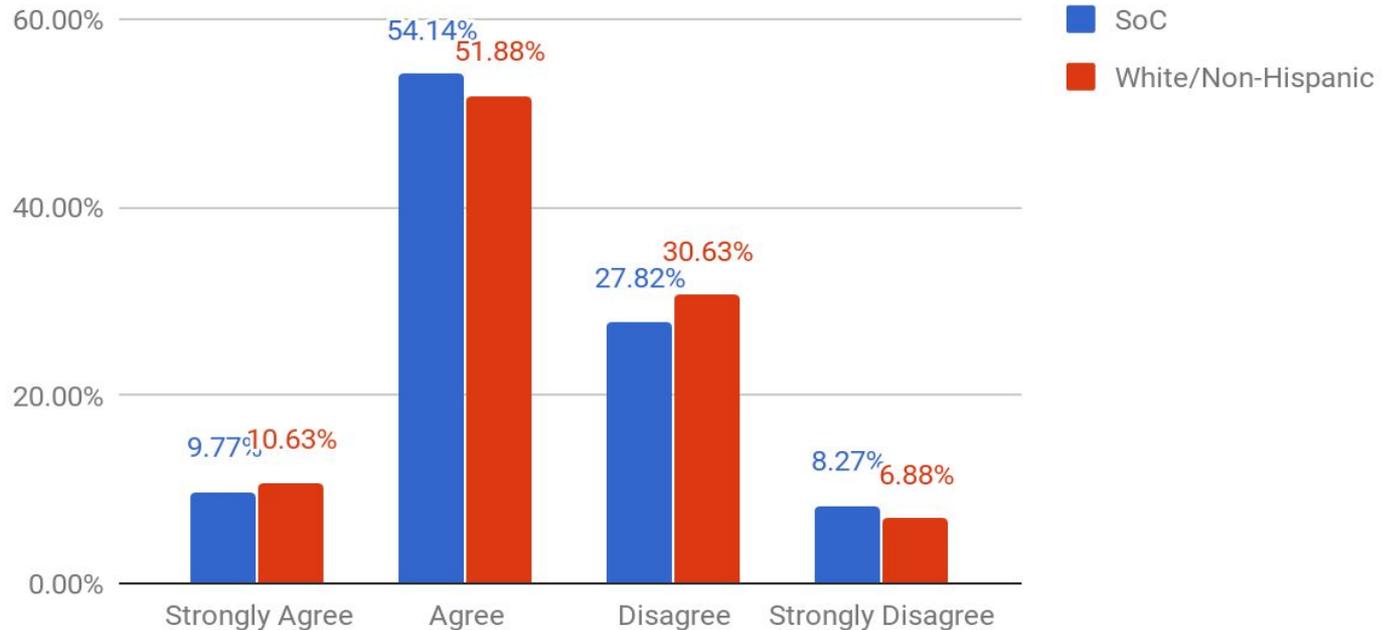
Agree  
69.4%



# STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

## My teachers understand my specific learning style and adjust their strategies to it.



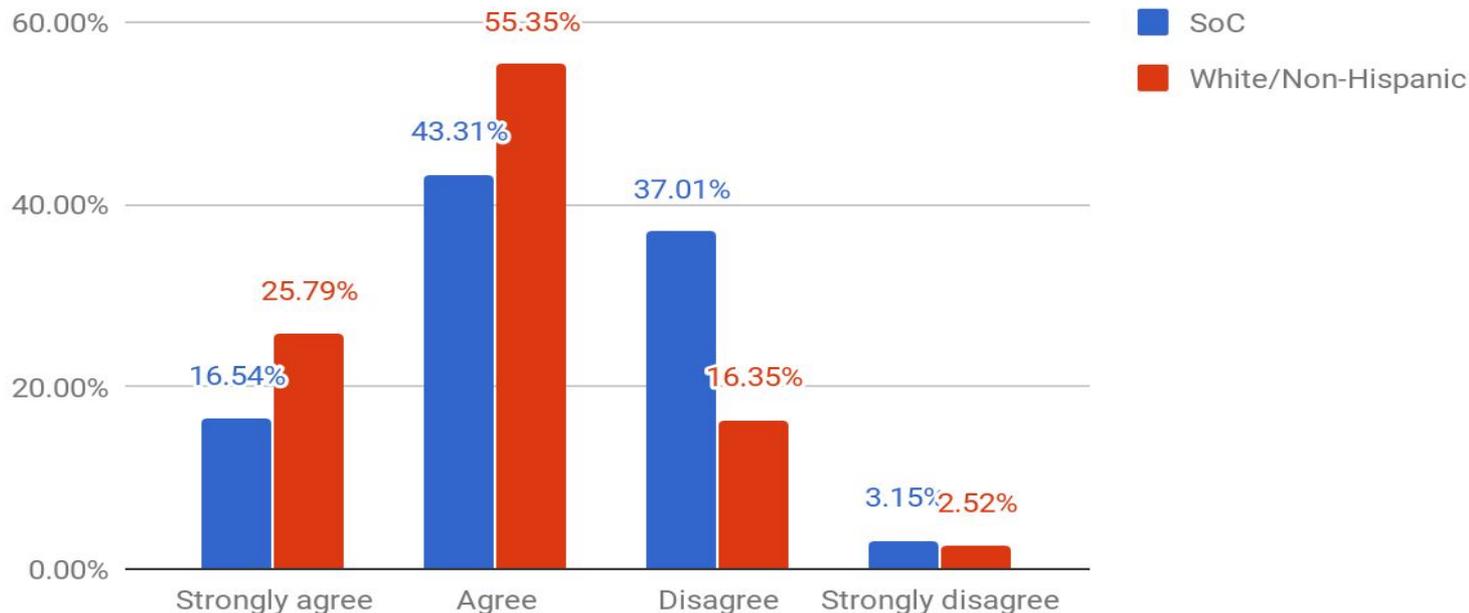
## STUDENT VOICE

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### I see my cultural and racial identities in my classrooms and courses.



# Reflection Questions Used With Teachers

**Please thoughtfully consider your initial response to these questions. We will collect responses.**

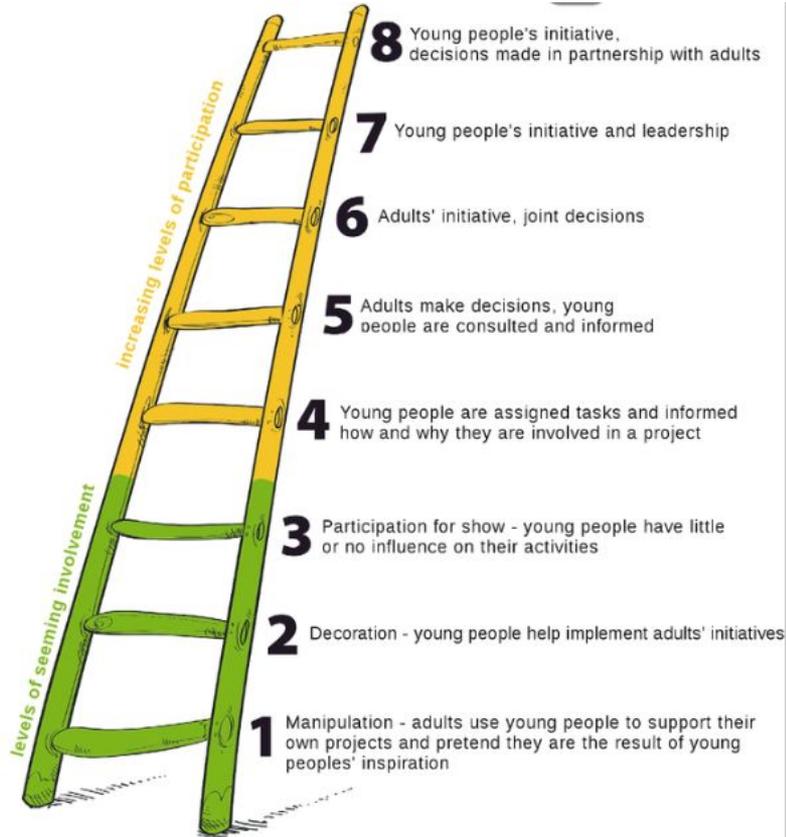
1. Based on today's work, what is something that you better understand about the experience of a student of color in our school?
2. What is a next step in your teaching that can address behavior gaps? How does that influence your use of culturally responsive teaching strategies in your classroom?

## STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

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## Hart's Ladder of Participation

- A framework for increasing student voice and leadership.
- We wanted to move from “decoration” to “initiative.”

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# Minnetonka Public Schools

## **PERSONALIZED EDUCATION**

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

**Superintendent Dr. Dennis Peterson**

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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# Schoology Self-Paced Units

## We heard this from our community:

Sometimes students want to move faster than the class is moving (i.e. accelerate).

## We responded with this strategy:

Teachers started designing self-paced units within our Schoology courses that provide access to the next lesson in the unit as soon as the student demonstrates mastery.

## Here were the barriers:

The initial barrier is training teachers to use the features within Schoology that allows them to lock and unlock lessons based on student mastery. The next barrier has been ensuring that all students are making progress since there are some students who benefit from the traditional teacher-guided approach.

## Here are the outcomes:

Many of our students respond positively to the self-paced option and are able to move more quickly through the content than expected. This has motivated teachers to consider how they might scale this personalization strategy.



schoology®

## Here's what this cost in my community:

Since we already have a licensing agreement with Schoology as our LMS provider, the only cost to the district was the training and support that teachers needed as they developed the units. Each unit requires about three hours to convert to a self-paced structure, so at \$40/hour the cost is about \$120 per unit. As this becomes more commonplace and easier for teachers, the cost will decrease.

## How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Many districts use Schoology or a similar LMS and can therefore replicate this approach. There are many districts in Minnesota that are using this functionality in their LMS to personalize learning for their students.

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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# One-to-One Personal Technology



### **We heard this from our community:**

All students should have educational opportunities that fit their unique needs and should have access to a personalized education program, and all students should be challenged with rigorous expectations.

### **We responded with this strategy:**

To support these goals in a 21st century classroom, all students should have access to technology at school and home. Beginning in 2011, we have added a grade-level cohort each year to our one-to-one iPad initiative until all students Grade Four to Twelve had a device.

### **Here were the barriers:**

The most prevalent barrier was the urgent need for teacher training in the area of instructional technology. Additional barriers were related to classroom management, device management, and helping parents navigate the change.

### **Here are the outcomes:**

During the past eight years, academic performance has increased significantly across all grade levels where devices have been deployed, and students have become skilled at working in an all-digital platform.

### **Here's what this cost in my community:**

All of the elements of Minnetonka's Personalized Learning model require funding, physical space and staff expertise, but they do not all have to be implemented in order to have a good Personalized Learning model. Staff expertise would have to be developed, which takes time and funding. Specific options would have to be designed, which takes time and knowledge. Minnetonka leases iPads from Apple at a rate of \$105/year. At the end of the three year lease agreement, the district owns the device.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Many districts in Minnesota and across the country have adopted a one-to-one device program similar to Minnetonka's, or they have implemented a bring-your-own-device program. In either case, we have found that teachers require a significant amount of training and professional development to optimize the investment.

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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# VANTAGE PROGRAM

### **We heard this from our community:**

Minnetonka has a strong academic program, but many students are looking for opportunities with increased relevancy or authenticity.

### **We responded with this strategy:**

VANTAGE combines real-world learning with student agency so that the graduation standards are clearly connected to a career pathway. The VANTAGE program is designed to challenge students and meet their interests through either an IB or AP course, outside speakers, field trips and mentors.

### **Here were the barriers:**

One key barrier was integrating content and collaborating with business leaders to design the student experience. Once the course integration was designed, the next challenge was to market the opportunity to students.

### **Here are the outcomes:**

VANTAGE enables more students to take high-level courses and enables them to successfully meet course expectations. The VANTAGE program has been part of getting to the level of 83% of the graduating class having taken an IB, AP or both courses by graduation.

### **Here's what this cost in my community:**

The initial prototype for VANTAGE was very lean. Over time, as the program has grown, it has required a slightly more expensive staffing model and it has required professional leased office space.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Many districts have launched similar programs (Wayzata, Shakopee, Prior Lake/Savage, etc.) and each has been successful in partnering with local businesses to create authentic, personalized experiences.



## PERSONALIZED EDUCATION

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# Barriers to Success Model

### We heard this from our community:

There are students in Minnetonka schools who struggle academically. These students sometimes feel lost amongst their academically-successful peers and as a result feel as though their needs are not fully addressed.

### We responded with this strategy:

Students who are performing at lower levels than they should be performing are identified by their test scores, attendance or behavior, and specific barriers to the successful learning of identified students are determined. Specific strategies directed at the barriers are designed to enable each respective student to overcome their barriers. Overall student performance is improved as specific barriers are addressed.

### Here were the barriers:

The barriers to implementing the “Barriers to Success” program are identification of specific barriers that need to be addressed in order for the respective learner to be successful, then determining specific instructional strategies that could effectively address the identified “learning barrier,” and then implementing those identified strategies.

### Here are the outcomes:

Each year, Minnetonka principals share with the School Board their efforts to support students who might otherwise be overlooked. This work is highlighted and emphasized as an important part of the site leader’s responsibilities.

### Here’s what this cost in my community:

The cost of implementing this strategy is determined by the intensity of the learning strategies needed to remediate the learning challenges. One teacher can work with several teachers to complement the work of the regular classroom teacher, so the cost for a dozen students probably reaches \$70,000 to \$80,000, depending upon the actual salary of the teacher assigned.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

All districts make investments in academic interventions, so replicating this work requires an effort on the part of the site leader to provide work direction that extends beyond traditional academic interventions so that there is a more comprehensive, holistic understanding of a student’s barriers to learning.



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# Language Immersion

### We heard this from our community:

In a global economy, students who are fluent in more than one language will have an advantage over other students. In addition, learning a second or third language at a young age can increase a student's overall capacity for learning, thus providing another avenue for acceleration.

### We responded with this strategy:

Implement a School-within-a-School immersion model (four Spanish Immersion programs and two Chinese Immersion programs) so that all programs can grow based on demand.

### Here were the barriers:

There are many barriers to providing a Language Immersion program and many barriers for each student who selects that pathway. The first issue is physical space for the program, the second issue is hiring the teachers and paying for them, and the third major issue is determining the curriculum/immersion model. Each classroom for Language Immersion requires a teacher. Each requires specific physical space that replaces another class or is built onto the existing school.

### Here are the outcomes:

Language Immersion provides students with the potential of 13 years of a separate pathway to learning from the regular pathway, and it enables students to become highly proficient in either Spanish or Mandarin Chinese.

### Here's what this cost in my community:

In some ways, a language immersion program is cost-neutral. In other words, all English classrooms require the same things that an immersion classroom requires. There can be additional costs for translation of materials.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Language immersion will only be successful if the district is deeply committed to providing an excellent experience for students and families.



**MINNETONKA**  
Language Immersion

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# MAST Program

## We heard this from our community:

Students having academic challenges need additional assistance from the teachers in the respective classes where they are most challenged.

## Academic Support

Our goal at Minnetonka is to provide all students with the academic help they need to achieve to their highest potential, and so we encourage students to take advantage of the support system in place whenever they feel a little help could make a big difference.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Drop-in Support</b> 7:05-7:50 am	Math, Art, English, FACS, ELL Health, Bus.	Science, PE, Soc. Studies Music, W. L. Spec. Ed., Tech	TEACHER COLLABORATION	Math, Art, English, FACS, ELL Health, PE	Science, Bus., Soc. Studies Music, W. L. Spec. Ed., Tech
<b>Targeted Support</b>			MAST 7:55-8:35 ALL CLASSES		
<b>Academic Anchors</b>	Students can sign-up with a <b>peer tutor</b> through 'MHS Tutoring Group' in Schoology				
<b>Writing Center</b>	Writing Coaches & Staff 7:00 - 7:55 am (until 8:35 am Wednesday), after school until 3:15 pm Make an appointment with a Coach at OnBoard.na.rapidbiz.com				
<b>Math Center</b>	Math Coaches/Staff available daily 7-7:55 am (until 8:35 am Wednesday) Make an appointment with a Coach at OnBoard.na.rapidbiz.com				
<b>Make-up Testing</b> 7:05a or 2:45p	<b>General Make-up Tests</b> , 7:05 a-3:40 p, daily in 1302 plus the Forum on Wed. <b>Math</b> Make-up Tests in 1414, before school <b>World Language</b> Make-up Tests in 2614, before school daily; after school Tues. <b>English</b> Make-up Tests in 2420, before school Mon-Wed, Fri; after school Mon.				
<b>The Port</b>	Quiet study / Group work				



MINNETONKA HIGH SCHOOL ACADEMIC SUPPORT



## We responded with this strategy:

MAST is scheduled every Wednesday morning at the regular starting time, while other students not accessing teachers during MAST are scheduled to start school later than is in place for the other four days.

## Here were the barriers:

The barriers to implementing a MAST-type program are busing issues with the need to transport high school students two times in the morning of the MAST or have students in the second tier transport themselves. If students who need bus service do not access the first tier, they would have trouble getting to school. Scheduling teachers to provide the added assistance to students needing extra support is also a barrier.

## Here are the outcomes:

MAST has been successful in improving the achievement of students who are challenged in one or more classes.

## Here's what this cost in my community:

The cost factors would be transportation costs to accommodate all students and the teacher time involved if they are unwilling to just adjust their schedules at no added compensation.

## How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

An academic support program like MAST can be replicated in any high school through a collaborative conversation about how to ensure that all students succeed.

## PERSONALIZED EDUCATION

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# MHS Capstone Project

### **We heard this from our community:**

Students who are in their Senior year are curious about how their learning will be applied in the real world. In addition, there is a window of time at the end of the Senior year when the academic program is less rigorous due to the fact that testing has been completed.

### **We responded with this strategy:**

MHS Seniors who have completed two or more AP/IB exams are eligible for a two-week Capstone experience that allows them to work with a mentor in their field of interest.

### **Here were the barriers:**

The key barrier has been working with staff to support early final exams for Seniors who choose the Capstone experience.

### **Here are the outcomes:**

In the pilot year, six students completed a Capstone experience. In the second year, 62 students completed a Capstone. In Year #3, there will be nearly 90 students involved. The feedback from students and from mentors has been extremely positive.

### **Here's what this cost in my community:**

The only cost to the District has been a small leadership stipend that has been given to a teacher-leader who manages the experience.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Many districts offer a similar experience, so it is easily replicated. The dynamics in Minnetonka specific to graduating Seniors is very similar in other districts.



# CAPSTONE

Minnetonka High School

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# Wilson Reading (Orton-Gillingham)

### We heard this from our community:

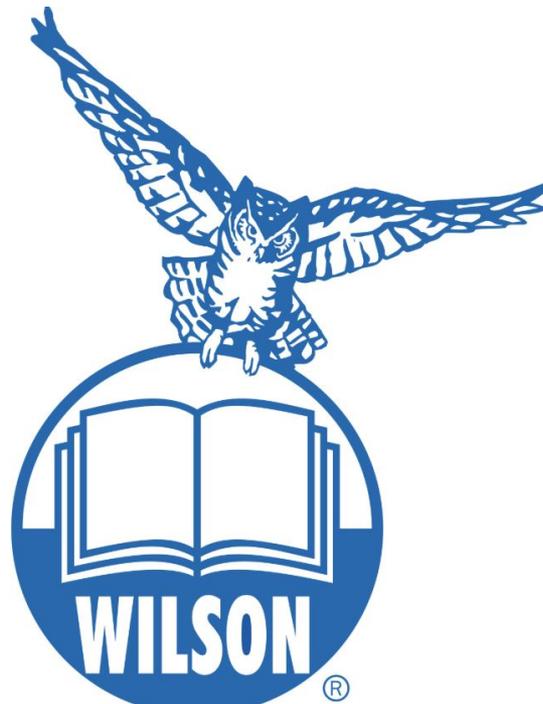
Students with a Dyslexia diagnosis or with symptoms that are related to a Dyslexia diagnosis are lacking support in the areas of word attack, phonics, and phonemic awareness.

### We responded with this strategy:

Students with Dyslexia and other reading issues receive intense reading instruction with Wilson Reading in addition to students who are beginning readers.

### Here were the barriers:

A significant number of interventionists needed intensive training (90 hours each) to become certified in the Wilson Reading Program. This required a significant investment of time and resources.



### Here are the outcomes:

Students who need focused instruction in word attack, phonics, and phonemic awareness now get the support that was lacking.

### Here's what this cost in my community:

Minnetonka has invested approximately \$200K in training and resources each year for the past two years. In addition, the district has added approximately 7.0 FTE to support the increased demand for reading support.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

To implement a program like Wilson, each district would need to assess the level of need and build an implementation plan that matches the demand.

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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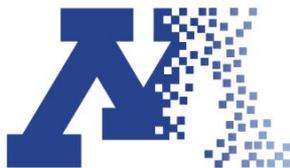
# Minnetonka Research

### **We heard this from our community:**

Minnetonka lacked an authentic learning space where students who were passionate about science could pursue their interests and accelerate their learning.

### **We responded with this strategy:**

Minnetonka Research is a program where students drive their own learning by identifying a research question of their own making, developing a research methodology, conducting experiments, gathering data, and drawing scientific conclusions. This work is driven by who the student is and what they aspire to do in their lives.



MINNETONKA  
RESEARCH

### **Here were the barriers:**

The primary barrier was finding appropriate space which would satisfy significant health and safety considerations. In addition, there can be unique materials and resources required to support each individual research endeavor.

### **Here are the outcomes:**

Over the past three years, enrollment has grown from 42 to over 90 students. Many of the students in the program are recognized at regional, state, national, and international science competitions.

### **Here's what this cost in my community:**

As noted above, the most significant cost was designing and building the unique space that is required to support such a wide range of research projects. The materials and resources required is approximately \$400/student.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Districts that are firmly committed to advanced learning will be able to replicate this kind of personalized programming.

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# Tonka Codes



# TONKA <CODES>

### **We heard this from our community:**

There is a high demand for computer science skills in the workforce, but the District only offers a handful of elective options at the high school and middle school levels. In addition, an elementary level program might help improve the gender imbalance.

### **We responded with this strategy:**

Minnetonka now has an accelerated core curriculum for computer science beginning in Kindergarten called Tonka Codes. The scope and sequence includes metrics that are provided to parents on the official report card.

### **Here were the barriers:**

The most challenging barrier in 2013-14 was training all elementary teachers in coding. Teachers continue to need support, and there are some teachers who struggle despite the support that is provided. As the program started to produce higher levels of achievement in computer science, the District has been challenged to find skilled teachers who can teach advanced coursework.

### **Here are the outcomes:**

Computer science courses at the secondary level have increased steadily in enrollment, and there has been a significant increase in the profile and status of computer science in the Minnetonka community.

### **Here's what this cost in my community:**

Minnetonka invested in a handful of software solutions to support the scope and sequence, but the majority of the investment has been in the area of professional development for staff.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Many districts have launched an elementary scope and sequence for computer science with the support of Code.org, a free resource for schools and districts.

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# Navigator Program

### We heard this from our community:

Students with high IQ's often have difficulty communicating with classmates intellectually, have challenges creating friendships because of the depth of their interests, often lack challenging learning opportunities and their parents often search widely in an effort to find a school that meets their needs.

### We responded with this strategy:

The Navigator program is designed to address the unique educational, social and emotional needs of high IQ students. The Navigator program challenges students academically and provides a nurturing environment for these students to take risks in their learning and reach their fullest potential.

### Here were the barriers:

The primary barrier was designing thoughtful, transparent, and equitable student identification processes. There can also be a lack of understanding in some communities about the need for programming that serves the unique needs of the highly gifted.

### Here are the outcomes:

In 10 years, enrollment has continued to grow and parents drive from great distances to bring their sons and daughters to the Navigator program. Students meet growth targets at much higher rates than strong performers do in regular classrooms. Finally, there is virtually no attrition.

### Here's what this cost in my community:

There are additional curriculum costs as well as para-professionals who assist in the Navigator classroom. In addition, curriculum writing and staff development are essential to the ongoing success of the program.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

A program like Navigator is replicable. Districts across the State of Minnesota make use of the Cognitive Abilities Test (CogAT), which can serve as one part of an identification process for students who have exceptional aptitude. Additionally, most districts make use of NWEA and MCA for screening purposes as well.



## PERSONALIZED EDUCATION

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# Elementary Drama Program

### **We heard this from our community:**

Participation in presentations to an audience and participation on a team builds confidence and develops life-long skills. Drama is an excellent way to meet these needs.

### **We responded with this strategy:**

Minnetonka created an elementary musical program that enables students from all of the elementary schools to do a similar production using one set, and it is then presented to an audience in two public performances.



### **Here were the barriers:**

The barriers were minimal. Finding the times to schedule these productions took some effort.

### **Here are the outcomes:**

Many parents have reported life-changing experiences for their children who participated in a production. It has built presentation skills and self-confidence.

### **Here's what this cost in my community:**

There are costs associated with securing the play as well as staffing and costumes. However, much of the cost can be recovered through the sale of tickets to the shows

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Replication of this program requires careful planning and execution, and there are endless possibilities for personalizing the program to the culture of the community.

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# Middle Schoolers Going to High School

### We heard this from our community:

Middle School students sometimes are ready for advanced or accelerated coursework that is not available at their school site.

### We responded with this strategy:

Middle School students who are accelerated in their learning and ready to take high school coursework are given the opportunity to do so. Students who seek opportunities to move faster through the curriculum are not held back by structural obstacles. Bus routes connect the middle schools with the high school so that Middle School students have access to the advanced courses they need.

### Here were the barriers:

Supporting this advanced need adds to the overall complexity of the system. Each student's request is handled on a case-by-case basis and requires creativity and flexibility on the part of many staff members.



### Here are the outcomes:

Many of the students given these specific opportunities score highly on AP, IB, and ACT exams thus showing that the support that they are receiving is supportive of their extended learning.

### Here's what this cost in my community:

There is no actual cost for this personalization/acceleration strategy because these students are able to access pre-existing bus routes. In some cases, the District will waive the fee for an online course so that the student has access to the necessary coursework.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

This program can be replicated in other districts if the system is willing to flex in support of the unique needs of students.

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# Independent Investigations

### **We heard this from our community:**

There are students in the general education classrooms (K-5) who do not qualify for advanced programming but who demonstrate a passion for learning that is not always rewarded in the standard curriculum.

### **We responded with this strategy:**

Independent Investigations provides students with a structure and an opportunity to explore their own curiosities and interests.



### **Here were the barriers:**

One barrier is finding the space for small groups to meet. It is necessary to have an adult leader who understands the inquiry process.

### **Here are the outcomes:**

Teachers report that students demonstrate greater proficiency in self-directed learning. They are able to apply the skills they learned through Independent Investigations to enhance the general classroom environment.

### **Here's what this cost in my community:**

There is minimal cost for this personalization/acceleration program. Leaders can be trained volunteers or skilled paraprofessionals.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

The roadmap for replication is simple - provide training on the inquiry process to a team of volunteer leaders and create a system for teachers to identify which students are in need of this enrichment.

## PERSONALIZED EDUCATION

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# Project Think

### We heard this from our community:

Many students in elementary classrooms are visually and spatially talented. Due to the nature of our educational system and the verbally-based instruction, such students do not always have the ability to nurture their gifts and talents.

### We responded with this strategy:

Project Think uses the non-verbal strand of the cognitive abilities test results and teacher identification to serve these budding engineers and big-picture thinkers. No achievement scores are required.

### Here were the barriers:

Hands-on experiences are messy and require a lot of materials to create the right environment. These materials are largely consumable.



### Here are the outcomes:

Parents are thrilled with the experience that their unique learners report. These are often students who have not been successful in the traditional classroom. Upon return, they are able to apply the skills they learned through Project Think to enhance the general classroom environment.

### Here's what this cost in my community:

Leaders for Project Think do not need to be licensed teachers, however it is important to hire skilled para-professionals to lead these experiences. In addition, the consumable costs for materials is an annual cost.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Project Think can be replicated in other districts, and many are doing so. Programs like Destination Imagination and through web-based resources, there are many engineering and problem-based units already designed that are high quality.

## PERSONALIZED EDUCATION

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# Launch into AP/IB

### **We heard this from our community:**

Students who show aptitude for honors coursework but who do not self-select into AP or IB classes need an additional layer of support or encouragement to challenge themselves at this level.

### **We responded with this strategy:**

The MHS Launch program provides the necessary support that general education students need to challenge themselves with an AP or IB course.

### **Here were the barriers:**

Much of the Launch program runs during the summer, so there are transportation and staffing needs. There is also a barrier in successfully communicating with parents and encouraging them to register their sons and daughters.

### **Here are the outcomes:**

This program is in its first year of implementation, but the outcome data should show that there will be an increase in the number of first-time AP/IB students.

### **Here's what this cost in my community:**

There are staffing costs to support small groups during the summer, as well as some food and beverage costs. Materials have been developed internally and the space is readily available.



**How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

The Launch program is easily replicated in other districts by analyzing the data from high school course requests.

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# Advanced Placement Courses

### **We heard this from our community:**

Students are capable of successfully completing college-level work while in high school, and this can help reduce the cost of college for students who pass Advanced Placement (AP) exams.

### **We responded with this strategy:**

Minnetonka offers a full catalogue of AP courses, with students as young as 9th grade successfully earning college credit.



### **Here were the barriers:**

In many communities, there is a lack of understanding for what young people are able to accomplish academically. Minnetonka has worked with its community to nurture a higher level of expectations for all students, with the belief that all students are capable of succeeding at high levels.

### **Here are the outcomes:**

Over the past 14 years, Minnetonka has increased from 467 students taking AP exams to 1,299 students - an increase of nearly 300%, with much of this growth occurring while the District was also growing its International Baccalaureate program. A total of 2,766 tests were taken in 2018, with 66.7% resulting in a passing score.

### **Here's what this cost in my community:**

There are minimal costs for growing an AP exam. The State of Minnesota provides some financial support for test fees.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Many schools and districts offer robust AP programs and have used various strategies to grow enrollment in these advanced courses.

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# International Baccalaureate Program

### We heard this from our community:

In order for our students to be successful in the global economy, our academic program must have a highly rigorous international component.

### We responded with this strategy:

International Baccalaureate's *Diploma Program* was introduced in 2008.

### Here were the barriers:

In 2008, IB was still not well understood in some communities. The initial reaction from the community was not entirely positive. Over time, however, the support for IB has continued to increase. There were some who thought that the introduction of an IB program would hurt enrollment in AP courses, but the opposite has occurred.

### Here are the outcomes:

Over the past 10 years, the number of students receiving the IB Diploma (roughly equal to one year of college coursework) has increased from six students to 65 students - a 1,000% increase. During that same period of time, the number of students taking IB courses has increased from 218 students to 822 students.



### Here's what this cost in my community:

Compared to the AP program, IB programming requires a larger investment of district resources based on the membership fee and the extensive teacher training and materials that are required.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Many schools and districts have successfully introduced IB into their academic programs and have benefited greatly from this rigorous curriculum.

## PERSONALIZED EDUCATION

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# Fifth Grade Music Choices



### **We heard this from our community:**

Music plays an important role in the overall program of highly successful schools as they challenge all students and integrate learning.

### **We responded with this strategy:**

Fifth Grade music was reorganized nine years ago to enable students to develop higher performance levels with more challenging music.

### **Here were the barriers:**

The District's efforts to emphasize the value of disciplined music study required a deep commitment to music and music appreciation as a core value.

### **Here are the outcomes:**

Minnetonka's performing arts program is one of the premier programs in the country. In addition to that outcome, students who commit themselves to music study also see parallel benefits in their academic performance in the core curriculum.

### **Here's what this cost in my community:**

Additional staffing was required to grow the Fifth Grade music program. Musical instruments, maintenance of the instruments, supporting accompanists, and practice space has also been required.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

In Minnetonka, music instruction and the importance of the performing arts are deeply held core values. Not all schools or districts will share this value. Those that do, must make a deep commitment to this area of study through the investment of limited resources.

## PERSONALIZED EDUCATION

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# Writing Center

### **We heard this from our community:**

One of the most important skills required for success in post-secondary education and in life is the ability to communicate effectively through writing.

### **We responded with this strategy:**

Inspired by writing centers found on college campuses across the country, the Minnetonka Foundation commissioned the launch of the MHS Writing Center as an endowment project over 10 years ago. The Writing Center is located in the Student Commons and is available Monday-Friday from 7 a.m.-3:30 p.m. The center is staffed by two English teachers and 30 trained student writing coaches. Writing support services are available to all MHS students.

### **Here were the barriers:**

To provide the level of service and support required, the District needed to find a suitable space and the necessary resources to make the Writing Center an attractive destination for students.

### **Here are the outcomes:**

The MHS Writing Center has been extremely successful and has received national recognition for its innovative model. The center is busy all day and is embraced by staff, students, and the community in meaningful ways.

### **Here's what this cost in my community:**

The District has assumed all operational costs from the Minnetonka Foundation and now funds two full-time teachers as well as a budget to operate the program.



### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Running a successful Writing Center requires an investment of resources as well as strong leadership to ensure that the program is providing a return on the district's investment.

## PERSONALIZED EDUCATION

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# Tonka Online

# TonkaOnline

### **We heard this from our community:**

The six-period day would sometimes create a limitation for students who wanted to take more elective courses or who needed more flexibility in their schedule.

### **We responded with this strategy:**

Instead of sending families to online learning providers that didn't maintain high standards for academic outcomes, Minnetonka built an online learning program that would provide our curriculum taught by our teachers but in a fully online setting.

### **Here were the barriers:**

The District had to make several decisions regarding how to design the program, including whether or not to purchase curriculum or to write our own. Over time, the program has become a reliable and innovative way for students to personalize their learning.

### **Here are the outcomes:**

Over the past five years, enrollment has increased steadily. AP scores in Tonka Online are as good or better than the brick and mortar classroom, and student satisfaction surveys show that the experience is very positive.

### **Here's what this cost in my community:**

There is an initial investment in building and supporting an online learning program, but the up-front costs can be managed over time based on the lighter overhead of the online environment.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

Designing and implementing online courses requires significant up-front investment, but can lead to long-term benefits for students.

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

Association of Metropolitan School Districts  
**REIMAGINE MINNESOTA**



# Instructional Framework

### We heard this from our community:

Academic content is important for success, but graduates also need to master the professional skills of the 21st century. This includes the desire to have a more personalized learning environment with student voice, choice, and agency.

### We responded with this strategy:

Minnetonka built a toolkit to help teachers design student experiences that align with 21st century skills. This Instructional Framework has become the focus for all curriculum design as well as the foundation for all programming in the District.

### Here were the barriers:

Many districts attempt this kind of effort, but rarely do teachers feel a deep connection to the outcome. In Minnetonka, the Teaching and Learning Team worked closely with teachers to design a model that would add value to their classrooms.

### Here are the outcomes:

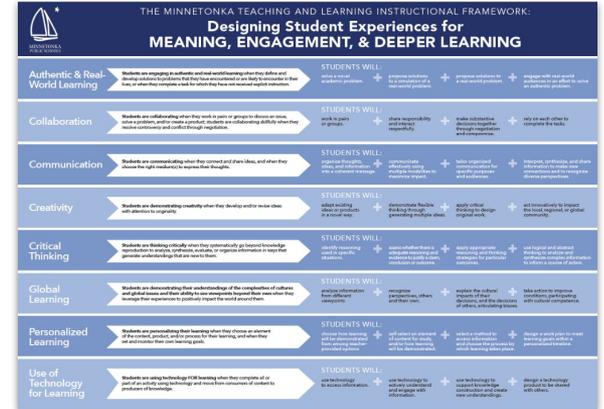
The Minnetonka Instructional Framework has been embraced by teachers, principals, students, and parents throughout the schools and community. The deep focus on authentic, experiential learning as well as personalized learning has helped define the design of units and lessons throughout the academic program.

### Here's what this cost in my community:

The Instructional Framework has been built with internal capacity over the past eight to 10 years. Professional development dollars have been invested in the training of teachers in how to use the toolkit to design units and lessons.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Each district can design a framework that reflects their local culture and context.



## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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# Student Innovation Teams

### We heard this from our community:

Innovation is an essential 21st century skill. The District is committed to growing a culture of innovation, so students should be involved in that effort.

### We responded with this strategy:

Three years ago, Student Innovation Teams were launched at the high school. The following year, the same model was launched at both middle schools.



### Here were the barriers:

Innovation has a disruptive quality, so putting this power into the hands of students required a willingness on the part of site leaders and staff to provide the space for students to identify real problems and to develop prototypes that could solve the problem.

### Here are the outcomes:

The Student Innovation Team program has been very successful, bringing human-centered design to over 250 students over the past three years. The solutions they have developed have made a positive impact on the schools.

### Here's what this cost in my community:

This program was developed and implemented with internal capacity.

### How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?

Developing the skill-set to lead a program like Student Innovation Teams takes time, but it is accessible to those who are committed to the idea.

## PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

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# Personalized Pathways



Naviance | *Student*

### **We heard this from our community:**

Our students need the tools to gain a better understanding of their individual strengths and interests so that they can design a personalized pathway as they move through the school district and into post-secondary options and/or careers.

### **We responded with this strategy:**

Using the Naviance software from Hobson's, Minnetonka built a scope and sequence from 6th to 12th Grade that provides industry-leading tools to help students gain a deeper understanding of their individual talents and interests. The software maps student strengths against career options and displays a range of colleges that support that professional pursuit.

### **Here were the barriers:**

This toolkit requires significant time and effort on the part of the counseling team to teach students how to use the software and to interpret the results of the assessments. This system-wide change took several years to operationalize.

### **Here are the outcomes:**

Although the program is still in an early stage of implementation, the data analytics show a high level of engagement on the part of students. Over time, this will become a greater focus for staff in their work with students. It will also become a more significant conversation at dinner tables throughout our community.

### **Here's what this cost in my community:**

Naviance has a per-student cost per year that is approximately \$5/student.

### **How will this be successful in districts beyond your own in a way that can be personalized to each and why/how you believe this?**

The Naviance software product requires a significant annual investment, but it includes tools that are essential to the college application process. Therefore, many districts already use Naviance with 11th Grade students, so expanding use of the software may be a viable solution.



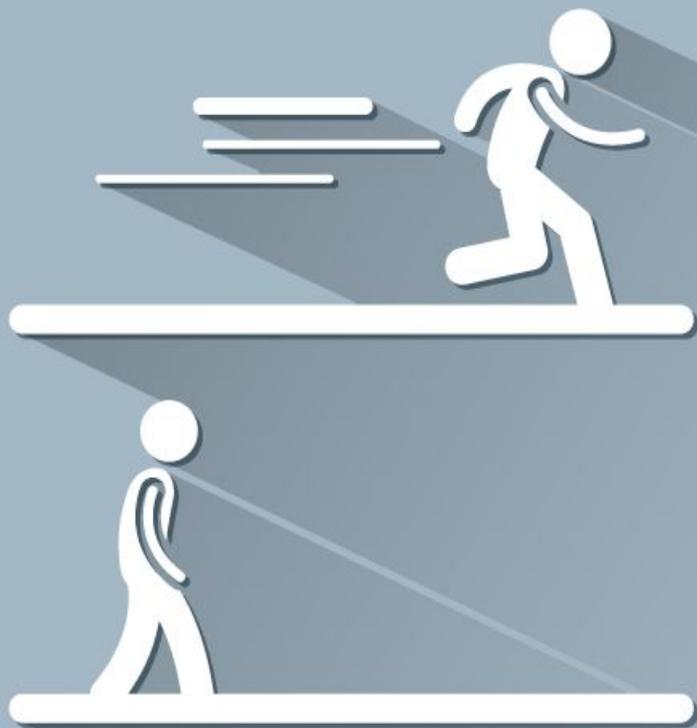
**CHANGE**

**ADAPT**

**INNOVATE**

**IMPROVE**

**EVOLVE**



**Your pace  
or mine?**

Association of Metropolitan School Districts

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# **Anoka Hennepin Independent School District**

## **CULTURAL INCLUSIVITY**

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

**Superintendent David Law**

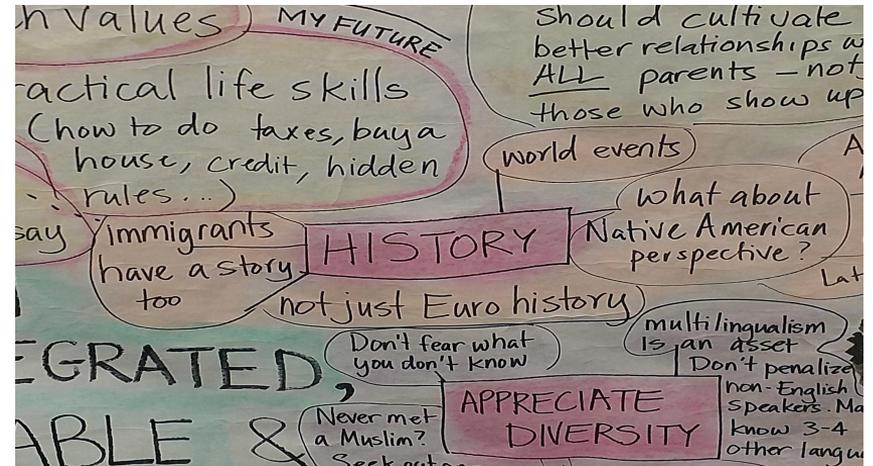
# CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

Association of Metropolitan School Districts  
**REIMAGINE MINNESOTA**



# What did we hear from our community? See Us



# We responded with these strategies:

- Embed equity competencies and content into curricula.
- Hold high expectations for all and remove practices and beliefs that marginalize learners.
- Develop inclusive standards/success measures for students and **create pathways for achieving them.**
- Use equity lens to examine and develop curriculum that is culturally relevant.
- Ensure more racially and culturally inclusive curricula.
- Develop inclusive standards, success measures, supports for student progress.

# Strategy:

## Embed equity competencies and content into curricula

Anoka Hennepin Example:

All middle school students receive multiple lessons through advisory on the concept of equity and the barriers that some students face.

- Cost for advisory development and materials: \$30,000
- Cost to expand across the system: \$50,000

## Strategy:

- Hold high expectations for all and remove practices and beliefs that marginalize learners.
- Develop inclusive standards/success measures for students and **create pathways for achieving them.**

### Anoka Hennepin Examples:

- Create magnet opportunities at all levels across the district.
- Allow all high school students to “Enrich by Choice” in rigorous coursework.
- Provide multiple supports for students taking on a more challenging course through programs like “College Possible” or “AVID.”
- Create opportunities for underrepresented students like the “Young Men’s Science Program.”
- Cost to implement: \$1 million+ per year

## CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

Association of Metropolitan School Districts

REIMAGINE MINNESOTA



## Strategy:

- Use equity lens to examine and develop curriculum that is culturally relevant.
- Ensure more racially and culturally inclusive curricula.

## Anoka Hennepin Examples:

- Use student voice to enhance course offerings:
  - US History (Curriculum Enhancements)
  - World Drumming
  - African American History
  - Developmental Basketball
  - Native American Language
- Course development / curriculum: \$15,000 to \$30,000

# CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

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## Strategy:

- Develop inclusive standards, success measures, supports for student progress.

## Anoka Hennepin Examples:

- Student Achievement Advisors at every secondary site.
- AVID programming at every high school.
- Anoka Hennepin scorecard for district and school sites measures achievement, attendance, participation and engagement by demographic group.
- Cost to implement: \$600,000-\$1 million per year

District Scorecard A: Maximizing student learning and minimizing the achievement gap											
Indicators	Descriptions	Levels				Trend				Desired Trend	
		Intervene	Concern	Baseline	Progress	Vision	2014-15	2015-16	2016-17		2017-18
A3.1: Student engagement (e.g. performance feedback, safety, welcoming, belonging)	Percent overall student engagement	< 75%	76-81%	82-87%	88-94%	≥ 95%	87.8%	87.2%	87.2%	86.4%	↑
A3.2: Greatest difference in student engagement across ethnic groups	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	6.0%	2.5%	1.7%	2.9%	↓
A3.3: Percent of students with no out of school suspensions or SpEd dismissals (secondary only)	Percent of students who do not have an out of school suspension or SpEd dismissal	< 75%	76-81%	82-87%	88-94%	≥ 95%	97.2%	95.0%	96.1%	95.2%	↑
A3.4: Suspension/SpEd dismissal referrals: greatest percentage gap among all student groups (secondary only)	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	6.4%	7.9%	9.4%	10.2%	↓
A3.5: Equitation referrals: greatest percentage gap among all student groups (secondary only)	Percent difference	> 10	9-10%	7-8%	5-6%	< 5%	0.3%	0.6%	0.0%	0.3%	↓
A3.6: Overall attendance rate	Percent attendance	≥ 88%	89-91%	92-94%	95-97%	≥ 98%	94.0%	94.8%	94.8%	94.9%	↑
A3.7: Attendance rate: greatest percentage gap among all student groups	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	6.2%	4.9%	4.2%	5.1%	↓
A3.8: Truancy rate: greatest percentage gap among all student groups	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	2.1%	1.5%	1.5%	2.1%	↓
A3.9: Tardy rate: greatest percentage gap among all student groups	Percent difference	> 10%	9-10%	7-8%	5-6%	< 5%	1.2%	0.7%	1.1%	1.1%	↓
A3.10: Participation in extra-curricular activities (HS only)	Percent of students participating in extra-curricular activities	≥ 93%	40-50%	51-63%	64-74%	≥ 75%	49.8%	49.6%	50.5%	49.4%	↑
A3.11: Participation in extra-curricular activities: greatest percentage gap among all student groups (HS only)	Percent difference	> 25%	21-25%	16-20%	10-15%	< 10%	31.0%	18.1%	17.1%	28.1%	↓

Note: An underlined value represents either a change in the way the indicator was measured or an addition/modification as part of the scorecard revision process. Bold text and a box around a value represent improvement.

# Measures of Success

- AHISD has increased the percentage of students of color by 1 to 2 percent annually AND increased the graduation rate by a similar amount.
- The gap between white students and non-white students for graduation rates has been eliminated at some sites.
- Champlin Park HS graduation rate for Black students is 89.9 percent, the state average for that group is 67 percent.
- 75 percent of Anoka Hennepin graduates have taken two or more college or career preparation courses.

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**REIMAGINE MINNESOTA**

## **South St. Paul Public Schools**

### **COMMUNITY BRIDGES**

Build bridges between  
school and community

**Superintendent Dr. Dave Webb**

# Expand and Support Proactive Parent and Family Engagement

- Personal Invitations
- Include the Students
- Be Deliberate
- Invite Often
- Important Content
- Meal, Child Care, Transportation

All parents of African American students are encouraged to join us in our celebration!



Ex: Student Affinity Group Event



# Examine Adult Beliefs in School and Community Through Training, Honest Dialogue, Affinity Groups, etc.

- Community Conversation (Monthly) Series
  - Enhance and Improve Community Partnership
- Staff Conversations
  - Improve and positively impact students, families, school climate
- Student Conversations
  - Elevate student voice in school improvement





# Examine Adult Beliefs in School and Community Through Training, Honest Dialogue, Affinity Groups, etc.



**Partnership** FOR A  
**Safe & Supportive**  
A Community Conversation Series **South St. Paul**

- Community Conversation Series
  - Restorative Practices

# Examine Adult Beliefs in School and Community Through Training, Honest Dialogue, Affinity Groups, etc.

**Equal Opportunity Schools:** Ensuring students of every background have equitable opportunities to succeed in the rigorous courses that will prepare them to lead the life of their choosing.

**Participation GAP = BRIDGE**

**Student Mindset**

**Parent Mindset**

**Staff Mindset**

Year 1

**14%**

**Increase in participation  
in IB Courses**

**55%**

**Underrepresented students  
added to IB Courses**



# Examine Adult Beliefs in School and Community Through Training, Honest Dialogue, Affinity Groups, etc.



- **Collaborative of 6 districts**
- **Supporting launch/implementation of professional development & student programs:**
  - Youth Executive Board
  - AVID (Advancement via Individual Determination)
  - Culture and Implicit Bias training
  - Culturally Responsive Leadership training for School Boards
  - Equal Opportunity Schools
  - PIQE (Parent Academies)
- **Providing equity-related support for 39 additional districts, 22 charter schools, and 14 non-profit organizations.**

# COMMUNITY BRIDGES

Build bridges between school and community

Association of Metropolitan School Districts

## REIMAGINE MINNESOTA

South St. Paul  
Public Schools



MASA



masbo



THE VOICE FOR PROFESSIONAL EDUCATORS AND STUDENTS



## Partners for Equity Development

A group of organizations and individuals committed to equitable E-12 education outcomes for each and every student

[www.partnersforequitydevelopment.com](http://www.partnersforequitydevelopment.com)



# Build Stronger Family Partnerships and Build Capacity to Support Students

## Parents In Action/Padres en Acción

- Classes for parents
- Understand/navigate school systems
- Child care, dinner, transportation
- PreK, Elementary, Middle, Secondary
- Spanish & English

PIQE: Parent Institute for Quality Education





# Address Life Challenges Faced by Families (Immigration, Housing) Institute More Services to Support Health, Life and Language Needs

South St Paul Food Distribution Calendar 2018-19

July 18							August 18							September 18							October 18						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7				1	2	3	4							1	1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				

November 18							December 18							January 19							February 19								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
				1	2	3						1			1	2	3	4	5					1	2				
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30	31	24	25	26	27	28							

March 19							April 19							May 19							June 19							
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	
					1	2				1	2	3	4				1	2	3	4						1		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31	26	27	28	29	30	31	23	24	25	26	27	28	29

**KEY/COLOR CODING**

- #** FREE SUMMER MEALS  
Children Age 18 & under  
USDA Summer Food Service Program Mondays - Thursdays July 9 - August 3
- Locations** Breakfast Lunch  
Kaposa 8:30-9:00 11:30-12:00  
Lincoln Center 8:30-9:00 11:30-12:00  
Secondary 8:00-8:30 11:30-12:00  
Adults \$2.25 \$3.85
- FREE Food Distribution**  
Second Harvest Food + You  
SSP Secondary: **8:30-9:00 am, 12:00-1:00 pm**  
Enrolled SSPS Students/Families
- FREE Food Distribution**  
Second Harvest Food + You  
Lincoln Center: 2 - 4 pm  
Enrolled SSPS Students/Families
- FREE Food Distribution**  
Second Harvest Food + You  
Kaposa Education Center:  
**8:30 am-12:00 pm**  
Enrolled SSPS Students/Families
- Food Shelf - FREE**  
Open M-F - 8:45 am - 3:30 pm  
Neighbors, Inc.  
Eligible residents No. Dakota Co.
- NAPS: Nutrition Assistance**  
Program for Seniors - FREE 10 am - 12 pm  
Neighbors, Inc.  
Qualifying Senior Citizens
- Fare For All - Reduced Price Food**  
Central Square: 4 - 6 pm  
Open to Community
- South St. Paul Farmers' Market**  
Wednesdays: 2 - 8 pm  
June 20 - September 26, 2018  
12th & Southview  
EST & WIC accepted

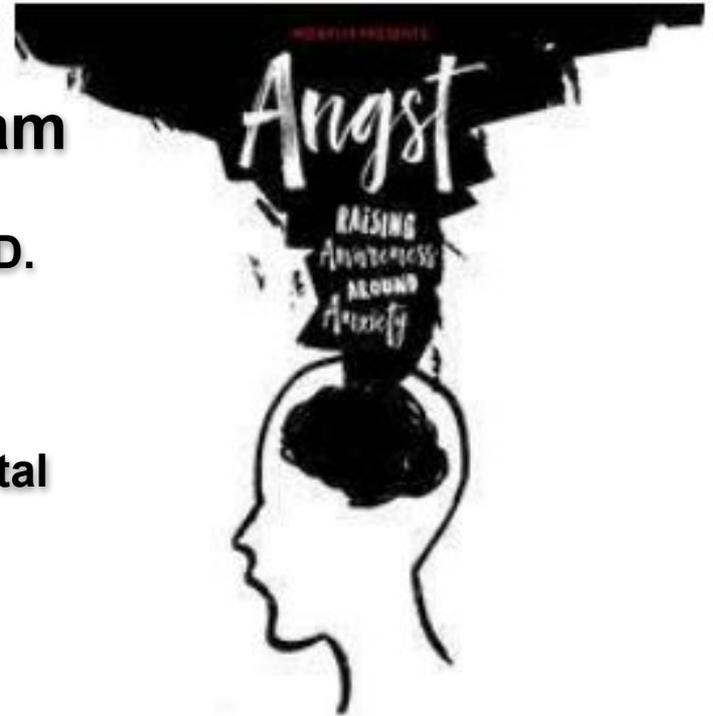
## Food Security

- Food desert
-  partnership
- Food distribution
- Community Calendar
- Poverty simulations

# Address Life Challenges Faced by Families' Mental Health

## Community Counseling Support Team

- School Counselors.
- Community Members: City, Faith, Library, PD.
- Dakota County Mental Health Dept.
- Take the pulse of the students/community.
- Monthly Events:
  - Ex: **ANGST** with Vendor Fair for 20 Mental Health Support Options for Families





## **Address Life Challenges Faced by Families (Immigration, Housing) Institute More Services to Support Health, Life and Language Needs**



### **Dakota County Collaboration with Burnsville, IGH, SSP, WSP**

- **Intentional initiative brings essential partners and services together.**
- **Developmental Milestone and tracks outcomes.**
- **Creating system wide protocol for information technology.**



# Build strong education partnerships between the school, families, and community



360 Communities®



## 360 Communities & SSP Early Learning Collaboration **FREE Professional Development for Licensed Child Care Providers**

- **Conscious Discipline, Social Emotional Learning**
- **8 Domains of Executive Functioning**
- **DEVELOP Credits/Aware**

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# **Saint Paul Public Schools**

## **SHARED UNDERSTANDING**

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

**Superintendent Dr. Joe Gothard**

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

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## We heard:

# SPPS Achieves

Each student. One community. Endless Opportunities.

- Guarantee **rigorous course offerings** for all students
- Create **learning experiences that are relevant** to the workforce and/or higher education skills and knowledge
- Develop meaningful, **culturally competent** curriculum and instructional programs in all subjects
- Provide a **Personalized Learning Plan** for all students
- Provide **equitable resources, facilities and technology** to support student excellence and achievement

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

Association of Metropolitan School Districts

REIMAGINE MINNESOTA



## We know:

# SPPS Achieves

Each student. One community. Endless Opportunities.

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

--Wallace Foundation, [\*How Leadership Influences Student Learning\*](#)

“Professional Development requires skillful **leaders** who develop capacity, advocate and create support systems for professional learning.”

--Learning Forward, [\*Standards for Professional Learning\*](#)

# Responding: Policy

## SPPS Policy 101.00.2 RACIAL EQUITY Racial Equity: ENSURE SYSTEMIC EQUITY

**B. Leadership** SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
2. Modeling racial equity in business practices;
3. Replacing inequitable operational practices with systems that support implementation of this policy, and
4. Focusing accountability systems and metrics on racially equitable results.

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

Association of Metropolitan School Districts  
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# Responding: Strategic Plan Long-Term Student Outcomes



1	2	3	4	5	6
Decrease disparities in achievement based on race, ethnicity, culture and identity	Increase achievement of English Learners	Increase achievement of students receiving special education services	Improve kindergarten readiness	Increase academic growth in reading and math for all students	Prepare all graduates for college, career and life

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

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# Strategic Plan Focus Areas

# SPPS Achieves

Each student. One community. Endless Opportunities.

Positive School and District Culture	Effective and Culturally Relevant Instruction	Program Evaluation and Resource Allocation	College and Career Paths	Family and Community Engagement
Create a shared sense of community to build trust and collaboration within and outside our schools.	Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.	Evaluate effectiveness of current programs and make informed adjustments and investments.	Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships.	Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

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# Strategic Plan Initiatives



## Initiative 3a. Implement culturally relevant practices within all student learning and programming

### Actions:

- **Create a shared understanding** of culturally relevant instruction
- Provide resources for educators that **support culturally relevant practices**
- Prioritize and integrate culturally relevant practices in all staff **professional development**

# Strategy: Leadership Academy

Provide district leaders, principals and assistant principals with professional learning that empowers them to implement the strategic plan

- Leading for equity and culturally responsive instruction
- Second order change
- Adaptive Schools
- Distributed leadership
- Positive Behavior Interventions and Support/Social Emotional Learning

# Strategy: School Leadership Teams

Implement distributive leadership, expanding the impact of the vision and goals for student outcomes beyond the principal to other stakeholders

- Ensure that the vision and goals for the school are well established
- Plan improvements in instructional practice, culture, and systems
- Monitor progress, review data, share learning, celebrate successes

## **Strategy: Learning Leads**

Build shared understanding with Learning Leads--teachers on special assignment

- Support school principal and building leadership team on key initiatives
- Assist in developing/implementing school improvement plans
- Help create a climate of professional collaboration, foster shared learning across teams, departments, and schools
- Implement the SPPS strategic initiative priorities to achieve the long-term student outcomes of the strategic plan

# Strategy: Professional Learning Communities (PLCs)

Fund time during the school day for educators to learn together in structured PLCs

- Incorporate collective inquiry and action research to achieve better results for all students
- Educators collaborate on:
  - data-informed decision making
  - implementation of evidence-based instructional strategies (use of Practice Profiles)
  - review of student work
  - ongoing monitoring and adjusting

## SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

Association of Metropolitan School Districts

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## Costs Include:

Culturally Relevant Instruction coordination, resources and professional development	\$375,000
Expanding job-embedded professional development to all sites 6-12	\$1,812,789
28 Learning Lead FTEs	\$3,187,660
Leadership Academy coordinator; summer stipends	\$200,000

# Success in Other Districts

Aim for “second order” change--redesigning systems, structures and relationships

- Define vision, outcomes, and strategy
- Build sense of urgency
- Prioritize resources
- Align programs
- Communicate the change vision
- Provide the time and training staff need

Association of Metropolitan School Districts

**REIMAGINE MINNESOTA**

# STATEWIDE FUNDING

Statewide funding that ensures  
equity, access and opportunity  
for all students

# Funding is a significant barrier

- Lack of sufficient, stable and equitable funding leads to instability.
- Lack of consistent formula increases to cover even the cost of inflation leaves districts an inability to plan for what have been projected to be year-over-year cost increases.
- The special education funding shortfall forces districts to divert money meant for general education to cover mandated costs to provide special education.
- The English-learner program is significantly underfunded. Additional resources are required to support non-English speaking students and the State is not providing those resources. Here again, districts must use funding meant for general education instruction to cover the shortfall.
- Referendum equalization: The differences in tax bases leads to an uneven calculation/apportionment of resources. Costs in metropolitan districts are also higher and state funding does not adjust for this.

## STATEWIDE FUNDING

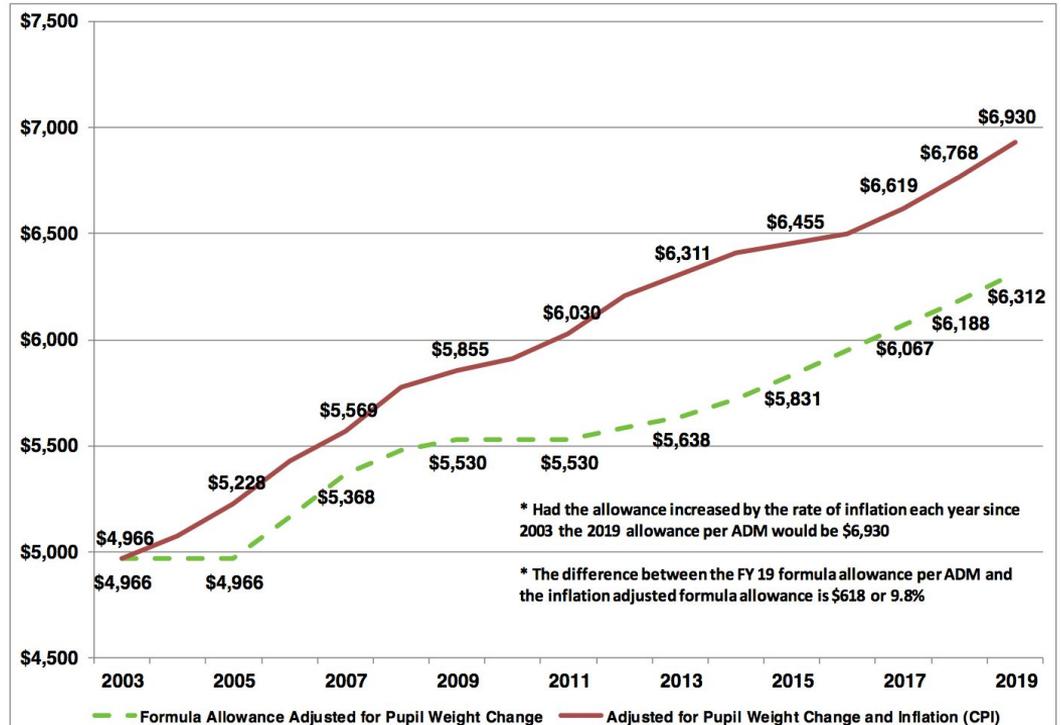
Statewide funding that ensures equity, access and opportunity for all students

Association of Metropolitan School Districts  
**REIMAGINE MINNESOTA**

# General Education Formula Allowance

- Between 2003 and 2019, the basic formula has lost ground to inflation.
- Had the allowance increased by the rate of inflation each year since 2003, the 2019 allowance per student would be \$6,930.
- The difference between the FY 19 Formula Allowance and the inflation adjusted formula allowance is \$618 or nearly 10 percent.

**General Education Formula Allowance, 2003-2019**  
Adjusted for Pupil Weight Change and Inflation (CPI)

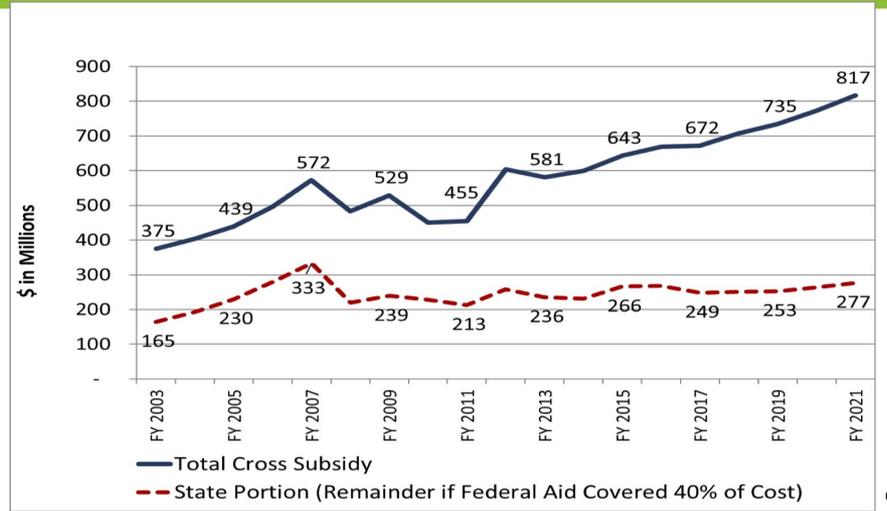


Source: MDE June 2018 Inflation Estimates

# Special Education Cross-Subsidy

- The state and federal governments have never provided the funding necessary to serve our special education students.
- School districts are forced to use money meant for regular classroom instruction to make up the difference.
- The statewide special education cross-subsidy is projected to be \$735 million in FY 2019 (State Portion: \$253 million)

**SPECIAL EDUCATION CROSS SUBSIDY, FY 2003 – FY 2021**  
Total and State Portion-(if Fed Funding Covered 40% of Excess Cost)  
Current \$ (Millions)



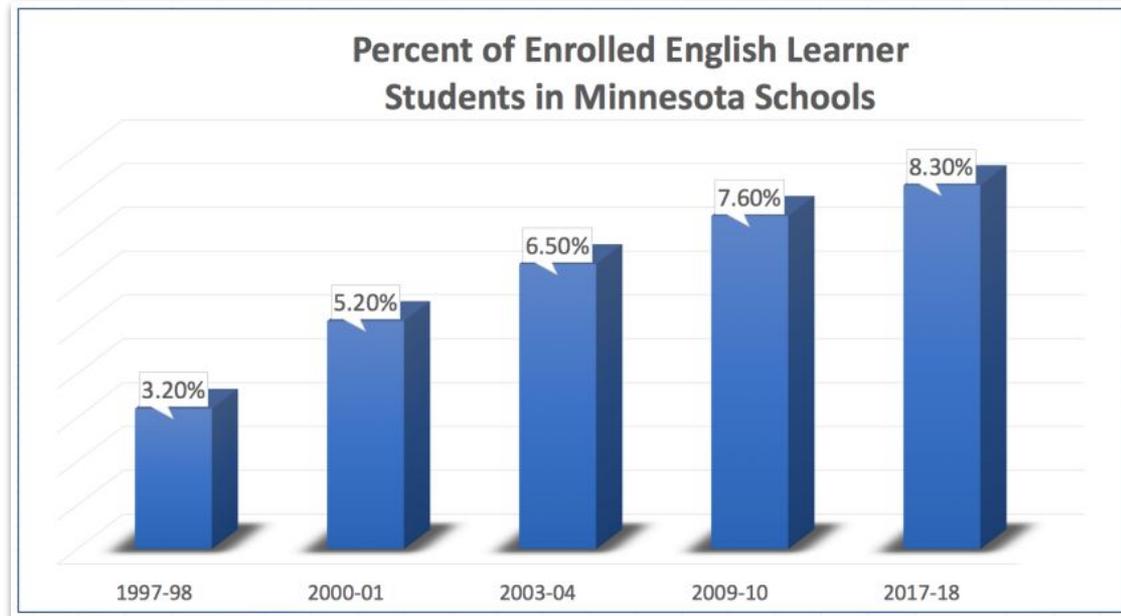
8/20/2018

6

Source: Minnesota Department of Education, Aug. 2018

## English Learner Cross-Subsidy

- There were 74, 314 students who were eligible for English learner services in Minnesota in 2018-19—8.4 percent of the overall student population.
- The number and percentage of English learner students has increased steadily year over year.
- In FY 2017, AMSD members had to use \$82 million in general education funds to cover the shortfall in English learner funding.



Source: Minnesota Department of Education, Aug. 2018

# Referendum Equalization and Taxpayer Equity

- Local property taxes provide about 27 percent of the revenue for Minnesota school districts.
- Districts must rely on operating referenda to maintain current programs or to reduce budget cuts when the Legislature does not provide adequate funding.
- Homeowners who live in comparably valued homes in different cities do not generate a similar level of funding for their schools for a similar level of property taxes paid.
- Districts with more commercial/industrial property are able to spread out property taxes and reduce the tax burden on their homeowners.

## STATEWIDE FUNDING

Statewide funding that ensures  
equity, access and opportunity  
for all students

Association of Metropolitan School Districts

REIMAGINE MINNESOTA

# Funding is a significant barrier

- Insufficient funding requires districts to divert money from their general fund to pay for these services.
- The funding shortfall makes it a challenge to invest in the strategies outlined in the Reimagine Minnesota plan.
- If the Legislature provided adequate, equitable and consistent funding, school districts could better implement the strategies outlined in the Reimagine Minnesota plan.