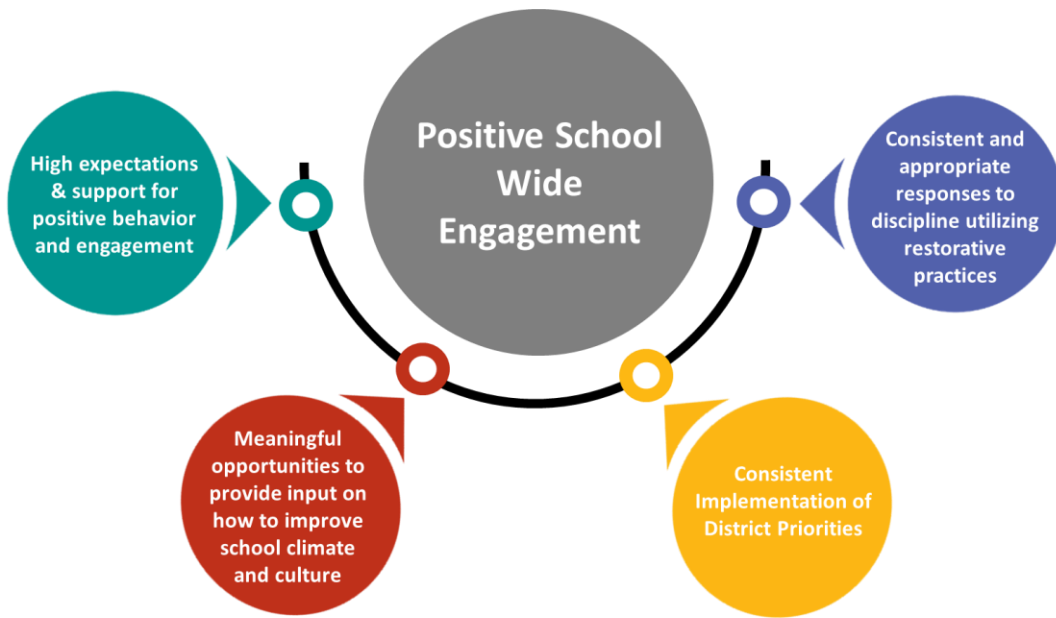




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Positive School Wide Engagement: Q2 Update

Equity and Integration Accountability, Innovation and Research

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February 2019

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MPS STRATEGIC PRIORITIES: INFRASTRUCTURE & IMPLEMENTATION UPDATE

In alignment with the requirements to develop systems for the “early identification of ~~at-risk~~~~at-risk~~ students” and implement “student focused remedies,” Minneapolis Public Schools (MPS) is committed to our strategic priorities of Literacy, Multi-Tiered Systems of Support, Social Emotional Learning (SEL), and Equity. It is important to note that, while schools are required to pick one academic strategy (Literacy or MTSS) and one climate strategy (SEL or Equity) many schools are implementing more than two strategies. This section of the report builds ~~off~~~~off~~ from the foundational infrastructure components discussed in the Q1 report and ~~provides~~~~supplies~~ an overview of the infrastructure and implementation for each of these priorities. It is important to note that schools who are implementing more than two strategies are not ~~required~~~~needed~~ to monitor their progress in the same systematic way and are likely not represented in the analysis below.

MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of supports are provided to support the academic, social, emotional, and behavioral development of all students. Through it, all students are given access to inclusive and equitable educational practices that minimize opportunity gaps. Within this framework, data is used to differentiate core instruction and select appropriate interventions for students who need supplementary support. The progress of all students is monitored to determine the effectiveness of the supports provided and to change course when necessary. MTSS also supports the development of staff and school systems through professional development and collaboration among cross-departmental teams of school staff and leadership.

Schools have access to the [MTSS toolkit](#) to support them in implementing this framework. This toolkit is differentiated to support [elementary](#) vs [secondary](#) schools. While the structure and delivery ~~is~~~~are~~ different, many of the core components are the same. Within each of these toolkits are resources to help schools understand the process, collect and analyze different types of student data, problem solve, and plan instruction and interventions appropriately. Currently these resources are primarily focused on academics with the rationale that establishing data-driven practices for academics will build rituals and routines that will support school staff with layering in additional engagement and social emotional learning data within the next year.

TABLE 1: MTSS UPDATES

Infrastructure Updates	Implementation Summary
<p>In semester 1, the MTSS team completed the following tasks:</p> <ul style="list-style-type: none"> Created smaller Build Teams to lead the creation of tools for the MTSS implementation toolkits Created a large workgroup that represents multiple department and school perspectives to review tools developed Refined and created more tools to support schools as they are implementing Year 1 of the implementation toolkit <p>Moving forward the team will be focused on</p> <ul style="list-style-type: none"> Continuing conversations about how to embed and align engagement and social emotional learning data into the MTSS data cycle Continuing planning about what additional supports schools need to build off of the work they began in Year 1 	<p>Both the elementary and secondary MTSS implementation toolkits were intended to be implemented sequentially (starting with Core Component 1, moving to Core Component 2, etc.).</p> <p>Figure 1 and 2 confirms that most elementary and secondary schools began with Core Component 1 (MTSS Overview), which is important to ensure that all staff have a common understanding of MTSS (why itis important, the key elements) and an opportunity to dispel common misconceptions.</p> <p>Many of the elementary schools then moved into Core Component 2 (Data Dives) followed by Core Component 3 (Diagnostic Assessment); these core components involve a data protocol for reviewing universal screening data, planning for next steps from the data, and using diagnostic assessments to support targeting the right skills to best support students with instructional adjustments and/or intervention.</p> <p>Most secondary schools moved to Core Component 2 (Long-Term Planning) after completing the MTSS Overview. The Long-Term Planning Core Component is focused on backwards</p>

planning, including identifying success criteria, planning assessments, and differentiating and scaffolding.

FIGURE 1. ELEMENTARY SCHOOL IMPLEMENTATION OF MTSS

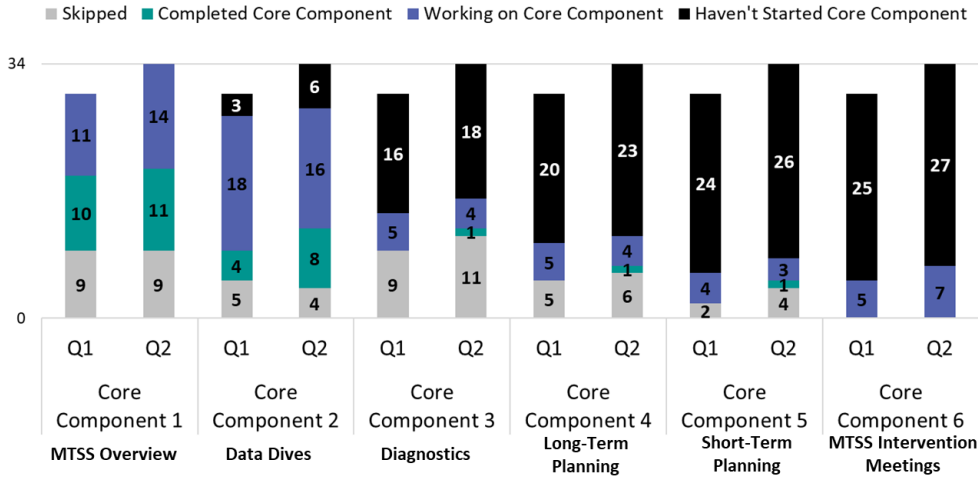
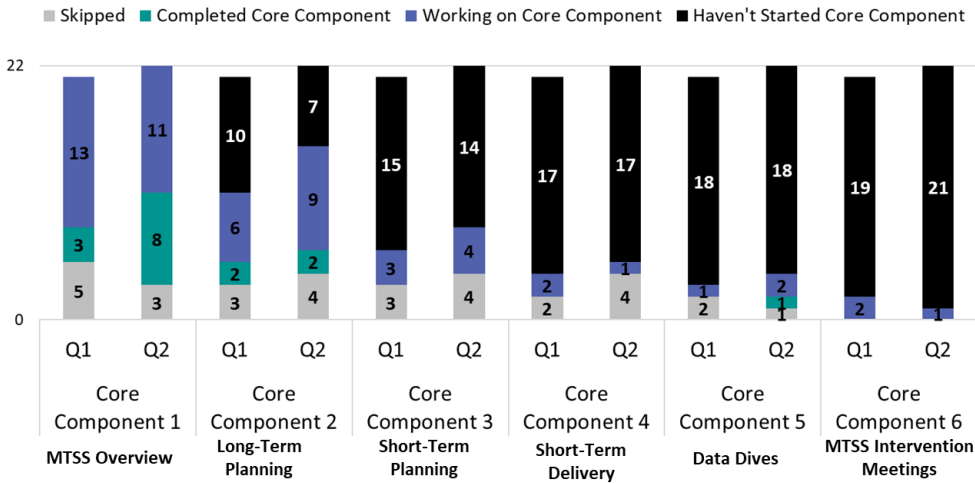


FIGURE 2. SECONDARY SCHOOL IMPLEMENTATION OF MTSS



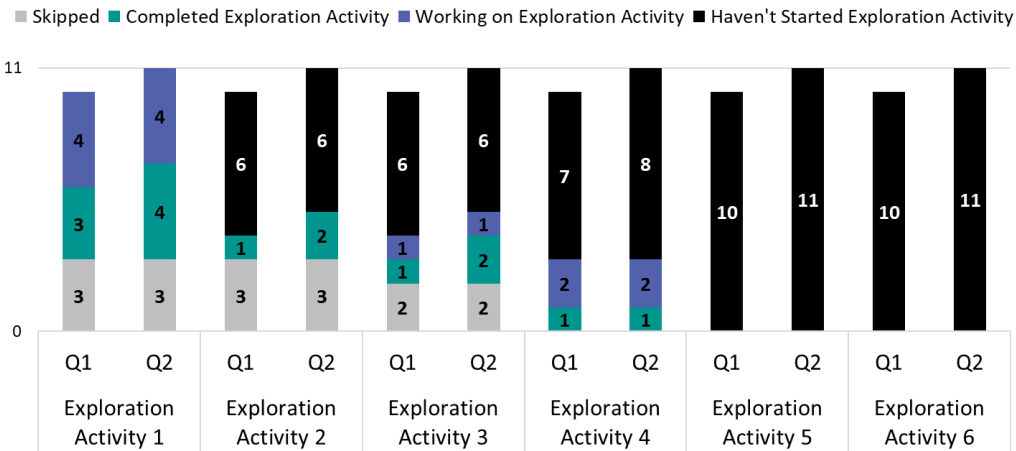
EQUITY

MPS sees eliminating bias and increasing cultural relevance as a key part of student focused remedies. In addition to the equity framework, schools have access to the [Equity toolkit](#) as a resource to promote equity driven practices. The equity tool kit is built to support schools to implement equity practices at three levels: Awareness, Practice, and Systems Change. Currently, the toolkit is focused on to help schools build a critical infrastructure, as well as resources aligned to three prioritized strategies for the 2018-19 school year. These strategies include focusing on Self-awareness and Identity, Developing Restorative Mindsets and Identifying and Interrupting Bias. The table below provides a ~~high level~~ high-level overview of any infrastructure that was or is in the process of being built and a short update on implementation.

TABLE 2: EQUITY SUMMARY

Infrastructure Updates	Implementation Summary
<p>In the first semester the Equity Team completed the following tasks:</p> <ul style="list-style-type: none"> • Provided professional development to staff at multiple levels of the organization including: teachers, equity teacher leaders, principals, district leaders, and cabinet. • The Accountability, Research and Equity division, in partnership with the External Relations department, worked to develop Parent Participatory Evaluation (PPE) program. In the first round of data collection, parent researchers collected, analyzed, and reported on input related to school culture and climate from more than 1,000 parent voices. <p>For the remainder of the year schools will be working on:</p> <ul style="list-style-type: none"> • Help schools complete the equity considerations for budgeting process. • Revise the existing equity framework. • Develop more resources for the implementation toolkit. 	<p>11 schools are implementing the Equity Toolkit. Similarly <u>Similarly</u>, to the MTSS toolkit, the exploration activities outlined in the toolkit are meant to happen sequentially.</p> <p>As noted in Figure 3, most schools have or are in the process of developing a team (Activity 1). While a few schools have made progress on other activities, most schools working on this strategy appeared to be stalled after forming a team. By the end of the first semester, two schools have created norms to ground these teams (Activity 2)</p> <p>Meanwhile three schools are working to adopt the three signature practices and developing a common understanding. So far, schools are not yet working on building an equity vision or conducting a root cause analysis—.</p>

FIGURE 3. IMPLEMENTATION OF EQUITY TOOLKIT



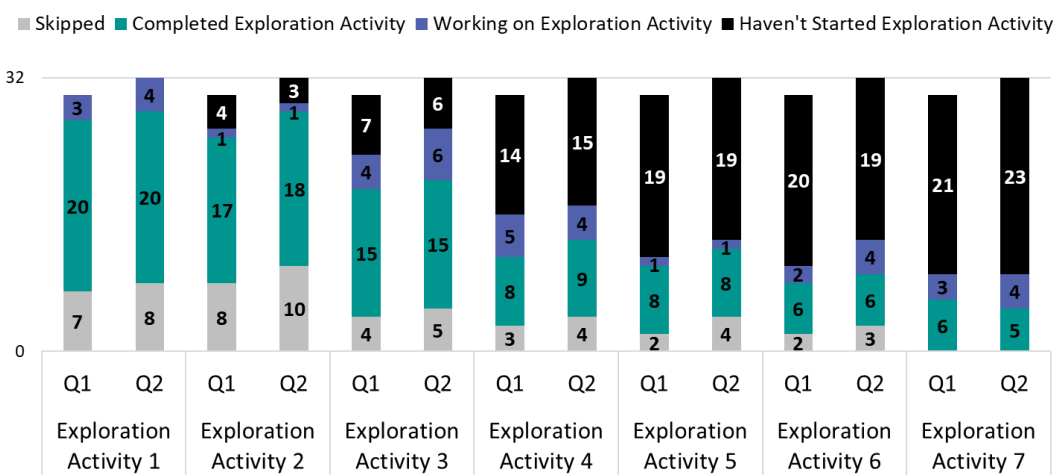
SOCIAL EMOTIONAL LEARNING

One of the ways in which MPS is working to implement student focused remedies and identify and respond to behavior needs is through Social and Emotional Learning (SEL). Schools have access to the [SEL Toolkit](#) to support them in developing SEL practices. The toolkit currently has two sections: Exploration and Adult SEL. The goal of the SEL exploration stage is to allow time to assess the match between school community SEL needs and resources to ensure implementation readiness. Building shared language and buy-in with all stakeholders and developing a shared vision ensure a strong foundation for implementing social-emotional learning is a three-prong approach: whole school, whole day, and whole child. The SEL exploration stage aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) School Guide. The table below provides a ~~high-level~~ **high-level** overview of any infrastructure that was or is in the process of being built and a short update on implementation.

TABLE 3: SEL SUMMARY

Infrastructure Updates	Implementation Summary
<p>In semester 1 the SEL team completed the following tasks:</p> <ul style="list-style-type: none"> Completed a review of the curriculum Caring School Communities Developed resources to help schools build adult SEL skills. Resources were developed and vetted by cohort schools. Once completed they were added to the implementation toolkit. Developed a draft of Equity and SEL Anchor Standards and started internal review and vetting process Launched a second cohort <p>Moving forward the team will be focused on:</p> <ul style="list-style-type: none"> Supporting both cohort 1 and cohort 2 schools in implementation Supporting SEL direct instruction 	<p>32 schools are working to implement the exploration section of the SEL Toolkit. As evident in Figure 4, schools who have selected SEL as their strategy are at a similar place in implementation as schools focusing on Equity.</p> <p>In the first semester, the majority of schools developed a team (Activity 1), created group norms (Activity 2), and adopted the three signature practices (Activity 3). Meanwhile about a quarter of these schools have also developed a common understanding (Activity 4) and developed an SEL vision (Activity 5). Slightly fewer schools have completed the SEL inventory (Activity 6) and Self-Assessment (Activity 7).</p>

FIGURE 4. IMPLEMENTATION OF SOCIAL EMOTIONAL LEARNING TOOLKIT



POSITIVE SCHOOL WIDE ENGAGEMENT: IMPLEMENTATION SUMMARY

In quarter 2 Equity and Engagement teams were required to complete three supplemental activities to support improved school culture and climate and reduce discipline disparities. This section summarizes the extent to which district schools completed these activities and how each activity aligns to various requirements in the agreements.

DATA DIVE

Research suggests that implicit bias is one of the driving contributors of discipline disparities. We see the impact of **implicit/ unconscious** bias reflected in both local and national data which demonstrates that students of color are more likely than their white peers to receive referrals for **subjective** behavior incidents. Subsequently, it is imperative to explore the role of teacher decision-making in behavior referrals and disciplinary action. In quarter 2, the data dive serves as a mid-year review. In addition to a high-level overview, this process is designed to help Equity & Engagement teams unpack how behavior referrals for subjective incidents may impact disparities at your school. Schools were provided the following resources to support this process:

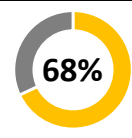
- [Facilitation Plan](#)
- [Behavior Protocol](#)
- [Subjective Behaviors Data Protocol](#)
- [Communication Template](#)

Additionally, the following research related to how responses to subjective behavior contributes to discipline disparities, was recommended reading for all leads to inform this process:

Girvan, E. J., Gion, C., McIntosh, K., & Smolkowski, K. (2017). The relative contribution of subjective office referrals to racial disproportionality in school discipline. *School Psychology Quarterly*, 32(3), 392-404.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). [The color of discipline: Sources of racial and gender disproportionality in school punishment](#). *The urban review*, 34(4), 317-342.

This aligns to the requirements: 5, 18, 20, 22



Data Dive

Staats, C. (2014). [Implicit racial bias and school discipline disparities.](#)

As evident in the school compliance summary in the Appendix, 68% of schools provided documentation indicating that they completed this activity. Schools that did not complete this activity are listed below, by portfolio.

TABLE 4: SCHOOLS WHO DID NOT COMPLETE THE DATA DIVE

ROCHELLE COX	CARLA STEINBECK	RON WAGNER	BRIAN ZAMBRENO
<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Heritage Stem Academy North Academy Arts Andand Communication Sanford Middle Washburn High 	<ul style="list-style-type: none"> AnishinabeAnishinabe Academy Hall International Kenny Community Loring Community Lucy Laney At Cleveland Northrop Community Pratt Community 	<ul style="list-style-type: none"> Bancroft Barton Open Emerson Spanish Dual Immersion Pillsbury Community

DOCUMENTATION:

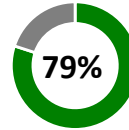
- See Appendix A for school level documentation of this activity

STAFF TRAINING; UNDERSTANDING UNCONSCIOUS AND IMPLICIT BIAS

After completing the quarter 2 data dive, Equity and Engagement teams were required to present findings to all school staff. As part of this presentation, the facilitator was required to define implicit and unconscious bias each and provide staff with guided time to reflect on how they respond to subjective behaviors. Schools were provided the following resources to support this process:

- [Facilitation Plan](#)
- [Personal Reflection](#)
- [Implicit Bias Overview Handout](#)
- [Compliance Reporting Form](#)

This aligns to the requirements: 5,10, 22



Implicit Bias Training

Additionally, schools were encouraged to distribute research cited in the data dive activity above to all staff.

As evident in the school compliance summary, 79% of schools provided documentation indicating that they completed this activity. Schools that did not complete this activity are listed below, by portfolio.

TABLE 5: SCHOOLS WHO DID NOT SET EXPECTATIONS

ROCHELLE COX	CARLA STEINBECK	RON WAGNER	BRIAN ZAMBRENO
<ul style="list-style-type: none"> Harrison Education Center Transition Plus Services 	<ul style="list-style-type: none"> North Academy Arts Andand Communication Sanford Middle 	<ul style="list-style-type: none"> AnishinabeAnishinabe Academy Burroughs Community Hall International Kenny Community Pratt Community 	<ul style="list-style-type: none"> Dowling Urban Environmental Emerson Spanish Dual Immersion Folwell Arts Magnet

DOCUMENTATION:

- See Appendix B for school level documentation of this activity

DATA INTEGRITY CHECK

Equity and Engagement teams conduct a quarterly data integrity check to ensure student discipline data is entered accurately into Discovery and that the school is responding to behavior incidents consistently and equitably. In the first quarter, schools used this process to examine a random sample of incidents from their discipline data. Schools were sent an excel worksheet pre-populated with data and instructions to complete this activity.

As evident in the school compliance summary, 72% of schools provided documentation indicating that they completed this activity. Schools that did not complete this activity are listed below, by portfolio.

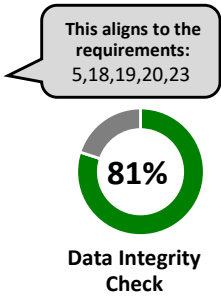


TABLE 6: SCHOOLS WHO DID NOT COMPLETE THE DATA INTEGRITY CHECK

ROCHELLE COX	CARLA STEINBECK	RON WAGNER	BRIAN ZAMBRENO
None	<ul style="list-style-type: none"> • Edison High • North Academy Arts • Anishinabe Communication • Fair Senior High 	<ul style="list-style-type: none"> • Anishinabe Anishinabe Academy • Hall International • Kenny Community • Pratt Community 	<ul style="list-style-type: none"> • Bancroft • Barton Open • Emerson Spanish Dual Immersion • Pillsbury Community

DOCUMENTATION

- Refer to Appendix C for a copy of the instructions and school level documentation.



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STAFF TRAINING AND ENGAGEMENT

MPS strives to provide meaningful opportunities for professional development (PD) to all staff in relation to improving school culture and climate as well as minimizing discipline disparities. This section provides a brief overview of the current PD model, including opportunities for job specific training. Additionally, there is a summary of feedback from two separate supplemental PD and Engagement sessions.

PD OVERVIEW

DISTRICT LEADERS	One hundred senior leaders from the central office are participating in an equity-focused leadership institute. To begin, leaders completed the Intercultural Developmental Inventory and learned about implicit bias. As part of this process, each leader developed their own goal and plan for improvement. Leaders were all placed Professional Learning Community groups where they work with colleagues on their individual development plans.
SCHOOL ADMINISTRATORS	School leaders completed the Intercultural Developmental Inventory and attended a professional learning session about the IDI tool, how to interpret the results and implicit bias. Each leader is currently working on developing their own Intercultural Development Plan.
EQUITY, ENGAGEMENT, & YOUTH VOICE LEADS	School level Equity and Engagement Leads receive optional training three times annually. This training primarily focused on building teacher leadership skills and provides basic support for implementation of strategic priorities and Positive Schoolwide engagement. This includes supporting leads to provide school wide training at their buildings
INSTRUCTIONAL STAFF	Instructional staff receive district delivered PD on strategic priorities four times throughout the year. The links below provide an overview of the training offered in the first semester <ul style="list-style-type: none"> • August PD for Elementary and Secondary educators • November PD for Elementary and Secondary educators • January PD for Elementary and Secondary educators
SUPPORT STAFF	Support staff have four full day professional development sessions over the course of the year. These sessions cover best practices in student and family engagement, interventions to support students with behavioral difficulties and other topics related to the strategic priorities. The links below provide an overview of this training. <ul style="list-style-type: none"> • August PD • November PD • January PD
SUPPLEMENTAL TRAINING	<p>Data Entry: The District Positive School Wide Engagement team partnered with the training and development team to produce web-based training opportunities detailing how to appropriately collect and record data on referrals. District Staff are also available to provide one on one training and support when necessary.</p> <p>Eliminating Discipline Disparities School level Equity and Engagement teams provide supplemental training to all school staff documented in the following pages in greater detail</p>

BEHAVIOR POLICY AND SCHOOL WIDE EXPECTATIONS TRAINING

Commented [LE1]: "staff" are mentioned a number of times throughout this page. Clarify whether it is school staff, district staff, etc.

Equity and Engagement teams provided training to all school staff at the start of the year. Compliance reporting for this item was included in Q1. The purpose of this training was to ensure the entire school community has a shared understanding of expectations and the school's efforts to increase positive school climate and decrease discipline disparities. The primary objectives of this training ~~was~~ were to 1) provide detailed descriptions of the District Behavior Standards Policy, 2) review and respond to specific school-wide expectations, and 3) review data on behavior disparities at the district and school level. In addition to providing this training, a portion of the meeting was dedicated to gathering feedback from staff to regarding how to improve policy and practice. This feedback is summarized below.

School Specific Feedback & Recommendations

School staff need increased clear and consistent communication regarding school level policies and procedures. Specifically, staff sited the need for:

- Increased opportunities to discuss how school level policies relate and align to the district behavior policy
- Stronger communication regarding how to appropriately assign a "level " to a repeated behavior
- Developing a process to close the feedback loop with the referring teacher
- Opportunities to build and use shared language



Clear and Explicit Communication

School staff want leaders to prioritize securing the following resources to support improved engagement:

- Training on restorative practices, including how to balance the notion of consequence and restoration
- Mental health resources
- Training on classroom management and responding to Level 1 and 2 behaviors



Resource Allocation

School staff suggest school leaders examine the following opportunities for change in policy and practice:

- Explicit time in the school schedule for staff to engage deeply with small groups of students on a regular basis; this could include a daily advisory model
- Some schools who already have these structures discussed the need to reconfigure student groupings in advisory or houses to promote increased engagement and relevance
- Require staff to practice and model appropriate conflict management and adult SEL
- Examine the need for stronger reaction to more serious incidents
- Consider how policies for specific behaviors influences engagement and relationships (e.g. cell phone, hoods)



Rethink Policy & Practice

District Level Feedback & Recommendations

School staff feel the district needs to immediately prioritize clear and consistent communication related to engagement and school climate. This should include:

- Increased clarity on how to implement the behavior policy in nuanced situations
- Increased clarity and transparency ~~on~~ ~~implementation~~ ~~on implementation~~ and documentation compliance related to the OCR/MDHR agreements

School staff ask that the district invest in the following resources to support improved climate and decreased discipline disparities:

- Funding for engagement practices, especially related to classroom management and restorative practices
- Class size reductions
- Training on how to use existing district resources and tools
- Increased collaboration with district DPF
- Modify how race is recorded in the student information system

School staff see a need to increase alignment between district policy and practice

- Policies are cumbersome and challenging to interpret
- Compliance activities for PSWE should be reduced so that schools can focus on other priorities
- There is a need to increase alignment between Engagement, Equity and SEL resources and expectations

IMPLICIT BIAS TRAINING

As noted above on page X, Equity and Engagement teams at each school were required to implement a training exploring the intersection of subjective behavior incidents and implicit bias with all school staff. Table 7 summarizes data collected in response to these siting the challenges teams encountered in relation to this training and what supports they need to facilitate deeper conversations and training in the future.

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TABLE 7: CHALLENGES AND NEEDS ON IMPLICIT BIAS TRAINING

CHALLENGES	NEEDS
<p>Schools cited the following structural challenges:</p> <ul style="list-style-type: none"> Insufficient time and resources for deep conversations Attendance of all staff on various contracts The way data is collected and reported makes it difficult to untangle the impact of subjective referrals Lack of understanding of the policy <p>Schools share that the following mindsets as challenges:</p> <ul style="list-style-type: none"> Some school leaders shared their staff is not yet ready for this conversation Some staff think that subjective behavior is a gateway to more serious misbehavior and should be addressed as such Disagreement about what is subjective behavior Lack of self-awareness among staff Disproportionality is not an issue in racially isolated schools Staying solution-oriented Negative reactions to the content <p>Schools cited the following facilitation challenges:</p> <ul style="list-style-type: none"> Ensuring engagement and equity of voice in conversations Disrupting power dynamics that perpetuate exclusionary practices Presenting data and communicating information without blame Unclear on how to connect the topic of implicit bias to subjective behavior data Cultivating a sense of unity and shared commitment among staff during challenging conversations Understanding of how to appropriately differentiate content so it is useful for all staff <p>Schools cited the following lack of resources as a challenge:</p> <ul style="list-style-type: none"> Training is focused on what not to do and does not provide information on prevention strategies Insufficient resources (e.g. movies, articles) for added depth 	<p>Schools advocated for the following structural needs:</p> <ul style="list-style-type: none"> Specific set and paid time in the school calendar to reflect, collaborate and process new information If the district is requiring quarterly contact with all staff, ensure all principals allow engagement team to have sufficient and consistent time (eg.e.g. once a month/ quarterquarter) on the all staff agenda <p>Resources requested to support MTSS:</p> <ul style="list-style-type: none"> Explicit integration of anti-bias strategies in the MTSS process Specific skill building interventions for students with repeated behavioral challenges Increased opportunities for training on these interventions <p>Resources requested to support school climate and culture:</p> <ul style="list-style-type: none"> SEL Curriculum at all levels Culturally specific engagement strategies Restorative practices training and implementation plan including a focus on reentry <p>Resources requested to support Equity and Inclusion</p> <ul style="list-style-type: none"> Direct support from the Equity and Integration team Increased resources on disrupting bias in the classroom Access to IDI for all staff Access to external speakers and facilitators for tough conversation <p>Resources requested to support data driven continuous improvement</p> <ul style="list-style-type: none"> Better understanding of how to complete a comprehensive needs assessment Understanding of best practices and what is working in other schools Systems to record and understand lower level behaviors Case studies

DATA AVAILABILITY MEMO: AGGREGATE LEVEL DATA

As described in Q1, ~~the~~ the public can access interactive data visualizations that summarize district and school level behavior data as well as findings from the school climate and SEL survey. This data is available on the [district website](#). The website is designed to not only fulfill the requirements outlined in the voluntary agreement, but also provide additional information as recommended by best practice, and at various requests of school staff, and the larger community. Behavior data on this dashboard is updated quarterly meanwhile, data from the school climate survey is updated annually.

An analysis of behavior data is conducted and presented to the board each quarter. It is critical to note, that at the beginning of the year, MPS adopted a new definition for how a suspension is defined ~~in order to~~ align to the Federal definition of suspension. The underlying data has not changed, both suspensions and out-of-school removals are coded as “Out of School Removals” and the determination about what is a suspension is based on the amount of time that the student is out of school. ~~The amount of time for what qualifies as a suspension is different in Minnesota Legislation and Federal Policy. In previous years, all MPS reporting was based on the MN definition (a removal from school lasting more than one day). Now and moving forward all reporting will be based on the federal definition of suspension (a removal from school for one day or more).~~

As noted below this change in definition increases our suspension rates by about three-quarters while the raw number of suspensions roughly doubles. The trends in the data are similar between the two definitions.

