



Minneapolis Public Schools
2007-2012 Strategic Plan Supplement-
Action steps, metrics and timing

March 11, 2008

THE STRATEGIC PLAN INCLUDES MULTIPLE DISTINCT DOCUMENTS

1 Powerpoint presentation to Board – 3/11

- Introduction
- 9 key strategies
- Sub-strategies & selected action steps
- District scorecard, with baseline and targets
- Next steps

2 Detailed Supplement document

- 9 key strategies
- Sub-strategies
- Action steps
- More detailed timelines
- Metrics within each area



3 Text summary of Strategic Plan

- Intro letter from Superintendent
- MPS demographics
- Interesting facts
- Plus same content as PPT, but text version, with selected example action steps
- District scorecard (*format permitting*)

4 McKinsey reports

- Executive summary (on web now)

5 McKinsey reports

- Complete white paper

4 McKinsey reports

- Data appendix

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL

Primary accountability: Office of Academic Affairs
Secondary: Schools: teachers, principals and other school staff

Key strategies and action steps	Implementation timing
1a. Raise expectations of <u>all</u> students	2008-09
<ul style="list-style-type: none"> • Communicate high expectations across the District, starting from the top • Develop principals and instructional staff on effort-based instructional strategies • Monitor and address racial, income, and language disparities in student participation and outcomes • Deepen cultural competence and anti-racism training for all staff, making connections to practice • Identify best practices for changing mindsets and practices (e.g., learn from MUID agreement implementation) 	
1b. Increase academic rigor in curriculum, instruction and assessment	
<ul style="list-style-type: none"> • Continue rollout of research-based Principles of Learning professional development 	2008-09
<ul style="list-style-type: none"> • Conduct pre-K-12 curriculum audit to ensure all subjects aligned with State standards, college readiness and Pre-K-12 pathways (math, literacy, science, social studies, foreign language) 	2008-09
<ul style="list-style-type: none"> • Focus on mathematics across grade levels so all students are ready for Algebra in 8th grade 	2009-10
<ul style="list-style-type: none"> • Focus on early literacy and implement multi-part strategy to increase literacy of all students by end of 3rd grade (<i>see 1e.</i>) 	2008-09
<ul style="list-style-type: none"> • Expand integration of arts into instructional strategies into more schools and extend to more middle and high schools 	2008-09
<ul style="list-style-type: none"> • Explore new ways to use technology, including accessing myriad online resources (i.e., OpenCourseWare), creating flexibility to learn any time, any place, and increasing collaborative development and sharing of lesson plans, other instructional aides 	2009-10
<ul style="list-style-type: none"> • Train principals to assess rigor and instructional effectiveness in the classroom and to provide appropriate guidance or access additional resources when necessary 	2008-09
<ul style="list-style-type: none"> • Continue development and implementation of formative assessment in secondary reading, math and science 	2008-09
<ul style="list-style-type: none"> • Provide professional development to teachers and administrators on using formative assessment data to inform instruction and motivate students 	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL

Key strategies and action steps	Implementation timing
<p>1c. Increase access to rigor for <u>all</u> students</p> <ul style="list-style-type: none">• Transform Special Education curriculum and professional development and align with regular ed (build on recent experience with EBD)• Remove barriers and actively encourage students to pursue more rigorous coursework• Increase counseling to help students envision and access rigor• Provide appropriate learning supports (e.g., double period, AVID, language support to access AVID, other extra prep opportunities)• Integrate sheltered instruction techniques for ELL students into regular professional development• Identify best practices being used internally and elsewhere to accelerate access (and achievement) by students of color (African-American, American Indian, Asian and Hispanic students)• Principals assure equitable access to rigorous and culturally competent instruction• Redesign approach to extended time, e.g., after-school and summer school, to increase academic achievement• Increase rigor of bi-lingual instruction	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONT.)

Key strategies and action steps	Implementation timing
1d. Increase kindergarten readiness of all Minneapolis 5-year olds	
<ul style="list-style-type: none"> • <i>Increase screening and intervention</i> of 3-year olds to identify special health and education needs 	2008-09
<ul style="list-style-type: none"> • <i>Educate families and caregivers in under-served communities</i> <ul style="list-style-type: none"> – Educate about childhood development and the importance of early childhood education, school readiness and – Share how to access Early Childhood Education and Family Education programs and resources, in partnership with community agencies 	2008-09
<ul style="list-style-type: none"> • <i>Seek funding to expand high quality MPS pre-school programs by approximately 50%</i> <ul style="list-style-type: none"> – Seek funding to add 6 ELL-focused High Five sites for 240 students, modeled after MPS Early Reading First and St. Paul’s Project Early Kindergarten – Continue year-round MPS Early Reading First (MERF) program for 80 low income 3-and 4-year olds and ½ day High Five program for 480 4-year olds (priority is given to low-income children) 	2008-09
<ul style="list-style-type: none"> • <i>Expand early childhood-specific professional development</i> for more of MPS’ pre-K and Kindergarten teachers, via coaching, early childhood-specific training and early childhood special education training 	Spring 2008
<ul style="list-style-type: none"> • <i>Work with others to increase school readiness</i> <ul style="list-style-type: none"> – Improve the quality of community-based early childhood programs through providing coaching and technical assistance – Revitalize Minneapolis School Readiness Collaborative to address how to collaborate across organizations to reach Kindergarten readiness goal, e.g., 500 Under 5 – Work to ensure that children identified with special needs receive services 	2008-09
<ul style="list-style-type: none"> • <i>Help children with transition to Kindergarten to accelerate success</i> <ul style="list-style-type: none"> – Pilot a 4-week “Kindergarten Express” in ECFE targeting students who have not had pre-school – Work with elementary school leadership and staffs to strengthen school transition, including outreach to day cares and pre-schools and Kindergarten open houses 	Summer 2009
	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1e. Focus on early literacy and implement multi-part strategy to increase literacy of all students by end of 3rd grade	
<ul style="list-style-type: none"> • <i>Provide teachers with high quality literacy curriculum and tools</i> 	2008
<ul style="list-style-type: none"> – Complete “MPS K-5 Literacy Framework” that aligns Institute for Learning, Minnesota standards and national, research-based “Primary Literacy Standards” in a program incorporating major concepts, instructional strategies, classroom organization, assessment ideas and a K-3 continuum across grade levels, with ELL language development strategies integrated throughout 	2008-10
<ul style="list-style-type: none"> – Adopt a “Balanced Literacy” approach and tools that support integrating the teaching of reading, writing, speaking and listening for all students 	
<ul style="list-style-type: none"> – Adopt consistent, cohesive assessment tools; including screening and diagnostic tools for identifying specific learning gaps; additional tools as needed to assess in languages other than English (e.g., LAS Links) 	2008-10
<ul style="list-style-type: none"> – Improve intervention approaches and programs for students entering at different skill levels 	2008-09
<ul style="list-style-type: none"> – “Surround kids with reading” by creating classroom and school libraries that contain language and content representing our diverse student population 	2009-10
<ul style="list-style-type: none"> • <i>Increase instructional excellence in literacy, primarily through job-embedded model</i> 	
<ul style="list-style-type: none"> – Expand literacy coaches to all elementary and K-8 schools to work with teachers to implement MPS Literacy Framework including ESL strategies; continue professional development of coaches 	2008-09
<ul style="list-style-type: none"> – Engage teachers in embedded professional development to support implementation of balanced literacy instruction, including aligned assessment tools and IFL lesson design, supporting expanding beyond “teach the text” to “teach to the standards” and ensuring instruction is viewed through the lens of what is being learned 	2008-10

**STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS
ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)**

Key strategies and action steps	Implementation timing
<p>1e. Focus on early literacy and implement multi-part strategy to increase literacy of all students by end of 3rd grade (continued)</p> <ul style="list-style-type: none"> • <i>Change delivery model</i> <ul style="list-style-type: none"> – Increase time and focus on literacy within the classroom, i.e., implement daily hour-long reading and writing blocks and work toward common prep times for collaborative planning – Increase differentiation of instruction within classroom and reduce “pull out” for ELL and Special Ed; bring specialists into classroom as needed • <i>Align other resources</i> <ul style="list-style-type: none"> – Work to ensure intervention instruction is additional to, and supportive of, the core curriculum 	<p>Initiate schedule change in 2008-09; full rollout in 2009-10</p> <p>2008-09</p>
<p>1f. Extend literacy framework from K-5 to Pre-K-12</p> <ul style="list-style-type: none"> • Carry work with Principles of Learning and standards into grades 6-8 • Determine how to utilize Disciplinary Literacy coaches in secondary schools 	<p>Pre-K: 2008-09 6-12: 2009-10</p>

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1g. Focus on mathematics across grade levels so all students are ready for Algebra in 8th grade	
<ul style="list-style-type: none"> • <i>Provide teachers with better math curriculum and tools</i> 	
<ul style="list-style-type: none"> – Select and implement new math curriculum that is aligned to revised State standards, prepares students for Algebra in 8th grade, is teacher-friendly in implementation and aligns with Principles of Learning 	2008-09
<ul style="list-style-type: none"> – Upgrade equipment for 8th grade Algebra classrooms-purchase classroom sets of graphing calculators so all kids have appropriate technology 	Scale up as needed
<ul style="list-style-type: none"> – Develop formative assessment in elementary math to align with state standards and new math program 	2008-09
<ul style="list-style-type: none"> • <i>Increase instructional excellence in math in general and Algebra in particular</i> 	2008-09
<ul style="list-style-type: none"> – Provide all teachers thorough professional development in new math curriculum, including strategies for working with Special Ed and ELL students 	
<ul style="list-style-type: none"> – Continue 8-school <i>Math Advantage</i> pilot, expanding from training 2nd & 3rd grade teachers to training 4th grade teachers and Spec Ed teachers in <i>Math Recovery</i> strategies 	
<ul style="list-style-type: none"> – Expand Algebra-specific professional development 	
<ul style="list-style-type: none"> • Provide 8th grade math teachers high school Algebra professional development 	
<ul style="list-style-type: none"> • Train 6th and 7th grade math teachers in selected Algebra concepts, expanding Disciplinary Literacy training to 6th and 7th grades to ensure 6-12 math alignment 	
<ul style="list-style-type: none"> • Provide elementary teachers algebra content courses as required 	
<ul style="list-style-type: none"> – Review licensure policy for middle school considering acceleration of Algebra to 8th grade 	
<ul style="list-style-type: none"> – Observe and document approaches used by effective middle school math teachers 	

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1g. Focus on mathematics across grade levels so all students are ready for Algebra in 8th grade	
• <i>Change delivery model</i>	
– Incorporate Algebra concepts from Pre-K onward in regular classroom activities – Continue 5-school <i>Math Recovery</i> pilot of supplemental, 1:1 math instruction for 1st graders and evaluate results	2008-09
– Pilot using math specialist to teach 5th grade math and “booster classes”	2008-09
– Expand number of 8th grade Algebra classes offered, especially in Areas A and B, and offer learning supports for students who need them (e.g., after-school or extra class)	Scale up; 100% by 2010-11
– Use online advanced math courses to allow ready students to accelerate and support credit recovery for students who need it, align online Algebra with high school curriculum	2008
– Create higher level math opportunities for high school students once all students are taking Algebra in 8 th grade	2009-10
• <i>Increase student engagement and motivation to accelerate in math</i>	
– Ensure 6th and 7th grade math curricula incorporates real-life experiences with key Algebra concepts (e.g., probability, proportionality)	2008-09
– Offer summer Algebra camps on university campuses and make them engaging	Pilot 2008*
– Ensure guidance counselors, AVID tutors, Project Success facilitators and other mentors expose students to math-related occupations, field trips, consider math requirements in career planning, etc.	2009-10
• <i>Align other resources</i>	
– Enable middle school students to earn high school credit for Algebra	2008-09
– Work with local universities to strengthen teacher training programs for elementary math instruction	2010-11

* Pilot will be at MPS; next year on college campus

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS

ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1h. Redesign Secondary (Middle and High School) academic program	
• <i>Strengthen the instructional core</i>	
– Align curriculum and instruction in every high school with rigorous, college-ready standards, including collaborating with local universities	2008-09
– Strengthen middle school curriculum, aligning it with high school curriculum, increasing middle school honors courses and extending academic pathways (e.g., middle years IB)	2008-10
– Accelerate Algebra to 8 th grade for all students	2010-2011
– Increase world language offerings in middle and high schools	2009-10
– Implement dynamic and innovative strategies that teach 21 st century skills <ul style="list-style-type: none"> <li data-bbox="90 663 1146 695">• Teach information literacy and communication skills across the curriculum <li data-bbox="90 702 1005 735">• Increase on-line learning opportunities and technical integration 	2010-11
– Recruit and retain a diverse workforce	2008-12
– In addition to overall District professional development around Principles of Learning, provide secondary teachers with additional PD for pre-AP, AP, CIS, IB and CTE and ensure middle school teachers have sufficient subject matter expertise as well as skill in teaching adolescents	2008-12
– Implement on-demand, personalized formative assessments to target intervention	2008-09
• <i>Redesign the comprehensive large high school delivery model</i>	
– Increase the rigor of coursework across programs, implementing the District Equity Framework	2008-09
– Differentiate between 9 th -10 th grade program (Academies) and 11 th /12 th grade program (MPS Scholars)	2010-11
– Develop an Early College Initiative to increase students’ access, including more dual credit opportunities. For example, for MPS Scholars, greatly increase flexibility to take courses at MPS or at local post-secondary institutions	2008-09 pilot
– Extend the school day and year at selected schools	tbd
– Create flexible scheduling, staffing and use of space – “any time, anywhere” learning	tbd
– Ensure all MPS high schools are safe, welcoming environments; pilot PBIS	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS

ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1h. Redesign Secondary (Middle and High School) academic program (continued)	
• <i>Provide equitable learning opportunities for all students and increase student supports</i>	
– Review and change policies and practices as necessary to expand access to advanced coursework for all students	2008-09
• Eliminate performance-based entrance requirements	2007-08
• Assure access to advanced courses for ELL	2009-10
– Develop bi-lingual advanced courses	
– Increase skills of teachers of advanced courses to meet the needs of ELLs and other under-represented students	2009-10
• Implement innovative approaches for increasing rigor for special needs students (e.g., inclusion, assistive technologies, increased use of team teaching)	2010-11
• Require students to take at least one 4-Core (AP, IB, CTE, CIS) class for graduation	2009-10
– Increase student supports	
• Expand AVID program to provide all students the skills to be successful in challenging courses	2008-09
• Increase school counselors and mentors	2008-09
• Integrate technology supports and credit recovery (grades 9-12)	2007-09
• Increase personalization and direct instruction through smaller class sizes, academies, teams and advisories/advocacy programs	2009-10
• Provide transition supports to middle school students, e.g., MyLife Plan and pre-high school summer camp for graduating 8 th graders	2008-09
• Provide increased social, academic and behavior supports	2008-09
• Continue to strengthen academic culture through student connectedness by increasing opportunities for athletics, clubs, fine arts and leadership	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1h. Redesign Secondary (Middle and High School) academic program (continued)	
<ul style="list-style-type: none"> • <i>Invest communities in student success</i> 	
<ul style="list-style-type: none"> – Increase partnerships and communications with families and other stakeholders, including taking full advantage of the Parent Portal for two-way communications 	2008-09
<ul style="list-style-type: none"> – Strengthen pre-K-16 pathways 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Build strong coalitions with universities and colleges 	2008-09
<ul style="list-style-type: none"> <ul style="list-style-type: none"> • Work with early childhood providers 	2008-09
<ul style="list-style-type: none"> – Ensure all communities are engaged and provide strategic outreach to under-represented communities 	2008-09
<ul style="list-style-type: none"> – Create strong apprenticeships, internships, service learning and field trip opportunities 	Ongoing
<ul style="list-style-type: none"> – Work with external government partners to provide coordinated social and health services and to improve security and safe routes to schools 	2008-09
<ul style="list-style-type: none"> • <i>Create a portfolio of high schools</i> 	
<ul style="list-style-type: none"> – Redesign comprehensive high schools to include “4-Core” rigorous programs: Advanced Placement, International Baccalaureate, College-in-the-Schools and signature Career & Technical Education 	2009-12
<ul style="list-style-type: none"> – Create small specialty schools that have a specific career and/or theme focus 	2009-10
<ul style="list-style-type: none"> – Create small success schools within schools for students who need additional learning and behavioral support 	2008-12
<ul style="list-style-type: none"> – Create innovative new schools built upon community and/or other partnerships that are self-governed 	2009-12
<ul style="list-style-type: none"> – Strengthen contract school offerings and transform “Contract Alternatives” to “Contract Schools of Choice” 	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS

ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1i. Develop a comprehensive strategy to address English Language Learner (ELL)-specific needs*	Summer 2008
<i>Key strategies to consider include:</i>	
<ul style="list-style-type: none"> • <i>Redesign delivery model and improve program consistency across sites</i> <ul style="list-style-type: none"> – Define a consistent model that standardizes quantity and high quality of services across schools – Review individual school program choices and rationale – Optimize mix of consolidated, specialized programs vs. dispersed, lower intensity programs – Re-examine school allocation funding model to better align ESL staff-student ratios with school demographics and services offered – Define roles of unlicensed bilingual classroom support staff (ESPs) – Increase collaboration with Special Ed, Curriculum & Instruction, and Regular Ed – Expand access to MPS’ pre-school programs for ELL students 	Summer 2008
<ul style="list-style-type: none"> • <i>Increase instructional excellence for ELL students in both regular ed and ESL classrooms</i> <ul style="list-style-type: none"> – Increase all teachers’ knowledge of language development and ELL-specific best practices, e.g., sheltered instruction (SIOP) techniques, multi-modal approaches, by integrating into regular professional development and work of all coaches – Include ESL and bi-lingual teachers in TAP and other professional development initiatives – Ensure students are accurately assessed (both oral skills and content comprehension) and all teachers in building know students’ proficiency levels – Expand cultural competence professional development and apply insights to both student-staff and school-family interactions – Set clear expectations for ELL students to meet and exceed standards – Provide appropriate professional development for bilingual classroom support staff (ESPs) – Train teachers in how to appropriately work with bilingual classroom support professionals – Ensure high school teachers are “highly qualified” (if not licensed in both ESL and subject) 	2008-10

* Building upon two recent audits by Minnesota Department of Education and Hamline University

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1i. Develop a comprehensive strategy to address ELL-specific needs (continued)	
<ul style="list-style-type: none"> • <i>Improve curriculum and tools</i> <ul style="list-style-type: none"> – Align high school ESL standards with State standard in English language arts – Increase access to first language resources and visuals representing students’ cultures – Remove barriers and actively encourage students to pursue more rigorous coursework – Provide appropriate learning supports (e.g., language-supported AVID, other extra prep opportunities) 	2008-10
<ul style="list-style-type: none"> • <i>Improve leadership and accountability for ELL student performance at building and District level</i> <ul style="list-style-type: none"> – Increase principals’ and district administrators’ understanding of language development and how to assess effective ELL instruction in the classroom – Hold principals accountable for creating and achieving specific ELL student achievement strategies clearly defined in the school improvement plan – Better evaluate teachers’ instruction of ELL students – Ensure ELL high school students are earning the right credits to graduate 	2008-09
<ul style="list-style-type: none"> • <i>Engage students and families</i> <ul style="list-style-type: none"> – Communicate benefits of MPS education – Communicate pathway to graduation for high school students – Provide better support at key transition times, e.g., elementary or middle school to secondary – Increase staff’s cultural competence – Increase bilingual community liaison staff 	2008-09
<ul style="list-style-type: none"> • <i>Align other resources</i> <ul style="list-style-type: none"> – Rethink how to use Extended Time resources (after-school, summer) and Title I funds to accelerate ELL student academic achievement – Better support new immigrant families in navigating student placement system and late arrivals, e.g., after age 14, who may need extra time to graduate – Create Ombudsperson/parent helpline with multi-lingual service 	2008-09

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1j. Transform Special Education, leveraging EBD program experience	2008-09
<ul style="list-style-type: none"> • <i>Eliminate unnecessary/inappropriate Special Ed referrals</i> <ul style="list-style-type: none"> – Develop more pre-referral intervention strategies for teachers (for tier 2 students) – Provide alternative support options for remediation rather than a default Special Ed referral (e.g., extended time resources) 	2008-09
<ul style="list-style-type: none"> • <i>Assure that all students who need Special Ed services are appropriately identified for referral, e.g., for ELL students, distinguishing between language barriers and learning disabilities; culture-behavior effects</i> 	2008-09
<ul style="list-style-type: none"> • <i>Improve curriculum and tools</i> <ul style="list-style-type: none"> – Create curriculum maps for each area, based on standards, so Special Ed curriculum is also aligned – Continue to integrate Special Ed student needs in curricular decision-making 	2008-10
<ul style="list-style-type: none"> • <i>Improve instructional excellence</i> <ul style="list-style-type: none"> – Raise expectations for all students, including Special Education students. – Continue to integrate Special Ed instructional needs in regular ed teacher professional development (e.g., inclusive instruction for mainstream teachers, Special Ed teachers now being included in Principles of Learning training) – Provide additional professional development for Special Education teachers and SEAs (many of whom are relatively new), e.g., via 1-week Summer Institute 	2008-10
<ul style="list-style-type: none"> • <i>Change delivery model</i> <ul style="list-style-type: none"> – Review program locations and effectiveness, while maintaining full continuum of services – Evaluate impact of redirecting funding flows from school allocation to Special Ed department, as was done for EBD, on meeting student needs, maintaining ownership in the building, AYP status, etc. – Increase counseling resources to meet student needs 	2008-11

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS

ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL (CONTINUED)

Key strategies and action steps	Implementation timing
1j. Continue transformation of Special Education, leveraging EBD program experience (continued)	
<ul style="list-style-type: none"> • <i>Align other resources</i> <ul style="list-style-type: none"> – Create additional metric to add to core goals in District scorecard for “vocational-ready” or “self-sufficient” and set target at 98% – Strengthen Special Ed endowment to have reserve funds for off-cycle curricular changes, latest adaptive technology, etc. 	2008-09
1k. Address barriers to learning for students	Ongoing
<ul style="list-style-type: none"> • Provide support for homeless and highly mobile students, e.g., academic support, transportation to maintain same school, social services • Address needs of students with alcohol, tobacco and other drug-related concerns, e.g., group counseling, external support, family counseling • Work to enhance the safety and inclusivity of all students, e.g., GLBT, Special Ed • Identify students with health concerns and address related barriers to learning 	
1l. Ensure students are attending school at least 95% of the time	Ongoing
<ul style="list-style-type: none"> • Increase teacher attendance-taking to 100% • Work with partner agencies to decrease truancy, e.g., Hennepin County, MPD, County Attorney • Track interventions and data to identify best practices in reducing absences 	
1m. Rigorously evaluate all academic programs	
<ul style="list-style-type: none"> • Develop consistent schedule for evaluating individual programs and link effectiveness evaluation to delivery cost 	2008
<ul style="list-style-type: none"> • Communicate internal and external research into what works broadly, e.g., publishing brief “white papers” 	2008
<ul style="list-style-type: none"> • Modestly increase staff in Research, Evaluation and Assessment (REA) department 	2008

STRATEGY #1 – RAISE EXPECTATIONS AND ACADEMIC RIGOR FOR ALL STUDENTS ALIGNING PRE-K-12 PROGRAMS TO COLLEGE READINESS GOAL - METRICS

Key strategies

Example sub-metrics and leading indicators

1a. Raise expectations of all students	<ul style="list-style-type: none"> • Overall academic metrics
1b. Increase academic rigor in curriculum, instruction and assessment	<ul style="list-style-type: none"> • Overall academic metrics; performance in IB, AP and ACT; remediation rate of MPS students in college, college grad rates; use of formative assessment
1c. Increase access to rigor for all students	<ul style="list-style-type: none"> • Participation by students of color • Academic results by students of color in advanced courses
1d. Increase kindergarten readiness of all Minneapolis 5-year olds	<ul style="list-style-type: none"> • Increase in incoming 5-year-olds' scores on Beginning Kindergarten Assessment (BKA)
1e. Increase literacy of all students by end of 3rd grade	<ul style="list-style-type: none"> • End of K, 1st, 2nd, and 3rd grade reading scores (formative and MCA-II; ESL-appropriate tests) • Teacher ratings of literacy coach effectiveness
1f. Extend literacy framework from K-5 to Pre-K-12	<ul style="list-style-type: none"> • MCA-II and GRAD writing scores; LAS Links/TEAE
1g. Accelerate and deepen math skills so all students are passing Algebra in 8th grade	<ul style="list-style-type: none"> • Elementary math scores in MR schools • 5th grade specialist vs. non-specialist math results • Percent of students participating in Algebra in 8th grade • Percent of students passing Algebra in 8th grade
1h. Redesign Secondary (Middle and High School) academic program	<ul style="list-style-type: none"> • Overall academic metrics, including college credit earned • Drop-out, attendance and behavior metrics
1i. Develop a comprehensive strategy to address ELL-specific needs	<ul style="list-style-type: none"> • ELL student academic results across all metrics, absolute, growth and vs. non-ELL students (MPS and State); in English and in Native Language (where feasible), exit rate
1j. Continue transformation of Special Education	<ul style="list-style-type: none"> • Special Education student results across all metrics, absolute, growth and vs. non-Special Ed students (MPS and State)
1k. Address barriers to learning for students	<ul style="list-style-type: none"> • Student outcomes for subgroups • Attendance (by grade, by sub-group)
1l. Ensure students are attending school at least 95% of the time	<ul style="list-style-type: none"> • Percent of programs evaluated, on schedule
1m. Rigorously evaluate all academic programs	<ul style="list-style-type: none"> • Program cost/academic benefit ratio

STRATEGY #2 – IDENTIFY AND CORRECT PRACTICES AND POLICIES THAT PERPETUATE RACIAL INEQUALITY AND THE ACHIEVEMENT GAP

Primary accountability: Superintendent, District Equity Leadership Team
Secondary: All Chiefs and staff

Key strategies and action steps:	Implementation timing
2a. Create a Framework for Eliminating Institutional Racism and integrate into all aspects of the Strategic Plan and decision making <ul style="list-style-type: none"> Engage broad community in community conversation on race and equity Address equity in key decision-making processes 	Spring 2008
2b. Revise academic policies and practices as needed to promote access and high achievement by students of color	Spring 2008
2c. Report all key metrics by race, ethnicity, gender, income <ul style="list-style-type: none"> Academic metrics (current performance and post-secondary readiness) Behavior/discipline metrics Attendance/drop-out metrics 	Spring 2008
2d. Where racial disparities exist, organize “focus team” to understand causes and develop solutions, for example, <ul style="list-style-type: none"> Suspension rate of African American and American Indian boys Special Education referral and exit rates for students of color 	Ongoing as needed
2e. Develop pro-equity/anti-racist leadership at all levels of the District and implement systems and training on cultural competence <ul style="list-style-type: none"> Expand cultural competence training and incorporate into all staff professional development Expand role of cultural competency and family engagement into PBIS work Incorporate cultural competence into all performance evaluation tools 	2008-09
2f. Develop strategies for recruiting and retaining staff in under-represented racial and ethnic groups	2008-09

STRATEGY #2 – IDENTIFY AND CORRECT PRACTICES AND POLICIES THAT PERPETUATE RACIAL INEQUALITY AND THE ACHIEVEMENT GAP

Key strategies

2a. Create a *Framework for Eliminating Institutional Racism* and integrate Framework into all aspects of strategic plan and decision making

2b. Revise academic policies and practices as needed to promote access and high achievement by students of color

2c. Report all key metrics by race, ethnicity, gender, income

2d. Where racial disparities exist, organize “focus team” to understand causes and develop solutions

2e. Develop pro-equity/anti-racism leadership at all levels of the District and implement systems and training on cultural competence

2f. Develop strategies for recruiting and retaining staff in under-represented racial and ethnic groups

Example metrics and leading indicators

- Reduction in predictability of outcomes by race or ethnicity, e.g.,
 - Academic outcomes by race
 - Participation in advanced classes by race
 - Special ed referral and exit rates by race
 - Suspension/removal rates by race
- Family and student ratings of cultural competence of staff
- Staff diversity metric

STRATEGY #3 – DEVELOP HIGHLY EFFECTIVE PRINCIPAL CORPS AND ENSURE THAT THEY HAVE THE CAPACITY TO ESTABLISH AND LEAD OUTSTANDING INSTRUCTIONAL TEAMS

Primary accountability: Office of Academic Affairs
Secondary: Human Resources

Key strategies and action steps	Implementation timing
<p>3a. Increase pipeline of MPS-ready, high quality, diverse principal candidates</p> <ul style="list-style-type: none"> • Diversify recruiting sources and refine selection process • Launch MPS Principals' Academy for aspiring principals • Investigate alternative sources, e.g., New Leaders for New Schools • Communicate leadership requirements for colleges and universities that license principals 	Summer 2008
<p>3b. Provide existing principals with professional development in instructional leadership</p> <ul style="list-style-type: none"> • Change curriculum of existing Leadership Academy • Develop principals to assess rigor and instructional effectiveness in the classroom, especially in literacy, math, ESL, bi-lingual, special education, and the integration of culturally appropriate strategies • Continue to implement Principles of Learning • Create professional learning communities among principals, by grade configuration and Area • Continue to utilize others' principal training, e.g., MN Principal's Academy and Urban Leadership Academy seminar series • Create mentor principal role to guide new principals 	Fall 2008
<p>3c. Change role and refocus time</p> <ul style="list-style-type: none"> • Pilot School Administrative Manager in 5-6 schools to allow Principals to focus 60-80% of time on instruction-related activities • Assess what tasks could be performed centrally or at Area level 	Fall 2008
<p>3d. Refine performance management</p> <ul style="list-style-type: none"> • Expand implementation of new performance evaluation system to more principals • Revise performance evaluation system as needed, e.g., add 360 degree feedback • Explore monetary and non-monetary rewards and recognition 	Ongoing Fall 2008

STRATEGY #3 – DEVELOP HIGHLY EFFECTIVE PRINCIPAL CORPS AND ENSURE THAT THEY HAVE THE CAPACITY TO ESTABLISH AND LEAD OUTSTANDING INSTRUCTIONAL TEAMS

Key strategies

Example sub-metrics and leading indicators

3a. Increase pipeline of MPS-ready, high quality, diverse principal candidates

- More high quality applicants per opening (requires use of candidate rankings)
- Diversity of pool increases

3b. Provide existing principals with professional development in instructional leadership

- Overall school student performance, considering all subgroups-ELL, Special Ed, low income
- Teacher ratings of principal effectiveness
- Parent and student satisfaction

3c. Change role and refocus time

- Student performance increases overall and disproportionately in schools with SAMs or other ways to increase principal time on instruction-related tasks
- Percent of time on instructional leadership increases

3d. Refine performance management

- Principal satisfaction with fairness of evaluation system is high

STRATEGY #4 – DEVELOP HIGH PERFORMING TEACHER CORPS AND PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORTS TO GET EXCELLENT RESULTS FOR ALL STUDENTS

Primary accountability: Office of Academic Affairs
Secondary: Schools: principals, teachers and other school staff

Key strategies and action steps	Implementation timing
<p>4a. Develop over arching professional development strategy and clarify roles and responsibilities</p> <ul style="list-style-type: none"> – Shift balance toward more job-embedded, individualized professional development and peer learning via highly effective professional learning communities – Ensure alignment of Content-focused Coaches, Disciplinary Coaches (secondary), TAP, site staff development chairs, etc. 	<p>Summer 2008</p>
<p>4b. Continue to invest in and strengthen teacher professional development</p> <ul style="list-style-type: none"> • <i>Continue to roll-out Principles of Learning (provide second ½ of secondary teachers with “disciplinary literacy”) and cultural competence professional development</i> • <i>Increase the effectiveness of job-embedded and learning community-based professional development</i> <ul style="list-style-type: none"> – Implement across the District an integrated, embedded professional development process that is student data-based, supported by modeling and coaching, and is assessed through observation of instructional practice and student work – Strengthen teacher-led professional learning communities (PLCs) to refocus on leveraging each others’ expertise in using the Principles of Learning and addressing work- and data-based needs of individual teachers’ students – Create multiple PLCs that span different configurations, e.g., within building, by grade level; within building, across grades; by Area within grade level (although meeting w/different frequencies) to share best practices across sites and grade levels • <i>Expand coaching resources</i> <ul style="list-style-type: none"> – Pilot site-based Disciplinary Literacy coaching in secondary schools – Add literacy coaches to non-TAP elementary and K-8 schools – Continue MN TAP program and coaches 	<p>Summer 2008, Ongoing during 2008-09 2007-08 2008-09 2008-09</p>

STRATEGY #4 – DEVELOP HIGH PERFORMING TEACHER CORPS AND PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORTS TO GET EXCELLENT RESULTS FOR ALL STUDENTS (CONTINUED)

Key strategies and action steps	Implementation timing
4b. Continue to invest in and strengthen teacher professional development (continued)	
• <i>Deepen content expertise</i>	2008-09
– Review licensure requirements – Create and implement a plan to support existing middle grades "endorsed" teachers to deepen discipline-specific content knowledge, especially in math	2008-09
• <i>Design all professional development collaboratively</i> , including Curriculum & Instruction, English Language Learners, Special Education, Indian Ed, and After-School/Summer school staff to ensure needs of all teachers and students are met	Ongoing
• <i>Extend instructional professional development beyond teachers</i>	
– Better engage all instructional support staff in core professional development activities (EAs, AEs, ESPs, Special Ed EAs)	2008-09
– Continue to require MPS' professional development for key community partners	2008-09
• <i>When group training is still appropriate, change focus from "come and learn new techniques to apply tomorrow" to "come learn how to learn and engage more deeply on content and pedagogy"</i>	Ongoing
4c. Provide stronger instructional leadership support	
• Improve Principals' ability and time to provide instructional support and facilitate/enable teacher learning communities (see Strategy #3)	2008-09
• Continuously improve coaches skills and effectiveness through ongoing professional development for coaches	Ongoing
4d. Provide time needed to realize PD goals	
• Conduct teacher time audit and identify opportunities to reduce non-instruction-related tasks	2008-09
• Explore ways to create more common planning/learning community time (e.g., changing school schedules)	2008-09

STRATEGY #4 – DEVELOP HIGH PERFORMING TEACHER CORPS AND PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORTS TO GET EXCELLENT RESULTS FOR ALL STUDENTS (CONTINUED)

Key strategies and action steps	Implementation timing
<p>4e. Improve school and classroom climate for learning</p> <ul style="list-style-type: none"> • Continue to implement and enhance Positive Behavior, Interventions & Support (PBIS) framework and the Keys to Student Success school-wide positive behavior plans <ul style="list-style-type: none"> – Accelerate PBIS rollout, expand by 20 additional schools in 2008-09 and maintain support of current 19 schools; rest in 2009-10 – Increase effectiveness and sustainability through training internal teacher-coaches at each site – Incorporate cultural competence and Principles of Learning into PBIS – Expand PBIS coaching to pre-school programs – Explore expanding PBIS beyond 1 contract alternative school – Train principals on framework and using behavior data to develop school-wide plans – Identify source of funds for positive student rewards • Ensure instructional PD includes techniques for increasing student engagement in the classroom (thereby decreasing disruptive behavior) • Selectively reduce class sizes (e.g., in lowest 25% performing schools) 	2008-10
<p>4f. Develop teacher performance management system</p> <ul style="list-style-type: none"> • Continue MN TAP in select schools • Align current pay-for-performance programs with District and school academic goals • Identify non-monetary rewards and recognition that teachers would value • Co-develop and pilot a new teacher evaluation system 	2008-09 2008-09 2008-09 2008-09
<p>4g. Revise recruiting and hiring practices</p> <ul style="list-style-type: none"> • Expand pipeline of talent, attract a diverse set of traditional and non-traditional candidates • Revise and expand teacher hiring criteria (see HR section) 	2008-09

STRATEGY #4 – DEVELOP HIGH PERFORMING TEACHER CORPS AND PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORTS TO GET EXCELLENT RESULTS FOR ALL STUDENTS

Key strategies	Example metrics and leading indicators
4a. Develop overarching professional development strategy and clarify roles and responsibilities	<ul style="list-style-type: none">• Overall academic outcomes
4b. Continue to invest in and strengthen teacher professional development	<ul style="list-style-type: none">• Overall academic outcomes• For job-embedded – staff ratings of coaches• Participant ratings of impact of professional learning communities• For group – percent of eligible participants attending• Group session quality ratings• Observation ratings
4c. Provide stronger instructional leadership support	<ul style="list-style-type: none">• Teacher ratings• Percent of principal time on instructional leadership
4d. Provide classroom time needed to realize PD goals	<ul style="list-style-type: none">• Actual instructional time metric (tbd)
4e. Improve school and classroom climate for learning	<ul style="list-style-type: none">• Suspension and referral reduction• PBIS coach effectiveness ratings• PBIS-specific SET/EBS scores• Teacher attendance
4f. Develop teacher performance management system	<ul style="list-style-type: none">• Teacher satisfaction with impact and fairness of new system• Student performance outcomes in sites using pay-for-performance system(s)
4g. Revise recruiting and hiring practices	<ul style="list-style-type: none">• More high quality applicants per opening (requires implementing candidate ranking)• Diversity of pool increases• Higher 5-year retention of top new teachers

STRATEGY #5 – SET CLEAR EXPECTATIONS FOR ALL STAFF AT EVERY LEVEL; REWARD SUCCESS, SUPPORT AND DEVELOP, BUT REMOVE LOW PERFORMERS WHEN REQUIRED

Primary accountability:	Chief of Staff
Secondary:	Human Resources; Research and Evaluation; Strategic Planning

Key strategies and action steps	Implementation timing
5a. Design and implement overall accountability system, including: <ul style="list-style-type: none"> • District, department and school-level scorecards • Staff at all levels and in all departments • Articulate performance expectations and MPS values • Emphasis on professional development and support • Rewards and consequences • Partnerships with outside providers, e.g., MPS charter schools, contract schools 	2008-09
5b. Revise current district and school-level scorecards <ul style="list-style-type: none"> • Revise District scorecard and align targets with 5-year Strategic Plan • Divide District targets among schools proportionately • Align school scorecards with principal evaluation • Decide on need for external evaluator 	2008-09
5c. Create departmental scorecards <ul style="list-style-type: none"> • Develop departmental goals, metrics and plans (and service level agreements with schools and/or others) aligned with Strategic Plan priorities and goals 	2008-09
5d. Create staff performance evaluation tools and system <ul style="list-style-type: none"> • Update individual staff job descriptions and clarify performance expectations • Create action plans, metrics and evaluation system • Co-develop and pilot a new teacher evaluation system (including student results) 	2008-09

STRATEGY #5 – SET CLEAR EXPECTATIONS FOR ALL STAFF AT EVERY LEVEL; REWARD SUCCESS, SUPPORT AND DEVELOP, BUT REMOVE LOW PERFORMERS WHEN REQUIRED

Key strategies and action steps	Implementation timing
5e. Design supporting components <ul style="list-style-type: none">• Design and implement employee recognition program• Explore new pay-for-performance structures at multiple levels (e.g., school teams, departments, individuals)• Design and pilot 360 degree feedback mechanisms• Develop supporting training materials• Establish necessary data feeds and reports• Provide every individual a development plan to help employees build skills• Assess effectiveness of current progressive discipline process• Evaluation of contract employees• Develop mechanisms for collecting feedback on accountability system after implementation	2008-10
5f. Rigorously evaluate all academic and student support programs (see 1k.)	Ongoing
5g. Design Strategic Plan implementation activities scorecard and reporting process for public	2008

STRATEGY #5 – SET CLEAR EXPECTATIONS FOR ALL STAFF AT EVERY LEVEL; REWARD SUCCESS, SUPPORT AND DEVELOP, BUT REMOVE LOW PERFORMERS WHEN REQUIRED

Key strategies

Example metrics and leading indicators

5a. Design and implement overall accountability system

5b. Revise current district and school-level scorecards

5c. Create departmental scorecards

5d. Create staff performance evaluation tools and system

5e. Design supporting components

5f. Rigorously evaluate all academic and student support programs

5g. Design Strategic Plan implementation scorecard and reporting process for public

- Overall academic outcomes
- MPS staff agree that they know what is expected of them at work
- Staff satisfaction with evaluation and professional development processes
- 360 degree feedback being used with all levels of staff and families
- Program cost/academic benefit ratio
- Increased public support for MPS

STRATEGY #6 – TRANSFORM RELATIONSHIPS AND PARTNER WITH FAMILIES

Primary accountability: Office of Community and Family Engagement and Student Support
Secondary: Schools: principals, teachers, family liaisons and other school staff

Key strategies and action steps	Implementation timing
<p>6a. Establish vision, clear expectations and strategies for family engagement across District</p> <ul style="list-style-type: none"> • Articulate vision and expectations • Convene family engagement cross-functional team to align strategies and integrate family engagement work and infrastructure across departments (e.g., Community Ed, Special Ed., Family Resource Centers, Beacons, Student Placement, Indian Ed, Hennepin County) • Include family engagement measures in all relevant performance evaluations • Monitor implementation and effectiveness of school-based Family Involvement plans • Take full advantage of Parent Portal as a means of two-way communication between schools and families • Clarify the role of the District’s multiple advisory committees and how they are inter-related (e.g., DPAC, SEAC, Community Collaborative, Area Councils) 	Spring 2008
<p>6b. Enhance role and training of all family liaisons</p> <ul style="list-style-type: none"> • Provide school-based family liaisons with training in developing and implementing a Family Involvement plan in each school • Collect and disseminate internal and external best practices to engage families • Place 1 family liaison specialist in each Area office to coach family liaisons, help integrate family engagement work with academic agenda in each Area, and support 9 schools who do not have their own liaisons 	Spring-summer 2008
<p>6c. Design and pilot a Parent Academy</p> <ul style="list-style-type: none"> • Develop and pilot a program to help families navigate the path from school to college (CPEO) • Engage parents to help with design of full Academy offering • Partner with community organizations to deliver certain aspects of the parent education program 	Spring and summer 2008 Spring 2008 2009

STRATEGY #6 – TRANSFORM RELATIONSHIPS AND PARTNER WITH FAMILIES (CONTINUED)

Key strategies and action steps	Implementation timing
<p>6d. Build a network of support for communities of color</p> <ul style="list-style-type: none"> • Add additional bi-lingual staff to provide outreach to community organizations • Provide schools and District departments guidance on how to differentiate parental supports and communications according to cultural needs and expectations • Learn from the MUID agreement how to partner effectively with other cultural communities to raise student achievement 	2008-09
<p>6e. Improve processes for welcoming new families</p> <ul style="list-style-type: none"> • Strengthen Welcome Center processes and location/access for families • Provide customer service training for all staff • Eliminate barriers to enrollment in MPS schools 	2008-09
<p>6f. Create an Ombudsperson/Parent Helpline at District with multi-lingual service</p> <ul style="list-style-type: none"> • Hire a customer service-experienced person to provide single point of contact assistance to families with complex situations involving multiple MPS departments or for issues that are not being successfully resolved at the school or Area level (ensure bi-lingual support available) 	2008
<p>6g. Connect the work of Family Engagement, ELL, and Communications to meet the needs of diverse language communities</p>	2008-09

STRATEGY #6 – TRANSFORM RELATIONSHIPS AND PARTNER WITH FAMILIES

Key strategies

Example metrics and leading indicators

6a. Establish vision, clear expectations and strategies for family engagement across District

- Overall family/parent satisfaction ratings with level of involvement
- Enrollment

6b. Enhance role and training of all family liaisons

- Family satisfaction with level of involvement at their school
- Family satisfaction with “family friendliness” of school

6c. Design and pilot a Parent Academy

- Participant demand
- Participant ratings
- Progress of participants’ students

6d. Build a network of support for communities of color

- Family satisfaction of communities of color

6e. Improve processes for welcoming new families

- Retention of new students
- New parent satisfaction

6f. Create an Ombudsperson/Parent Helpline at District with multi-lingual service

- Parent satisfaction ratings on problem-resolution
- Call volume

6g. Connect the work of Family Engagement, ELL, and Communications to meet the needs of diverse language communities

- Family/parent satisfaction with level of involvement and communications

STRATEGY #7 – BUILD WIDESPREAD INTERNAL AND EXTERNAL SUPPORT AND PARTNERSHIPS TO GET RESULTS

Primary accountability: Superintendent
Secondary: Communications; ELL; Strategic Planning; Family and Community Engagement and Student Support; Achieve!Minneapolis

Key strategies and action steps	Implementation timing
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<p>7a. Develop a comprehensive communications plan to build internal and external support</p>	<p>Spring 2008; ongoing</p>
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- Develop a culturally aware communications plan that considers unique needs of different groups and includes multiple modes/strategies of communication and new technologies; integrate communications planning into all District initiatives
- Explore new outreach models, e.g., school-site-based “study circles” where families and community members grapple with issues over more than one meeting; MUID model
- Identify key influencers within the city’s neighborhoods and use “viral marketing” techniques to get information out to families and communities
- Hire an additional bi-lingual community liaison
- Increase effectiveness of internal communications with staff
- Develop strategic marketing plan and increase efforts to publicize good news about MPS

<p>7b. Convene an external Implementation Advisory Board and identify additional ways to collaborate with current and new strategic partners</p>	<p>Spring 2008; ongoing</p>
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- Convene multi-sector Implementation Advisory Board to support MPS implementation of its Strategic Plan, potentially establishing a “Minneapolis Compact for Kids,” consisting of key leaders from the City, County, Met Council, business, non-profit and philanthropic communities
- Engage in Board-to-Board dialogue with City Council and County Commissioners on key joint priorities
- Continue to align strategies with Youth Coordinating Board
- Specific examples of overlapping priority areas include: After-school programs, youth social services/mental health/violence; safety around MPS schools, walking corridors and bus stops; early childhood education/school readiness

STRATEGY #7 – BUILD WIDESPREAD INTERNAL AND EXTERNAL SUPPORT AND PARTNERSHIPS TO GET RESULTS (CONTINUED)

Key strategies and action steps	Implementation timing
<p>7c. Partner with philanthropic community to support Strategic Plan</p> <ul style="list-style-type: none"> • Widely share goals and Strategic Plan with foundations and individuals • Build case for investing in MPS and its students' futures • Leverage relevant expertise/best practices observed elsewhere by donors • Identify ways to maximize value of private funding • Reach out to both local and national organizations 	Spring 2008, ongoing
<p>7d. Identify companies and/or business organizations to donate expertise and time in key functions, e.g., Finance, Communications, Human Resources</p>	Spring 2008, ongoing
<p>7e. Provide information so that voters understand the value of the 2008 referendum</p>	2008
<p>7f. Refocus Community Education and Partners Online to include advocacy and public support for youth development</p> <ul style="list-style-type: none"> • Expand the District's outreach and communication capacity to the community by expanding the broader network reached by Community Education and CPO • Utilize the program evaluation capacity of CPO to assess the academic outcomes of students receiving services provided by community partners • Analyze best practices used by specific programs that are generating results in academics and student asset development • Develop a youth development framework for student success that emphasizes leadership development, service-learning, healthy development, and citizenship 	2008-09

STRATEGY #7 – BUILD WIDESPREAD INTERNAL AND EXTERNAL SUPPORT AND PARTNERSHIPS TO GET RESULTS

Key strategies

7a. Develop a comprehensive communications plan to build internal and external support

7b. Convene an external Implementation Advisory Board and identify additional vehicles for collaborating with current and new partners

7c. Partner with philanthropic community to support Strategic Plan

7d. Identify companies and/or business organizations to donate expertise and time in key functions, e.g., Finance, Communications, Human Resources

7e. Provide information so that voters understand the value of the 2008 referendum

7f. Refocus Community Education and Partners Online to include advocacy and public support

Example metrics and leading indicators

- Staff and stakeholder survey ratings on communications effectiveness
- Clear commitments of specific support from key external partners
- 2-3 external partners providing technical assistance
- Funds raised
- 2-3 external partners providing technical assistance
- Increased public support for MPS

STRATEGY #8 – RESTRUCTURE THE LOWEST PERFORMING 25% OF SCHOOLS. INCREASE FLEXIBILITY AND AUTONOMY FOR LOWEST AND HIGHEST PERFORMING SCHOOLS

Primary accountability: Office of New Schools; Office of Academic Affairs
Secondary: Strategic Planning

Key strategies and action steps	Implementation timing
<p>8a. Establish a dedicated Office of New Schools</p> <ul style="list-style-type: none"> • Continue to monitor and enhance North Side Initiative school and re-bid contract alternatives • Staff with mix of internal and external talent to foster entrepreneurialism at MPS • Establish a strong external advisory board of experienced school creators and funders 	Spring 2008
<p>8b. Develop criteria for selecting schools for restructuring and identify first group of schools for 2009-10 restructuring</p> <ul style="list-style-type: none"> • Assess blend of factors, including student performance, improvement or decline trend, strength of school leadership and effectiveness of team, degree of family engagement • Identify first group of schools for 2009-10 restructuring 	Spring 2008
<p>8c. Define potential portfolio of approaches/structures/degrees of autonomy, e.g.,</p> <ul style="list-style-type: none"> • Phased in or whole school “fresh-start” using a proven program • Self-governed school or “Boston Pilot-type” school with much greater autonomy* • District-led, self-chartered or contracted (such as today’s contract alternative schools) • Determine needs for specific program types, if any, e.g., seeking 3-year old-3rd grade year-round program 	Spring 2008
<p>8d. Use RFP process to select potential internal and external teams</p> <ul style="list-style-type: none"> • Communicate opportunity widely, locally and nationally • Educate potential applicants through workshops and recruit high potential partners • Issue detailed RFP outlining critical selection factors and performance standards and provide technical assistance if needed to applicants • Manage rigorous selection process 	Summer 2008

* Coordinate with MPS-MFT Self-Governed School Bridge Committee

STRATEGY #8 – RESTRUCTURE THE LOWEST PERFORMING 25% OF SCHOOLS. INCREASE FLEXIBILITY AND AUTONOMY FOR LOWEST AND HIGHEST PERFORMING SCHOOLS (CONTINUED)

Key strategies and action steps	Implementation timing
8e. Establish specific reporting and accountability requirements, e.g., metrics, frequency, targets for student performance	Summer 2008
8f. Assist with start-up planning, as needed, e.g., <ul style="list-style-type: none"> • Assist with facilities and transportation planning • Integration into school choice and placement processes 	2008-09
8g. Monitor progress, and formally evaluate, or contract for evaluation, of new schools <ul style="list-style-type: none"> • In immediate term, monitor progress at recently restructured North Side Initiative schools and strengthen as needed 	Ongoing
Note: this process is already underway with MPS' contract alternative schools	
8h. Collaborate with other high quality local school providers (e.g., other districts, non-MPS charters, private and parochial schools)	Fall 2008
8i. Develop autonomy framework for high performing MPS schools <ul style="list-style-type: none"> • Work with principals on what flexibility they need to further excel • Develop criteria and framework for differing levels of autonomy (within context of common standards) 	Summer 2008

STRATEGY #8 – RESTRUCTURE THE LOWEST PERFORMING 25% OF SCHOOLS. INCREASE FLEXIBILITY AND AUTONOMY FOR LOWEST AND HIGHEST PERFORMING SCHOOLS

Key strategies

Example metrics and leading indicators

8a. Establish a dedicated Office of New Schools

8b. Develop criteria for selecting schools for restructuring and identify first group of schools for 2009-10 restructuring

8c. Define potential portfolio of approaches/structures/degrees of autonomy

8d. Use RFP process to select potential internal and external teams

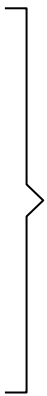
8e. Establish specific reporting and accountability requirements, e.g., metrics, frequency, targets for student performance

8f. Assist with start-up planning, as needed

8g. Monitor progress, and formally evaluate, or contract for evaluation, of new schools

8h. Collaborate with other high quality local school providers (e.g., other districts, non-MPS charters, private and parochial schools)

8i. Develop autonomy framework for high performing MPS schools



- Percent of students performing above district average of matched peers on MCA-IIIs within 3 years
- Percent of students in new/ restructured schools
- Number of new schools vs. target number
- Student performance trend of highly autonomous schools

STRATEGY #9 – CREATE AND SUSTAIN A POSITIVE FINANCIAL POSITION

Primary accountability: Finance Department
Secondary: Operations Department

Key strategies and action steps	Implementation timing
9a. Close forecast 2008-2009 budget deficit and align spending with Strategic Plan priorities	Spring 2008
9b. Shift to two-year budget planning, ensuring each year’s decisions consider impact over two year period	2008
9c. Complete current Facility Reuse Process to identify revenue or cost-avoidance solutions	2008
9d. Develop long-range Master Facilities Plan as part of overall Program and Operations planning	Summer 2008
<ul style="list-style-type: none"> • Analyze existing capacity and enrollment forecasts and facility options • Coordinate with Academic Program analysis and planning 	
9e. Explore opportunities to sell District services or assets	2008
<ul style="list-style-type: none"> • Possible candidates include food service, testing/assessment, online curriculum 	
9f. Improve core Finance processes, e.g.,	2008-09
<ul style="list-style-type: none"> • Develop overall budget process that focuses on results and aligns resources with Strategic Plan • Modify school budget allocation process • Improve financial reporting capabilities to increase usability by schools and departments, data quality, frequency and public transparency • Review and modify key business processes, e.g., <ul style="list-style-type: none"> – Reengineer central contract management activities to assure compliance with federal and state requirements, evaluate service effectiveness, provide assistance to schools and enforce contract provisions • Explore opportunities to partner with businesses for technical support 	

STRATEGY #9 – CREATE AND SUSTAIN A POSITIVE FINANCIAL POSITION

Key strategies

Example metrics and leading indicators

- 9a. Close forecast 2008-2009 budget deficit and align spending with Strategic Plan priorities
- 9b. Shift to two-year budget planning, ensuring each year's decisions consider impact over two year period
- 9c. Identify revenue or cost-avoidance solutions for current vacant buildings
- 9d. Develop long-range Master Facilities Plan as part of overall Program and Operations planning
- 9e. Explore opportunities to sell District services or assets
- 9f. Improve core Finance processes and reporting

- Balanced budget over two-year period
- Explore measuring cost per graduate
- Operations cost per student/square footage cost per student
- Non-student revenue per employee (if identify opportunities to sell District services)
- Clear financial reports are publicly available and drive decision making and programmatic tradeoffs

KEY ENABLERS – ALIGN HUMAN RESOURCES DEPARTMENT WITH STRATEGIC PLAN PRIORITIES

Primary accountability: Human Resources
Secondary: District Equity Leadership Team; Office of Academic Affairs

Key strategies and action steps	Implementation timing
Ea. Create new professional development programs	
• Principal Academy for aspiring principals	2008
• Site-based Interview and Select process	2008
• Comprehensive leadership development for all new and current MPS leaders	2009*
• Consistent and comprehensive employee orientation for all new employees	2009*
Eb. Design new and redesign existing roles, e.g., principals as instructional leaders, Self Governed School staff roles, Graduation Coaches, “MPS Professors,” family liaisons	
	2008/ 2009
Ec. Contribute toward increasing equity overall in District	
• Participate in District Equity Leadership Team	2008
• Incorporate cultural competence training in orientation and leadership training	2009
• Increase staff diversity wherever possible, using range of strategies for providing students with more adult role models with similar backgrounds	Ongoing
Ed. Develop comprehensive rewards and recognition strategy	
	2008-2010
• Align current and potential new pay-for-performance programs with District and school improvement goals	
• Develop meaningful non-monetary recognitions and rewards	
• Evaluate aligning benefits across employee groups vs. continuing variation in priorities by group	
Ee. Participate in Accountability system development, including staff assessment, development, rewards and consequences	
	2008-09

* Some elements already in place

KEY ENABLERS – ALIGN HUMAN RESOURCES DEPARTMENT WITH STRATEGIC PLAN PRIORITIES (CONTINUED)

Key strategies and action steps	Implementation timing
<p>Ef. Re-examine requirements for teaching in MPS schools and refine posting and hiring criteria</p> <ul style="list-style-type: none"> • Review licensure policy for middle school considering acceleration of Algebra to 8th grade • Review requirements for increasing rigor and access to rigor across the board • Expand selection criteria beyond subject matter/grade level expertise, e.g., cultural competence, continuous learner, persistency, high expectations for all students, technological comfort, innovative instruction skills (e.g., sheltered instruction) • Review requirements for, and assessment of, oral, reading and written 2nd language skills • Work with State Board of Teaching to raise standards and influence schools of education (and reconsider renewal requirements) 	2008-09
<p>Eg. Assess and refine recruitment and screening strategies in general and expand talent pipeline to attract diverse group of high quality employees in particular</p> <ul style="list-style-type: none"> • Conduct in-depth assessment of MPS current and best practice recruiting sources, techniques, screening, interviewing and follow-up processes (potentially including reverse analysis of sources of most effective MPS teachers) • Cast wide net for Principal Academy, inside and outside of MPS • Explore non-traditional sources (e.g., New Leaders for New Schools; New Teacher Project) • Identify new sources for non-instructional roles 	<p>2008-2009</p> <p>2009</p> <p>2009</p> <p>2009</p>
<p>Eh. Re-engineer HR processes for greater effectiveness and efficiency</p> <ul style="list-style-type: none"> • Conduct comprehensive diagnostic to identify highest impact opportunities 	2008-09

KEY ENABLERS – ALIGN HUMAN RESOURCES DEPARTMENT WITH STRATEGIC PLAN PRIORITIES (CONTINUED)

Key strategies

Example metrics and leading indicators

Ea. Create new professional development programs

Eb. Design new and redesign existing roles

Ec. Contribute toward increasing equity overall in District

Ed. Align compensation programs with strategy, e.g.,

Ee. Participate in Accountability system development, including staff assessment, development, rewards and consequences

Ef. Re-examine requirements for teaching in MPS schools and refine posting and hiring criteria

Eg. Assess and refine recruitment and screening strategies in general and expand talent pipeline to attract diverse group of high quality employees in particular

Eh. Re-engineer HR processes for greater effectiveness and efficiency

- Participant ratings of PD program usefulness/impact*
- Wherever possible, link to student outcomes*
- Pre- and post-Teacher and Site Team satisfaction with revised teacher placement process

- Departmental “customer” satisfaction with HR service levels (e.g., relevant Academic Leadership colleagues, schools)
- Alignment of dollars spent on pay-for-performance with achievement increase
- Staff ratings of fairness and usefulness of performance evaluation and development program

- More high quality applicants per opening (requires instituting candidate ranking or tiering)
- Staff diversity percent
- Applicant pool diversity percent
- Results on Affirmative Action goals

- Higher 5-year retention of top new teachers (excluding layoffs)
- Efficiency metrics TBD

* Will need to create a common protocol and scale for analyzing feedback on professional development and approach to correlating to student outcomes

KEY ENABLERS – INCREASE ORGANIZATIONAL EFFECTIVENESS

Primary accountability:	Human Resources
Secondary:	Strategic Planning

Key strategies and action steps	Implementation timing
Ei. Conduct quality or other organizational effectiveness and efficiency diagnostic in District departments (e.g., Baldrige or other)	2008-10
Ej. Continue to learn from internal and external best practices	
<ul style="list-style-type: none"> • Use private funds raised for best practice visits to examine Boston and New York City reforms • Raise private funds to send executive team to Harvard “Public Education Leadership Development” program with other urban school district leadership teams • Identify executive “mentors” from high-performing companies 	Spring 2008 Summer 2007-09 Spring 2008
Ek. Develop comprehensive leadership development program for all new and current MPS leaders	2009-10
Ei. Ensure senior staff resources focused on highest value-added tasks	2008-09
<ul style="list-style-type: none"> • Focus Curriculum and Instruction staff on core work, not administrative tasks* 	

* For example, identify a dedicated resource to track and manage critical classroom supplies/tools, such as textbooks, calculators, etc. and coordinate programs such as book and supply drives, read-a-thons, etc.

KEY ENABLERS – INCREASE ORGANIZATIONAL EFFECTIVENESS (CONTINUED)

Key strategies and action steps

Implementation timing

Ei. Conduct quality or other organizational effectiveness and efficiency diagnostic in District departments (e.g., Baldrige or other)

Ej. Continue to learn from internal and external best practices

Ek. Develop comprehensive leadership development program for all new and current MPS leaders

El. Ensure senior staff resources focused on highest value-added tasks



Overall academic outcomes

Efficiency metrics tbd

Family, staff and student satisfaction



2007-2012 District Scorecard and Targets

IN DECEMBER, THE BOARD APPROVED 3 KEY OUTCOMES FOR MPS AND 3 LEADING INDICATORS

Overall goal: Every Child College-Ready

3 core outcomes:

- By 2012, 80% of all MPS students will be at proficient or advanced on the State math and reading MCA II/MTELL exams
- By 2012, 80% of students will meet college readiness threshold score
- By 2012, racial and income achievement gaps will be reduced 75% %

The board also approved 3 leading indicators:

- Kindergarten readiness
- Reading by end of 3rd grade
- Algebra by end of 8th grade

District Scorecard has 3 main sections

- Core Student Achievement goals
- Core Closing the Achievement Gap goals
- Leading indicators



PROPOSED ELEMENTS OF DISTRICT SCORECARD FOR REPORTING TO OUR COMMUNITY

Area	Baseline (2006-2007)	Year 1 target 2007-2008	Year 2 target 2008-2009	Year 3 target 2009-2010	Year 4 target 2010-2011	Year 5 target 2011-2012
Core Student Achievement goals						
• MCA-II/MTELL proficiency (3-8, 10/11 grades)*						
– Math	40%	48%	56%	64%	72%	80%
– Reading	48%	54%	61%	67%	74%	80%
• MN State Graduation requirements						
– MBST/GRAD Writing (9 th grade)	73%	74%	76%	77%	79%	80%
– MCA-II Reading (10 th grade)	61%	65%	69%	73%	76%	80%
– MCA-II/MTELL Math (11 th grade)	21%	33%	45%	57%	69%	80%
• ACT/PLAN (10 th grade-index of 4 subjects)	29%	39%	49%	59%	69%	80%
• % of ELL students proficient on TEAE within 7 yrs**	tbd	tbd	tbd	tbd	tbd	80%
Core Closing the Achievement Gap goals						
• African-American students ***						
– Math MCA-II/MTELL proficiency	21%	32%	42%	53%	64%	75%
– Reading MCA-II proficiency	31%	40%	49%	58%	67%	76%
– MBST/GRAD Writing (9 th grade) pass rate	75%	76%	77%	78%	79%	80%
– MCA-II Reading (10 th grade) proficiency	18%	28%	38%	48%	58%	68%
– MCA-II/MTELL Math (11 th grade) proficiency	3%	13%	23%	34%	45%	50%
– ACT/PLAN (10 th grade)	11%	21%	31%	41%	51%	61%
• Hispanic students						
– Math MCA-II/MTELL proficiency	29%	39%	48%	58%	67%	77%
– Reading MCA-II proficiency	35%	44%	53%	62%	71%	80%
– MBST/GRAD Writing (9 th grade) pass rate	61%	65%	69%	73%	77%	80%
– MCA-II Reading (10 th grade) proficiency	27%	36%	45%	54%	63%	72%
– MCA-II/MTELL Math (11 th grade) proficiency	10%	20%	30%	40%	50%	60%
– ACT/PLAN (10 th grade)	12%	22%	32%	42%	52%	62%
• American Indian students						
– Math MCA-II/MTELL proficiency	28%	38%	47%	57%	66%	76%
– Reading MCA-II proficiency	33%	42%	51%	60%	69%	78%
– MBST/GRAD Writing (9 th grade) pass rate	84%	85%	86%	87%	88%	90%
– MCA-II Reading (10 th grade) proficiency	25%	34%	44%	53%	63%	72%
– MCA-II/MTELL Math (11 th grade) proficiency	9%	19%	29%	39%	49%	59%
– ACT/PLAN (10 th grade)	21%	31%	41%	51%	61%	71%

* Weighed average across grades 3-8 and 10th or 11th; MTELL is Mathematics Test for English Language Learners

** TEAE or State replacement

*** Note data will also be disaggregated among ELL and non-ELL students within each group

PROPOSED ELEMENTS OF DISTRICT SCORECARD (continued)



Area	Baseline (2006-2007)	Year 1 target 2007-2008	Year 2 target 2008-2009	Year 3 target 2009-2010	Year 4 target 2010-2011	Year 5 target 2011-2012
Core Closing the Achievement Gap goals (continued)						
• Asian-American students						
– Math MCA-II/MTELL proficiency	41%	49%	58%	66%	75%	83%
– Reading MCA-II proficiency	43%	50%	58%	65%	73%	80%
– MBST/GRAD Writing (9 th grade) pass rate	77%	78%	79%	80%	81%	82%
– MCA-II Reading (10 th grade) proficiency	39%	47%	55%	63%	71%	78%
– MCA-II/MTELL Math (11 th grade) proficiency	30%	39%	48%	57%	66%	75%
– ACT/PLAN (10 th grade)	26%	36%	45%	55%	64%	74%
• Caucasian students						
– Math MCA-II/MTELL proficiency	73%	76%	79%	82%	85%	88%
– Reading MCA-II proficiency	83%	84%	86%	87%	89%	90%
– MBST/GRAD Writing (9 th grade) pass rate	93%	94%	95%	96%	97%	98%
– MCA-II Reading (10 th grade) proficiency	77%	79%	81%	83%	85%	87%
– MCA-II/MTELL Math (11 th grade) proficiency	48%	56%	64%	72%	80%	88%
– ACT/PLAN (10 th grade)	64%	68%	72%	76%	80%	84%
• ELL students						
– Math MCA-II/MTELL proficiency	19%	28%	38%	47%	57%	66%
– Reading MCA-II proficiency	22%	31%	40%	49%	58%	67%
– MBST/GRAD Writing (9 th grade) pass rate	38%	46%	54%	62%	70%	78%
– MCA-II Reading (10 th grade) proficiency	9%	19%	29%	39%	49%	59%
– MCA-II/MTELL Math (11 th grade) proficiency	2%	12%	22%	32%	42%	52%
– ACT/PLAN (10 th grade)	5%	15%	25%	35%	45%	55%
• Special Education students						
– Math MCA-II/MTELL proficiency	22%	31%	40%	49%	58%	67%
– Reading MCA-II proficiency	24%	33%	42%	51%	60%	69%
– MBST/GRAD Writing (9 th grade) pass rate	40%	48%	56%	64%	72%	80%
– MCA-II Reading (10 th grade) proficiency	20%	29%	38%	47%	56%	65%
– MCA-II/MTELL Math (11 th grade) proficiency	8%	18%	28%	38%	48%	58%
– ACT/PLAN (10 th grade)	6%	16%	26%	36%	46%	56%
• Students eligible for free or reduced price lunch students						
– Math MCA-II/MTELL proficiency	25%	35%	45%	55%	65%	75%
– Reading MCA-II proficiency	32%	41%	50%	59%	68%	77%
– MBST/GRAD Writing (9 th grade) pass rate	65%	68%	71%	74%	77%	80%
– MCA-II Reading (10 th grade) proficiency	23%	33%	43%	53%	63%	73%
– MCA-II/MTELL Math (11 th grade) proficiency	7%	17%	27%	37%	47%	57%
– ACT/PLAN (10 th grade)	13%	23%	33%	43%	53%	63%

KEY INDICATORS WILL SHOW PROGRESS TOWARDS CORE GOALS

Leading indicators Area	Baseline (2006-2007)	Year 1 target 2007-2008	Year 2 target 2008-2009	Year 3 target 2009-2010	Year 4 target 2010-2011	Year 5 target 2011-2012
Predictive academic milestones						
• % of Mpls. 5-yr.-olds ready for kindergarten*	59%	64%	68%	72%	76%	80%
• % of all MPS 3 rd graders proficient in reading**	59%	64%	68%	72%	76%	80%
• % of all MPS 8 th graders passing Algebra***	19%	31%	43%	55%	67%	80%
• % of High School students taking advanced courses****	35%	40%	45%	50%	55%	60%
• % of AP students scoring 2 or higher on AP exam	tbd	tbd	tbd	tbd	tbd	tbd
• % of all students making >1 yr growth on CALT/MCA II	tbd	tbd	tbd	tbd	tbd	tbd
Student engagement						
• % of students rating “Expectations of me are High”	90%	92%	94%	96%	98%	100%
• % attending 95% of days or more	60%	68%	76%	84%	92%	100%
• Teacher attendance-% of school days	tbd	tbd	tbd	tbd	tbd	tbd
• % of students suspended/removed	11%	10%	9%	8%	7%	6%
Graduation-specific						
• 4-year drop-out rate	33%	31%	28%	26%	23%	20%
• 4-year graduation rate	67%	69%	72%	74%	77%	80%
Stakeholder satisfaction						
• District Enrollment or “share”*****		34,570				
• Student satisfaction score*****	86%	88%	90%	92%	94%	96%
• Parent satisfaction score	tbd	tbd	tbd	tbd	tbd	tbd
• Staff satisfaction score	93%	94%	95%	96%	97%	98%
Financial stewardship						
• Financial metric TBD	tbd	tbd	tbd	tbd	tbd	tbd
Accountability						
• % of staff reviewed/with individual plan	tbd	tbd	tbd	tbd	tbd	tbd
• % of participation in job-related professional development	tbd	tbd	tbd	tbd	tbd	tbd

* BKA score **MCA II>349 ***”Passing tbd: C, D or end of course exam ****Advanced courses include AP, IB, CIS, college course on campus *****no targets *****Percent “proud to be a student at this school;” may ask re “likelihood to recommend” in the future

Ultimately we will want to link the scorecard to NCLB compliance so by meeting these district targets, MPS will fulfill federal and state requirements

Area	Baseline (2006-2007)	Year 1 target 2007-2008	Year 2 target 2008-2009	Year 3 target 2009-2010	Year 4 target 2010-2011	Year 5 target 2011-2012
Core Student Achievement Goals						
• MCAII/MTELL Proficient or higher						
– Math	40%	48%	56%	64%	72%	80%
– Reading	48%	54%	61%	67%	74%	80%
• MN State Grad. requirements						
– GRAD Writing (grade 9)	73%	74%	76%	77%	79%	80%
– MCAII Reading (grade 10)	61%	65%	69%	73%	76%	80%
– MCAII/MTELL Math (grade 11)	21%	33%	45%	57%	69%	80%
• % of ELL students proficient on TEAE within 7 yrs**	tbd	tbd	tbd	tbd	tbd	80%
						
Other compliance components						
• % of schools making AYP for all sub-groups	22%	32%	41%	51%	60%	70%
• Attendance for elementary & middle	92%	93%	94%	95%	96%	97%
• Testing participation rate	98%	99%	100%	100%	100%	100%
• Graduation rate (4-year)	63%	66%	70%	73%	77%	80%
						
External metrics – given targets above are met						
• Resulting AYP	N	Y	Y	Y	Y	Y

GOING FORWARD, WE WILL EXPLORE SEVERAL ADDITIONAL POSSIBLE METRICS AND LEADING INDICATORS

Potential future additions to scorecard for discussion

Additional outcomes:

- % of students “vocationally ready” (based on index of Special Education self-sufficiency assessments)
- % of students graduating from college (*would require collecting unique identity numbers*)

Additional leading indicators:

- School climate metric
- Percent of students participating in Arts, Service Learning and/or Athletics
- 4-year graduation rate for students continuously enrolled at MPS (e.g., from 1st grade on)
- Total lost instructional time (due to absence; suspension out of building; in-school referral, etc.)
- ACT PLAN 8th grade exam

