Distributing Power – Intentional Collaboration to Build Evaluation Capacity Across a Public School District

MINNEAPOLIS PUBLIC SCHOOLS

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

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What brings you here?

Minneapolis Public Schools – Students Served

Number of students – 36,531

Elementary	13,521
K-8 students	7,860
Middle school students	4,442
High school students	9,290
Alternative high school students	435
Students at Special Education sites	983
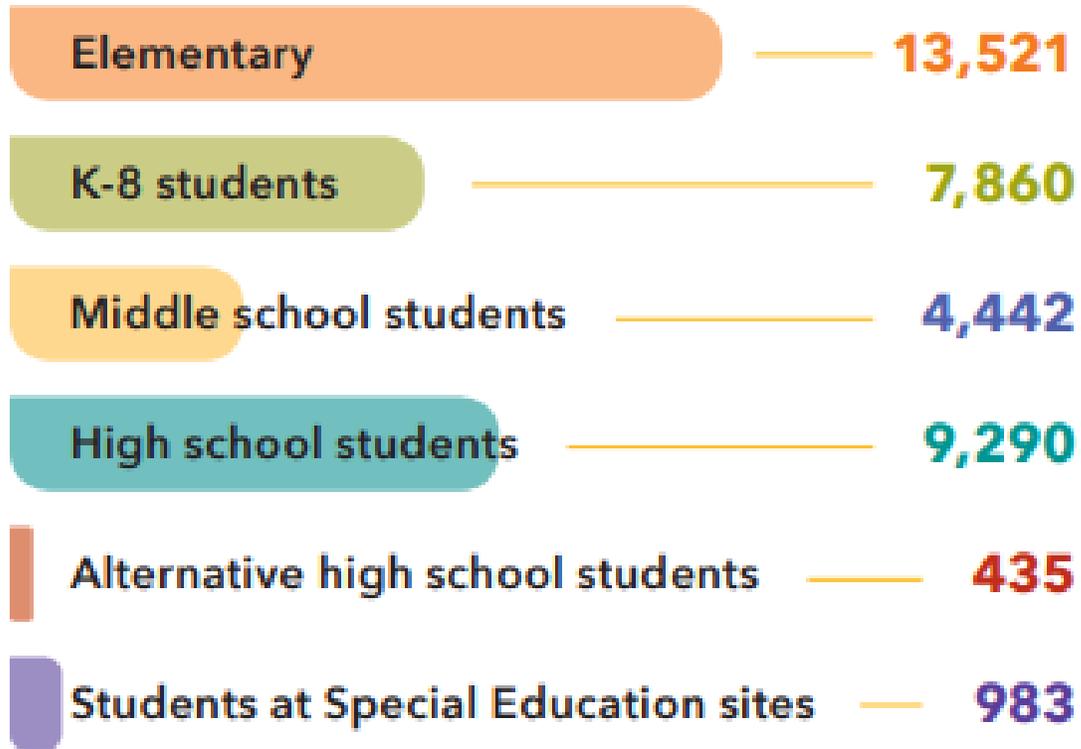
Students demographics
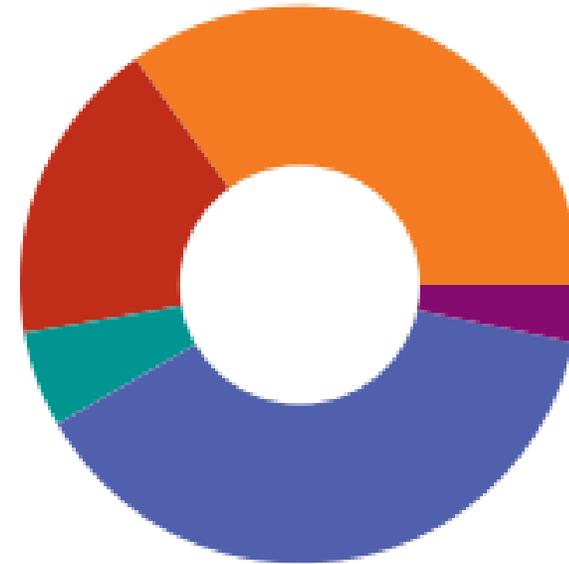
3.5% Native American

5.8% Asian American

38.1% Black or African American

17.7% Hispanic American

34.7% White American

Multi-Tiered System of Supports

Social Emotional Learning

Equity

Balanced Literacy *PreK-5*

YOUTH PARTICIPATORY EVALUATION
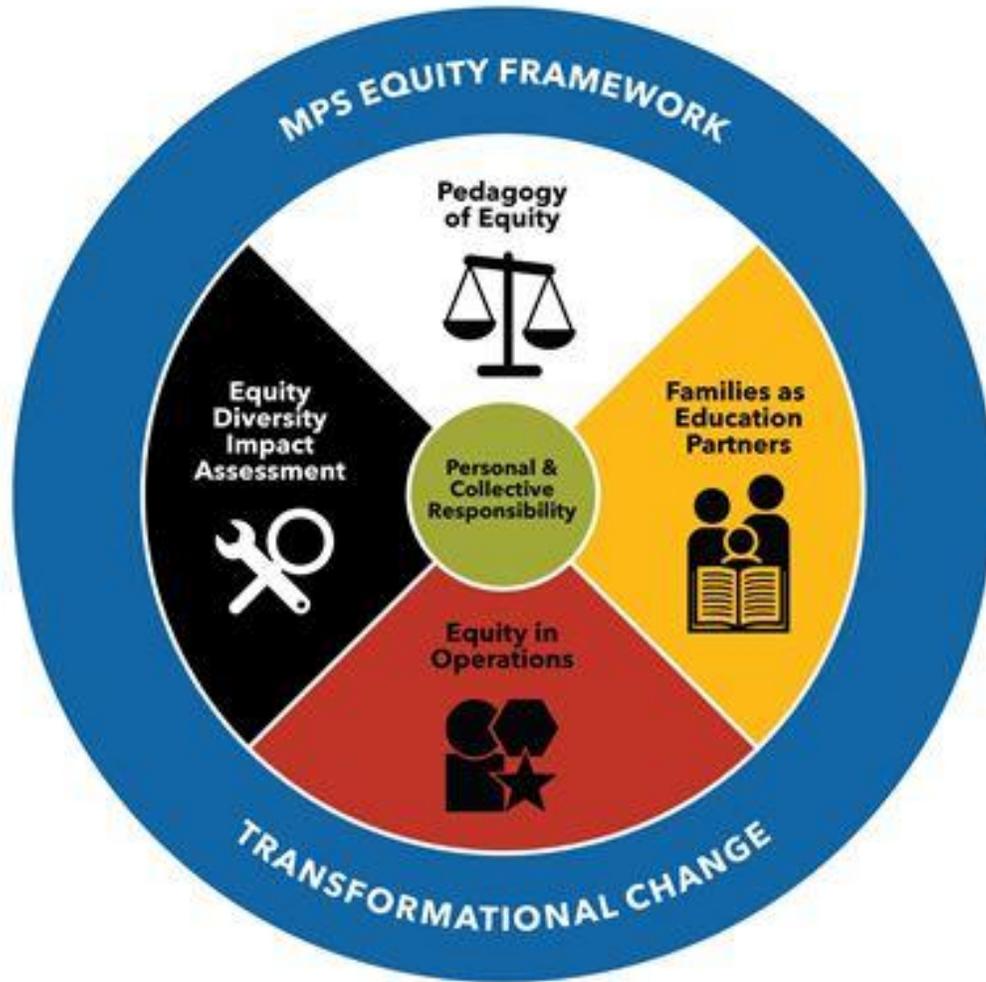
BRINGING YOUTH VOICE TO MINNEAPOLIS PUBLIC SCHOOLS

MPS is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms.

The Board of Directors, Superintendent and staff commit to conducting an **Equity and Diversity Impact Assessment** on all future policies that have a significant impact on student learning and resource allocation.

YOUTH PARTICIPATORY EVALUATION

BRINGING YOUTH VOICE TO MINNEAPOLIS PUBLIC SCHOOLS

Youth Voice Advisor

YPE Youth

Evaluation Coach
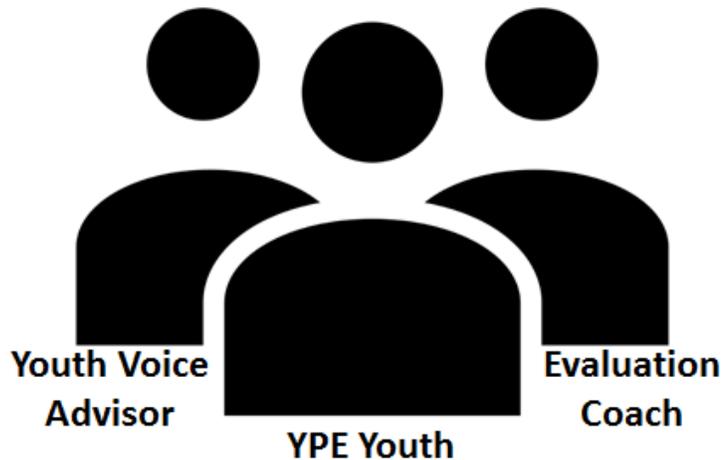
U.S. Department's Office of Civil Rights and MPS signed a mutual agreement.

For all MPS middle and high schools to "establish **a student committee**...to discuss matters concerning the equitable treatment of students in the implementation of the District's discipline policies, practices and procedures and to identify steps the students believe the District could take to improve student behavior and cause students to be more engaged in the educational program."

- Lack of trust

- Lack of buy-in

- Lack of resources and capacity
  - Engagement is VERY time consuming

- Language barriers

- Power
  - Politics of decision-making
  - Decision makers do not represent or have the knowledge of diverse stakeholders

Evaluation Phases

1. Defining the Problem/Program

2. Shared way of knowing

3. Make Meaning of Data & Develop an Action Plan

Partial EDIA Form

- Problem
- Root Causes
- Impact
- Mitigation

Youth Voice

What is getting in the way of you and your classmates having the school experience you want to have?

Partnering with Stakeholders

Evaluation Plan
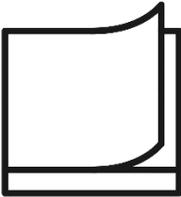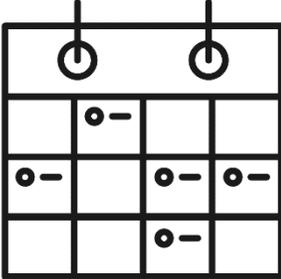
Planning and Designing
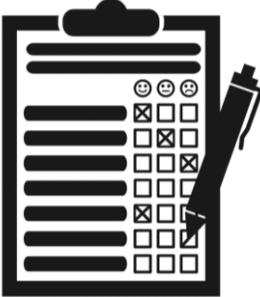
Data Collection Methods and Tools

Make Meaning of Data
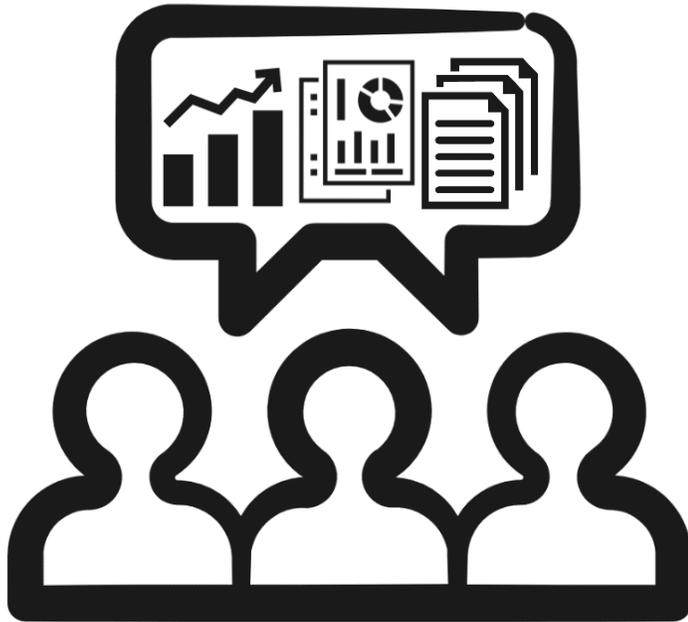
Make meaning of data and information

Three Act Data Conversation		
Act	**Overview**	**Other**
Act 1: Examine the data	- Who are the participates? - What are some of the most common responses? - Which schools have the highest/lowest rates?	
Act 2: Make meaning of the data	- What is going on during high frequency periods (holiday, lunch, etc.)? - What systems and structures do you have in place to support students during these times? - Why might some of schools have higher rates?	
Act 3: Make a plan to act on the data	- Does your school/the district have the right systems, structures and supports in place? - What additional supports might your school/the district consider? - What supports can help your school/the district reduce inequities?	

Develop an Action Plan

Action Plan

☑ _____
☑ _____
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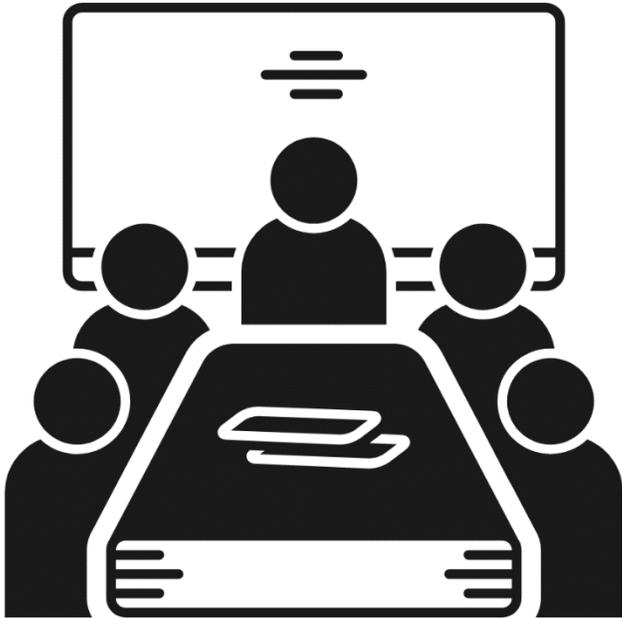
Share/Present findings to decision makers and the public
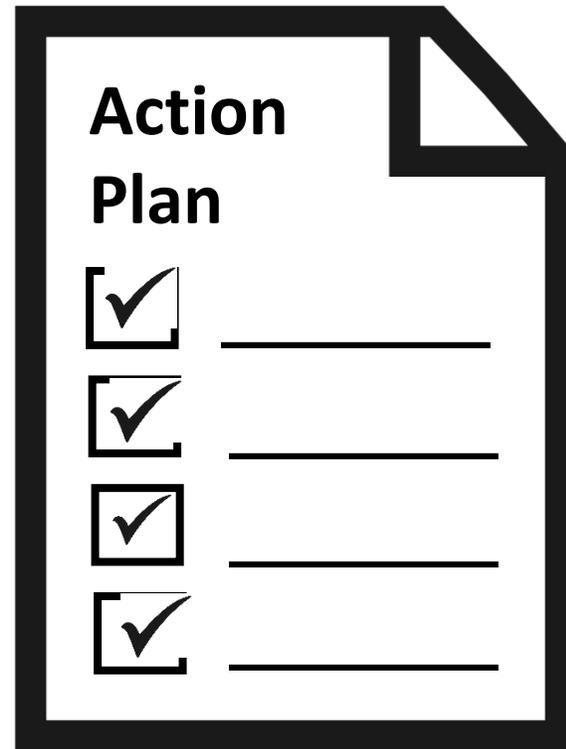
Develop an action plan

Build districtwide processes at every level to increase:

- transparency,
- trust,
- minimize the political-ness of situations and environments, and
- increase evaluation capacity and use of data.

What do you see are some possible intended or unintended consequences of this work?

Thank you!