

## GENERAL

- To the extent possible, data includes all students at all traditional district-run public schools and charter schools in Minneapolis and Saint Paul.
- To protect students' privacy, counts smaller than 10 have been suppressed and therefore, not all totals or averages add up.
- Racial and ethnic categories are determined by state and federal guidelines. Students and parents are not required to provide the information under the Federal Data Privacy Act of 1974 and the Minnesota Government Data Practices statute.
- Where appropriate, the school year has been shortened to reflect the year when the assessment is administered or the outcome is attained. For example, the 2016 data for 3<sup>rd</sup> grade reading proficiency reflects the fact that students took the MCAIII reading assessment in the spring of 2016, during the 2015-2016 school year. The 2015 high school graduation rates reflect the percent of students graduating in the spring of 2015, during the 2014-2015 school year.

## KINDERGARTEN READINESS

- The Beginning Kindergarten Assessment (BKA) was administered in Minneapolis Public Schools 2008-2014 and 2016. It measures Picture Naming Vocabulary, Rhyming, Concepts of Print, Oral Comprehension, Letter Sound Recognition, Letter Names and Alliteration. The Total Literacy metric combines those measures to create a benchmark of kindergarten readiness.
- Saint Paul Public Schools does not have a single measure of kindergarten readiness; instead, measures of Oral Language and Letter-Sound Correspondence from the Mondo Bookshop assessment are used as a proxy.
- Percent Ready is the percentage of kindergarteners who took the assessment measure and who met the predetermined benchmark for readiness.
- Included in the Early Care Education (ECE) programs are school-based, Head Start, center-based, and licensed family child care programs in Minneapolis and Saint Paul. Data from Minnesota NACCRRAware; Parents in Community Action, Inc.; Community Action Partnership of Ramsey & Washington Counties; Saint Paul Public Schools; Minneapolis Public Schools, and Parent Aware for School Readiness. 2016 data from Parents in Community Action is estimated.
- Early Care and Education (ECE) program quality is measured by national accreditation and/or earning 3 or 4 stars in the Minnesota Parent Aware Quality Rating and Improvement System.
- Early Childhood Screening data from the Minnesota Department of Education Early Childhood Screening Reports. Children are also screened in medical settings, and those screenings are not included in the above data because many have different requirements. Currently, about 72% of low-income three to five year-olds in Hennepin and Ramsey Counties receive a well-child visit screening at clinics.
- Wait list data is gathered from Generation Next partners, including Saint Paul and Minneapolis Public School districts, Hennepin County, Think Small and Head Start. Eligibility requirements and funding limits families' access to programs; The wait lists include families who apply for programs but cannot yet get access. Families may sign up for more than one program, so families may be on more than one wait list.

## 3<sup>rd</sup> GRADE READING

- Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for reading from students at all traditional district-run public schools and charter schools in Minneapolis and Saint Paul.
- Scores on the MCA are categorized as “does not meet the standards”, “partially meets the standards”, “meets the standards”, and “exceeds the standards”. Proficiency is defined by meeting or exceeding the grade-level standards.

## 8<sup>th</sup> GRADE MATH

- Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for math from students at all traditional district-run public schools and charter schools in Minneapolis and Saint Paul.
- Scores on the MCA are categorized as “does not meet the standards”, “partially meets the standards”, “meets the standards”, and “exceeds the standards”. Proficiency is defined by meeting or exceeding the grade-level standards.
- GopherMath work is based in the Rational Number Project which is an ongoing research project investigating student learning and teacher enhancement. Additional information is available at: <http://www.cehd.umn.edu/ci/rationalnumberproject/>
- *The Role of Representations in Fraction Addition and Subtraction* describes using concrete models representation of fractions for developing connections with symbols and meaning in a group of 6th graders. Fraction circles have been shown to be the most effective representation of fraction. Authors Kathleen Cramer, Terry Wyberg and Seth Leavitt include analysis of the case study and key procedural recommendations. Their work was published by the National Council of Teachers of Mathematics in April 2008 in the journal *Mathematics Teaching in the Middle School*.

## SOCIAL-EMOTIONAL LEARNING

- Data from 2013 Minnesota Student Survey, analysis from the Minnesota Youth Development Research Group, directed by Dr. Michael Rodriguez, Department of Educational Psychology, University of Minnesota.
- Positive Identity and Social Competence measures are part of the Developmental Asset Profile (used with permission from Search Institute, Minneapolis).

## HIGH SCHOOL GRADUATION

- High school graduation data from the Minnesota Department of Education.
- The Four-Year Graduation Rate is a four-year, on-time graduation rate based on a cohort of first time ninth grade students plus transfers into the cohort within the four year period minus transfers out of the cohort within the four year period.
- On-track data from Minneapolis and Saint Paul Public Schools.
- Minneapolis Public Schools defines “on-track” as passing all core courses and attaining at least one quarter of the required cumulative credit attainment for graduation.
- Currently, Saint Paul Public Schools defines “on-track” as students who have not failed two or more core courses.
- ACT data from the Minnesota Department of Education.

## POST-SECONDARY ATTAINMENT

- Post-Secondary attainment data from the Minnesota Office of Higher Education.
- Attainment is characterized by any undergraduate degree or certificate awarded including a certificate, diploma, associate degree or bachelor’s degree, within 6 years of graduating high school.
- The six year timeframe was chosen because, according to the Minnesota Office of Higher Education (OHE), the standard reported rate is 150% of normal time. For a bachelor's degree program students graduating within six years are successful completers, while associate degree or certificates below bachelor’s degrees completed within three years are successful completers.
- According to the Minnesota Office of Higher Education (OHE), graduation rates are influenced by a variety of factors. Students who transfer in or transfer out of an institution are not included in the graduation rate. Students who start full-time and are included in the initial tracking cohort may subsequently enroll part-time, prolonging their time to completion. In general, institutions which are more selective in whom they enroll have higher graduation rates than institutions that are not very selective. Two-year institutions or career schools that may have bachelor's degrees but enroll mostly students seeking an associate degree or less generally have large numbers of part-time students. These students are not used in the cohort tracking graduation rates.
- The Minneapolis-Saint Paul metropolitan post-secondary attainment rate is published in Lumina Foundation's annual report *A Stronger Nation 2016*. Lumina Foundation is committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. A Stronger Nation reports progress toward the goal and offers detailed data arrays that describe post-secondary attainment at the national, state and county levels. <http://strongernation.luminafoundation.org/report/2016/>