

2013 ACADEMIC DASHBOARD FOR MINNEAPOLIS AND SAINT PAUL



Our mission is to dramatically accelerate educational achievement of all children from early childhood through early career via an aligned partnership of community stakeholders.

The purpose of this dashboard is to provide a common set of facts and figures for all partners and stakeholders working on this problem. We intend these data to be the basis of a shared agenda and hope they add depth and dimension to an issue that deserves to be analyzed based on a rich, detailed understanding.

This report illustrates the data for each of Generation Next's five goals along the cradle to career continuum. While year-to-year comparisons are not always possible due to limitations in the data, the overarching story remains the same: we have a persistent, systematic problem – a problem that serves to remind us how urgent our call to action needs to be.

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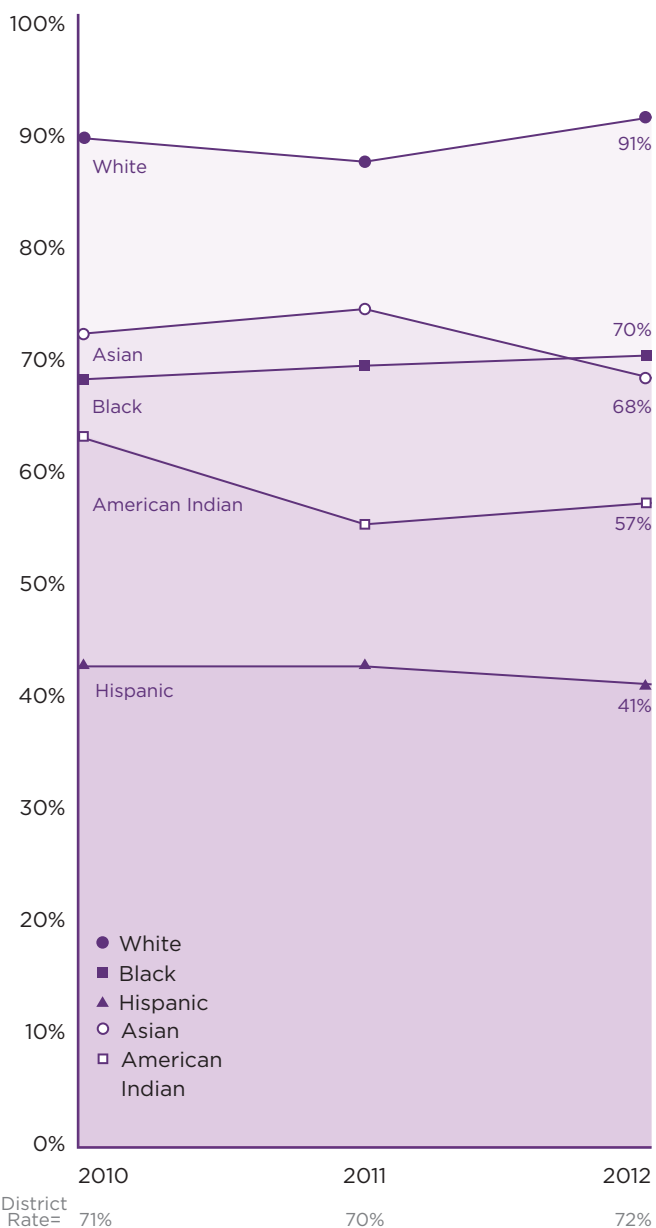


Every Child is Ready for Kindergarten

Students' early literacy skills are used as an indicator of kindergarten readiness. Factors such as attending high-quality preschool programs, home environments that foster linguistic development, parents with higher levels of educational attainment, good nutrition and health, stable housing, and good attendance all contribute to children's readiness and help decrease the achievement gap between white students and students of color.

Minneapolis

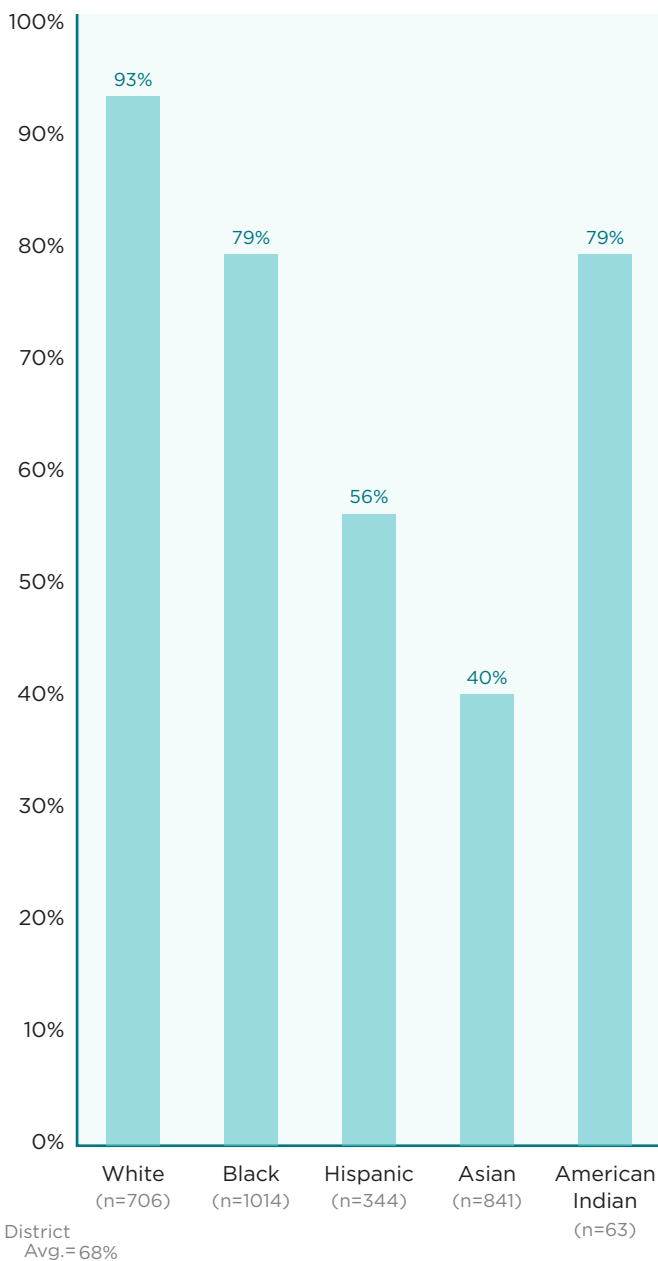
Data below based on BKA Total Literacy Test scores. Overall scores increased slightly (2 percentage points) from 2011 to 2012, but disparities between white students and students of color continue to exist across the board.



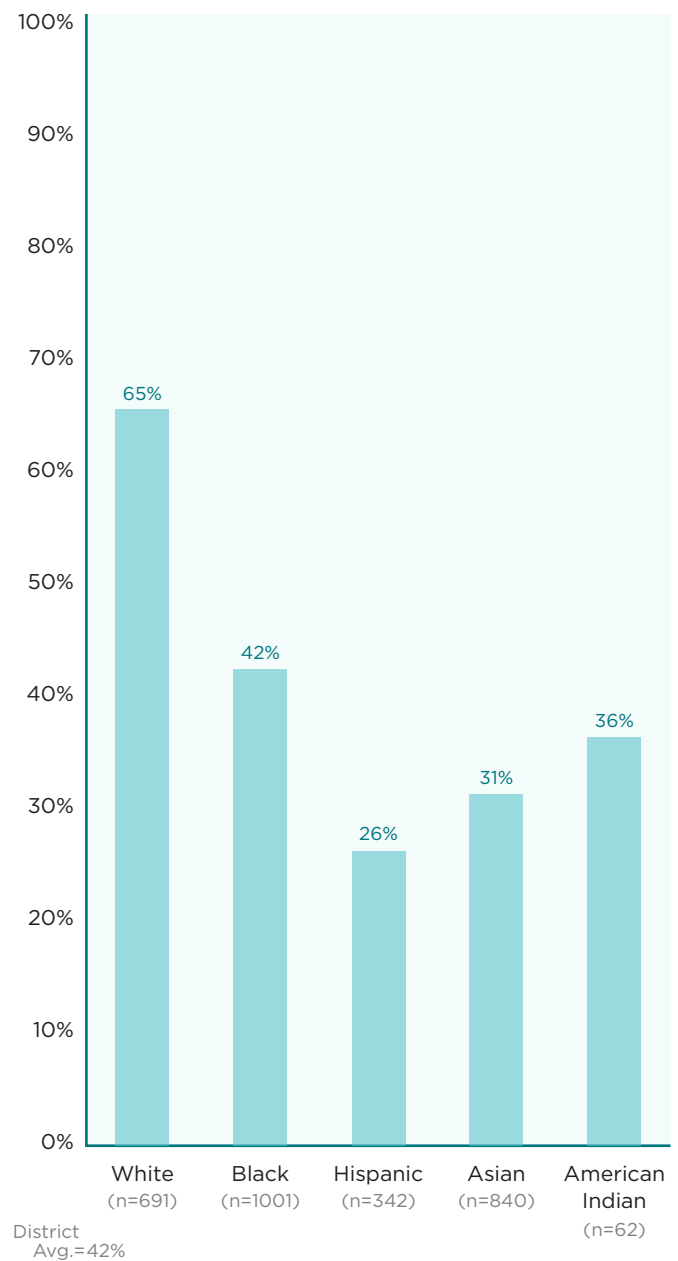
Saint Paul

Figures below measure the results of the 2013 Mondo Literacy Assessment, which is used as an indicator of literacy development. Two tests are performed in this assessment: oral language and letter-sound correspondence. The Mondo and BKA tests are different in many aspects and therefore comparisons cannot be made across the districts. Most students (68%) entering kindergarten are proficient in oral language. However, gaps between white students and students of color exist. Fewer students (42%) entering kindergarten are proficient in letter-sound correspondence. Gaps also exist in this area.

Oral Language 2013



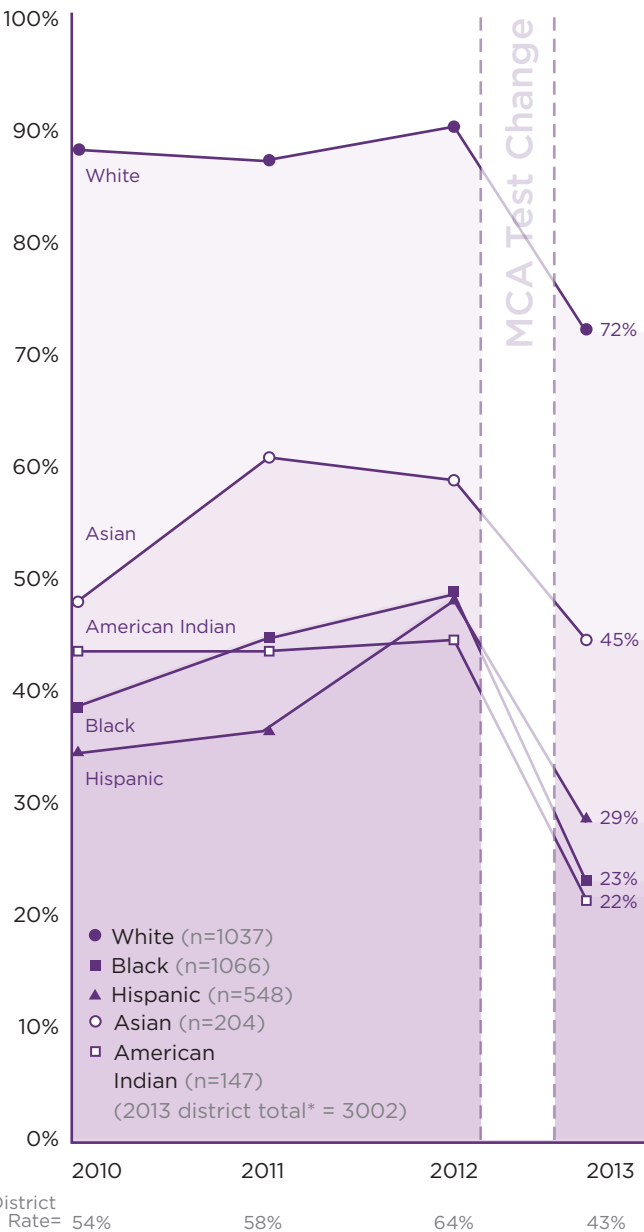
Letter-Sound Correspondence 2013



Data based on MCA II/III Reading Test scores. Scores between 2012 and 2013 are not comparable because the MCA III test reflects the updates of the new Common Core standards. Since the revised 2013 test established a new baseline, trends are thus not yet measurable.

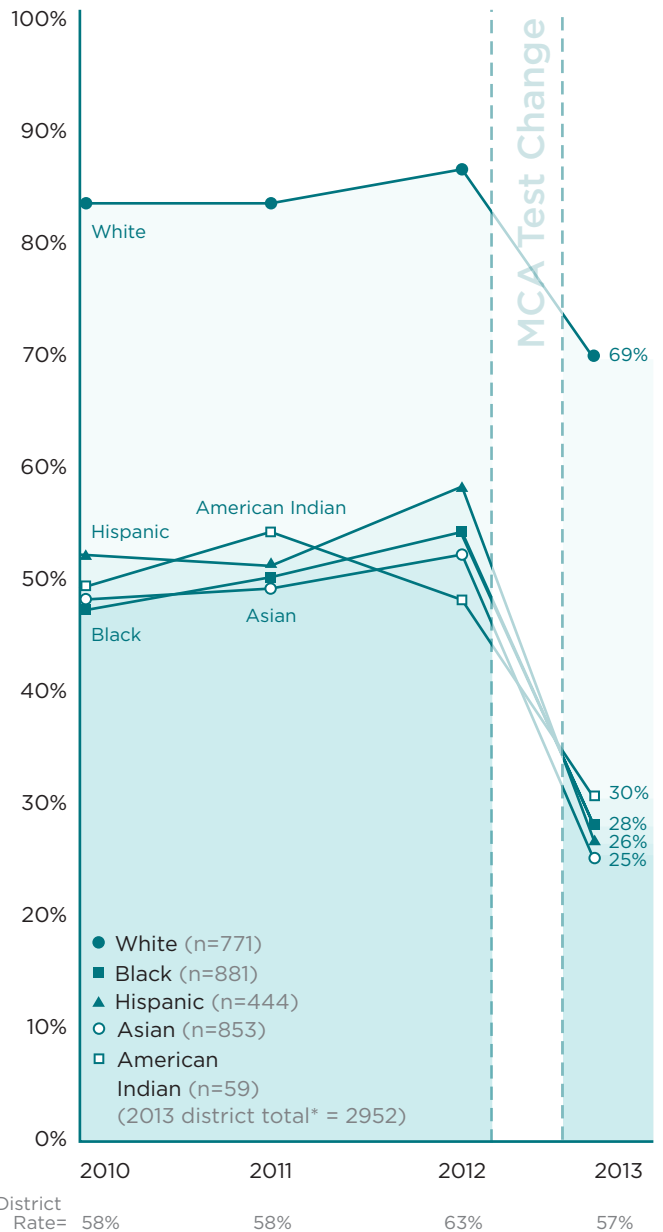
Minneapolis

Disparities continue to present themselves between different ethnicities. For more information on Twin Cities initiatives that focus on student literacy, please see tcgennext.org.



Saint Paul

Disparities between the scores of white students and students of color continue to exist. For more information on Twin Cities initiatives that focus on student literacy, please see tcgennext.org.



Data based on MCA II/III Math Test scores. While not a direct measure of college readiness, proficiency in math at the eighth-grade level tends to correlate with better success in high school math and, thus, with better preparedness for college. Scores between 2010 and 2011 are not comparable due to a change in the MCA test.

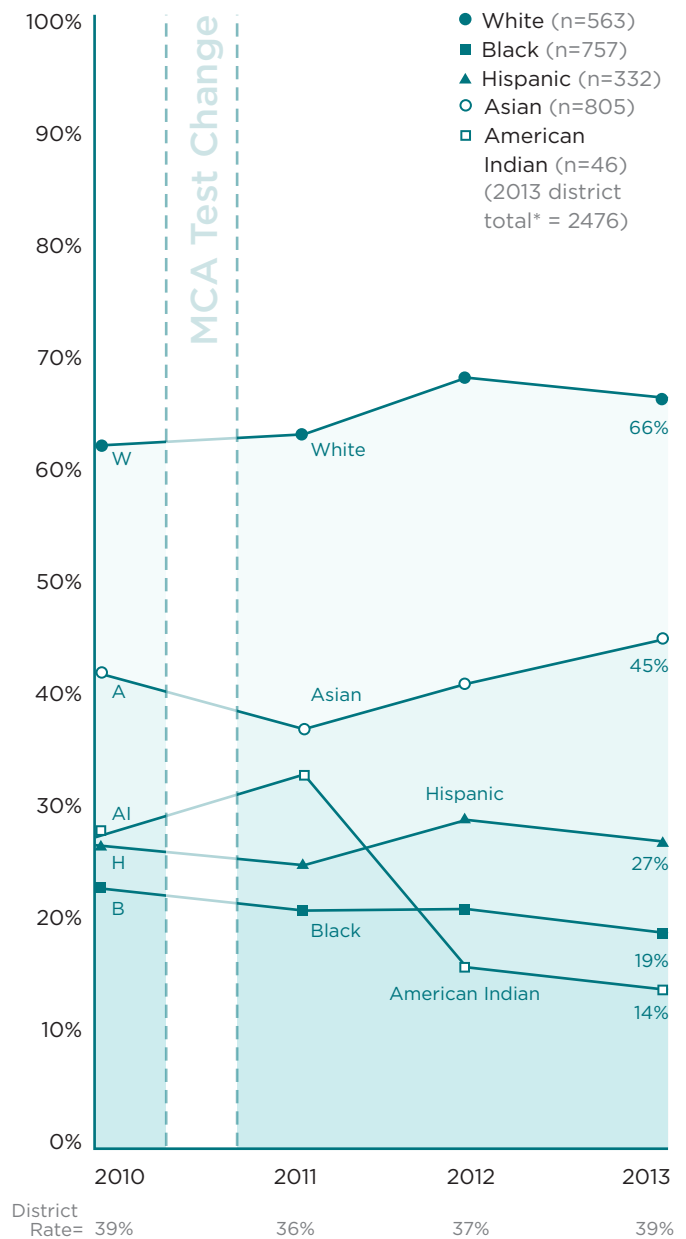
Minneapolis

While overall scores did not change significantly, the disparities between white students and students of color continue to exist.



Saint Paul

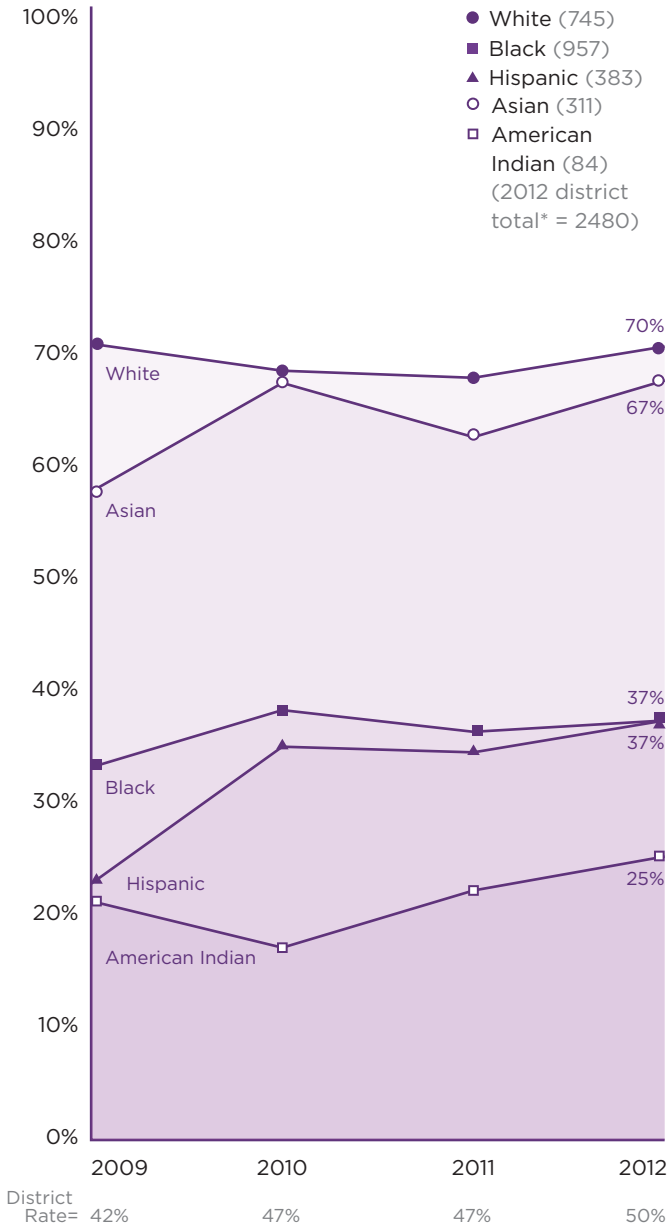
Overall test scores increased 2 percentage points from 2012-2013. However, disparities between white students and students of color did not change significantly.



Graduating high school in four years is an important step in gaining admission to a postsecondary institution and being career ready.

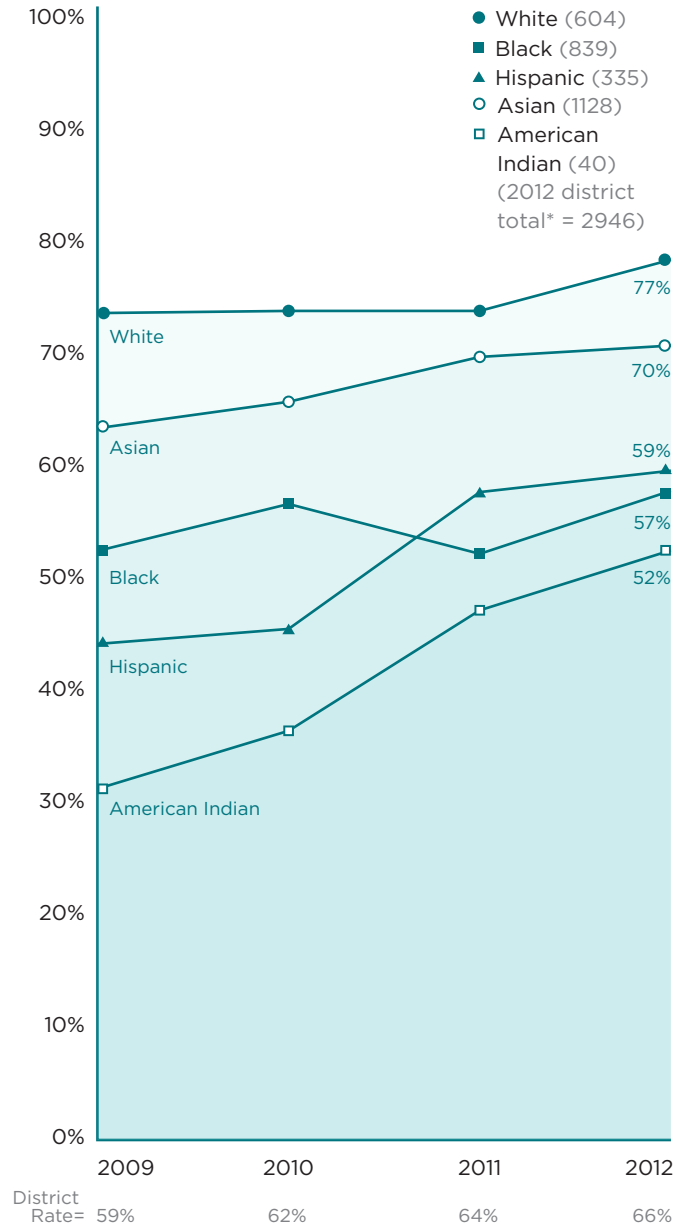
Minneapolis

Graduation rates increased three percentage points overall from 2011-2012.



Saint Paul

St. Paul students also saw a significant increase in overall graduation rates from 2011-2012.



Generation Next is dedicated to fostering high school graduates that can take the next step on their college and career path without delays caused by the need for significant remedial work. For more information, please go to www.tcgennext.org.



Footnotes:

Cover photo courtesy of Brand Lab. The Brand Lab: Where Marketing Meets Diversity. www.thebrandlab.org

*Total refers to total number of students who were both eligible and took the test. Thus, it does not include charter students.

Goal 1:

- Minneapolis Schools data source: Minneapolis Public Schools
- St. Paul Schools data source: St. Paul Public Schools
- St. Paul and Minneapolis currently measure early literacy using different assessments. In the case of Minneapolis, data from the 2013 BKA Total Literacy Test scores was not available for inclusion. Data for years 2010-2012 included instead.

Goal 2:

- Source: MDE
- Charter school students are not included in this data
- Scores between 2012 and 2013 are not comparable because the MCA-II reading test was updated to the MCA-III test to incorporate the Common Core standards.
- MCA-II and MCA -III scores 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 standards.

Goal 3:

- Source: MDE
- Charter school students are not included in this data
- The MCA-II mathematics test was updated to the MCA-III test in 2010.
- MCA-II and MCA -III scores 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 standards.

Goal 4:

- Source: MDE
- Charter school students are not included in this data
- 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. This rate is similar to, but not the same as, the National Governors Association (NGA) Graduation Rate.



www.tcgennext.org