



# DATA NOTES

## GENERAL

To the extent possible, data include all students at all district-run public schools and charter schools in Minneapolis and Saint Paul. Except where noted in goal-specific sections below, results are grouped in the following ways:

- Filters by City (Minneapolis/St. Paul) include all public schools (district and charter) located in each city. That is, "Minneapolis" combines all Minneapolis Public Schools (MPS) and charter schools located in Minneapolis; "St. Paul" combines Saint Paul Public Schools (SPPS) and charter schools located in Saint Paul.
- Filters by School Type (District/Charter) include all public schools of that type combined across both cities, Minneapolis and Saint Paul. That is, "District" combines both MPS and SPPS; "Charter" combines all charter schools located in Minneapolis and Saint Paul.

Racial and ethnic categories are determined by state and federal guidelines, except where noted below. 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.

To protect students' privacy, counts smaller than 10 have been suppressed and therefore, not all totals or averages add up.

Where appropriate, the school year has been shortened to reflect the year when the assessment is administered, or the outcome is attained. For example:

- Reading proficiency for 2016 reflects the fact that students took the assessment in the spring of 2016, during the 2015-16 school year.
- High school graduation rates for 2016 reflect the percent of students graduating in the spring of 2016, during the 2015-16 school year.



## GOAL 1: KINDERGARTEN READINESS

Early Childhood Screening data, from the Minnesota Department of Education (MDE), shows kindergartners within their kindergarten district and their age at screening. The B-4 Census is used as the estimate of three-, four-, and five-year-olds within the district. This report looks at the kindergarten cohort for the selected state fiscal year and looks back to determine the age they were screened. MDE provides the following notes:

- Children served through Early Childhood Special Education (ECSE) may be screened within ECSE.
- It is possible for the Census district, Screening District and ECSE serving district to all be separate districts.
- Number screened after the start of kindergarten are duplicated counts of this reported by age.
- Children may be screened multiple times within a year based on parent request.
- These data reflect children enrolled in public schools only and do not include children screened who attend private schools.

"High quality" Early Care and Education (ECE) programs are defined by national accreditation and/or 3 or 4 (out of 4) stars on the Minnesota Parent Aware Quality Rating and Improvement System. The number of seats is based on the licensed capacity of programs, which include child care centers, licensed family child cares, school-based programs, and Head Start. These rates indicate the percentages of programs and seats rated high quality out of the total number of programs and seats, as collected and reported by Think Small, with data from the Minnesota Department of Human Services (DHS).

"Percent Ready" is the percentage of kindergartners who took the assessment measure and who met the predetermined benchmark for readiness. In fall of 2017 (school year 2017-18), kindergartners in Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS) took the FAST earlyReading assessment. This measure indicates the percentage of students whose composite score put them in the FAST-determined "Low Risk" category in reading. On this dashboard only, Minneapolis and Saint Paul include only MPS and SPPS, not charter schools located in the cities. Spanish immersion schools in both districts assessed students with the Spanish version of earlyReading.



## GOALS 2 & 3: EARLY GRADE LITERACY AND MIDDLE GRADE MATH

The Minnesota Department of Education (MDE) provided these data on the Minnesota Comprehensive Assessment (MCA) for math from students at all 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.

**Notes from MDE Data Reports and Analytics:** This report shows the percent of students tested who meet or exceed achievement standards set by Minnesota educators. The proficiency trends shows results over time for each subject. The goal for Minnesota students is proficiency in all subject areas.

New, more rigorous achievement standards were implemented in 2011 for mathematics and in 2013 for reading. For this reason, comparisons between the percentages of students who scored proficient in mathematics from 2010 to 2011 and in reading from 2012 to 2013 should be done only when keeping in mind the standards changed from one year to the next.



## GOAL 4: SOCIAL-EMOTIONAL LEARNING

Social-Emotional Skills measures use Minnesota Student Survey (MSS) data, prepared by the University of Minnesota's Minnesota Youth Development Research Group (MYDRG), directed by Dr. Michael Rodriguez, Department of Educational Psychology, University of Minnesota. The skills are part of the Developmental Asset Profile, used with permission from the Search Institute.

Filters by Race use student-identified categories that are different from other data sources. In the MSS, students are asked to identify with as many ethnic and racial groups as appropriate. In order to create a race/ethnic variable that allowed for reporting students in one group and avoid duplicating students in multiple groups, MYDRG used the following process:

1. Students who identified as Hmong, Somali, or Latino (an ethnicity) are classified in these community groups in that priority order, regardless of any racial identification. If a student identified who identified as Hmong also identified as Somali, they are classified as Somali; if a Somali student also identified as Latino, they are classified as Latino.
2. American Indian students who did not identify with an ethnic community are classified as American Indian regardless of whether they also identified with other racial groups.
3. Native Hawaiian/Pacific Islander students are combined with Asian students.
4. Of the students who did not identify with an ethnic group, those who identified with multiple racial groups are classified as multiracial.
5. The remaining racial groups are students who identified only with that racial group, including Asian/Pacific Islander, Black, and White.

In summary, students who identified with an ethnic group are classified in their ethnic group. American Indian students are those without an ethnic classification, and include those with multiracial identifications. Asian/Pacific Islander students do not include Hmong students. Black students do not include Somali students. White students are White only.



## GOAL 5: HIGH SCHOOL GRADUATION

Minnesota Department of Education (MDE) provided high school graduation data with the following notes from MDE Data Reports and Analytics:

- The adjusted cohort graduation rate model follows students in a group, or a "cohort," throughout high school and determines if they graduate within four, five, or six years.
- The "graduated" count is those who were officially reported as having graduated. "Continuing" are those students who were expected to have graduated but are taking additional time to complete graduation requirements. Students who officially dropped out are included in the "dropped out" count. The "unknown" category includes those students who entered the cohort, but it is unknown what happened to them because of insufficient district record keeping.
- This report is typically updated in February/March of each year. Graduation rates are released later in the year because Minnesota allows summer graduates to be included in the prior year graduation rate. For example, students who complete graduation requirements in summer of 2016 can be included in the 2016 rates.



## GOAL 6: POST-SECONDARY ATTAINMENT

The Minnesota Office of Higher Education (OHE) provided post-secondary attainment data. Post-secondary attainment refers to any undergraduate degree awarded, including a certificate, diploma, associate degree or bachelor's degree.

Rates are presented in terms of the number of years (4, 6, or 8) from high school graduation. These data do not use the same student cohorts used by the Minnesota Department of Education (MDE) to calculate the high school graduation rate. These cohorts group high school graduates according to the year of high school graduation. For example, the year 2013 shows the rates of post-secondary attainment for the group who received their high school diploma between September 2012 and August 2013.

These data reflect the most recent released, as of August 2017, which means that, for example, the graduation cohort of 2013 would have been four years out from high school graduation. For that reason, 6- and 8-year rates for 2013 and 2012 should not be compared to earlier cohorts. Similarly, 8-year rates for 2011 and 2010 should not be compared to earlier cohorts.