2015 Minneapolis-Saint Paul Community Report Card
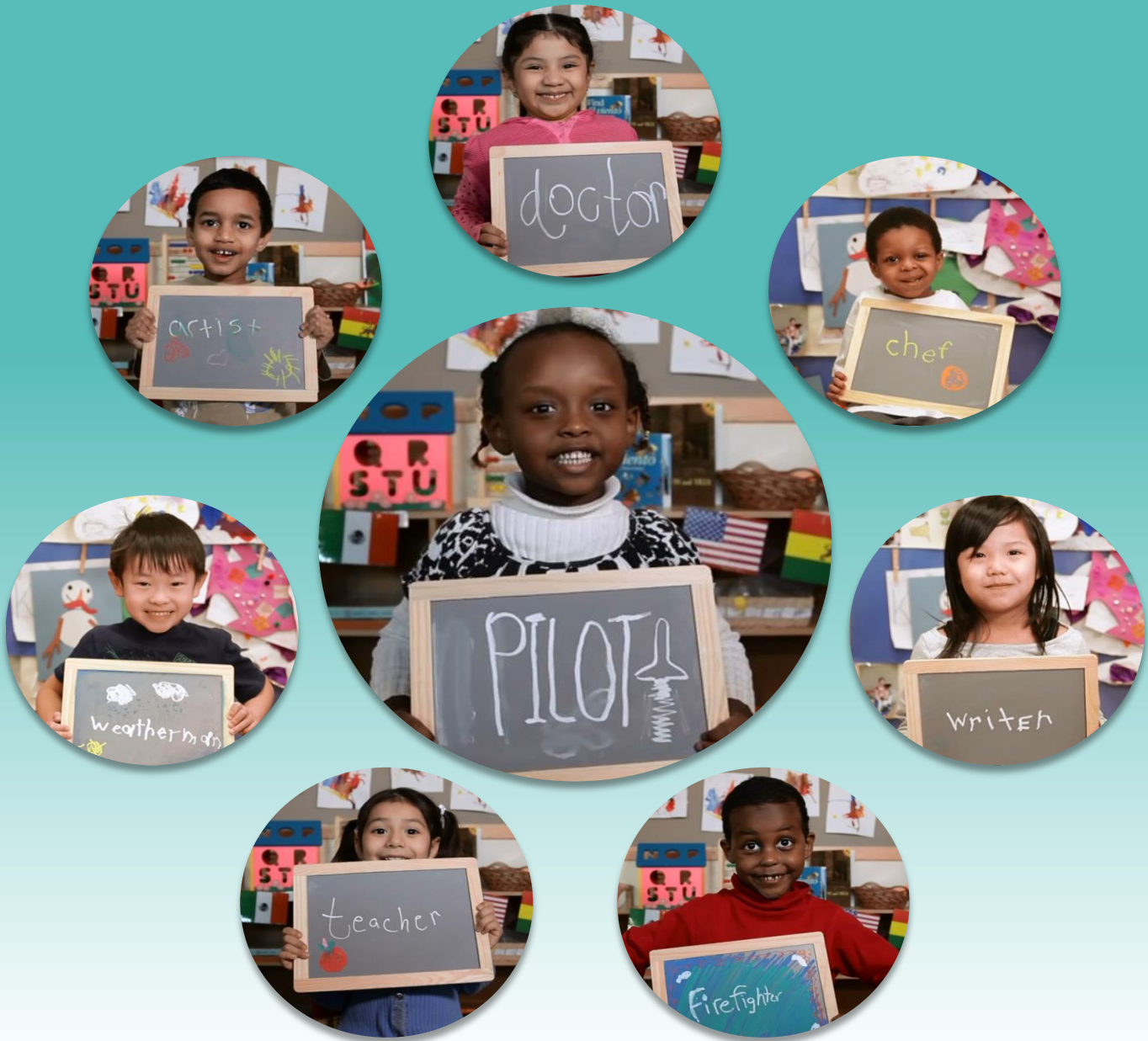
A child-centered account of adult performance

GENERATION NEXT

A Partnership for Student Success
from Early Childhood to Early Career

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Generation Next is a coalition of civic, business and education leaders dedicated to harnessing our community's knowledge, expertise and actions to ensure *every* child can thrive. Our vision is that *every* child has the academic, social and emotional skills to reach their full potential in a globally-fluent world.

To close achievement and opportunity gaps, we use rigorous data analysis and community engagement to identify what works and replicate the most promising practices.

Our goals are that every young person:
1. is ready for kindergarten
2. meets benchmarks in reading in 3rd grade
3. meets math benchmarks in 8th grade
4. is socially and emotionally ready to learn by 8th grade
5. graduates high school ready for college and career
6. earns a post secondary degree or certification.

No exceptions. No excuses.

Letter from the Co-Chairs

Generation Next was formed to respond to a crisis. No community should tolerate shockingly large gaps in academic opportunities and outcomes for kids of color. Certainly, the gifted community of Minneapolis-Saint Paul should not tolerate gaps here that are larger than almost in any other city in the country.

We have urgently needed action and this annual report shows the progress the Generation Next coalition has made. Each of the following pages are dedicated to one of our key goals, including data about the challenge, the actions we are taking, the metrics we are using to determine our progress and bright spots of community work.

You will see the Generation Next coalition is:

- Helping families get more children ready for kindergarten, including an effort that has increased preventive screening for three-year-olds by 16%, and another effort intended to improve quality in licensed family child care by 20% in three years.

- Executing Gen Next Reads, an initiative that includes using data to focus the efforts of literacy organizations and tutors, and align them with efforts in schools.

- Expanding two data-supported promising practices, one in developing early intervention strategies for high school students who get behind in credits, and another using post-secondary curriculum to spark students who may not be succeeding in traditional classes.

- Generation Next also added a sixth goal this year: "Every child socially and emotionally ready to learn by 8th grade." This work, built on exciting new research on character skills from the University of Minnesota, is inspiring work both here and around the country.

- The Generation Next Funders' Circle has brought together most of Minneapolis-Saint Paul's investors in education. By helping each other understand where philanthropic investments are being made, we can more effectively realign resources to spur innovative solutions.

- Generation Next has funded data initiatives in both Minneapolis and Saint Paul schools, and is helping to fund an out-of-school data network in Minneapolis similar to Saint Paul's Sprockets network. Together these efforts will give our team significant new insight into what efforts are improving student outcomes and what we can do to bring them to scale.

We are proud of the progress the Generation Next coalition has made, especially because it has been done in partnership with more than 500 individuals and organizations. Lasting change requires deep engagement. But, as the data throughout this report starkly illustrates, the crisis remains. So we will redouble our efforts, ask deeper questions, build stronger coalitions, challenge basic assumptions and keep fighting a battle we cannot lose.

Kim Nelson,
Co-Chair, Generation Next

Dr. Eric Kaler
Co-Chair, Generation Next

Kim Nelson, Sr. Vice President,
General Mills Foundation

Dr. Eric Kaler, President,
University of Minnesota

Letter from the Executive Director

Today, on behalf of the children of our community, Generation Next gives the adults a report card that says: "You are not living up to your potential."

Minneapolis-Saint Paul, one of the most resourceful and privileged communities in the country, is leaving thousands of children behind. Tragically, and unacceptably, outcomes and opportunities are dramatically different across racial lines. Change has to come.

We offer no magic bullet. No one action, alone, will close these gaps any more than one ingredient, alone, can bake a cake. We do offer a recipe for success that has already brought together hundreds of adults into a coalition using data and our collective experiences to disrupt an ecosystem that has tolerated these gaps for too long.

In this report we present the independent facts about how our children are performing. We state the case and urgency for each of our six goals, and we outline what our coalition that now includes more than 500 people, is doing to bring about change.

Over the coming year we will be executing these strategies but also asking the deeper questions about how we can lead change even faster to prevent more kids from falling behind. To accomplish this, Generation Next will continue to build its capacity to connect data about our kids because we cannot solve this challenge unless we have the entire community aligned on the facts behind the gaps.

We also engage in uncomfortable discussions about race and racism because we understand education inequities were created by systems that also created intolerable inequities in other factors like income, housing, health and safety. Children can only truly thrive if they have a stable home and family, and arrive at school safe and nourished, and that can only happen if we attack the core issues that have prevented that from being possible for every single young person today.

Our work is to close racial and ethnic gaps but it is also to harvest unique assets of unique communities. Our work is not about just leveling the playing field but also about having all of us become even more successful because we pool our diverse talents.

This deeper part of the change we need is illustrated by a story that has stuck with me through the year: A teacher in Los Angeles had a great deal of trouble getting her students to understand negative numbers. When she started teaching in Minnesota, she was surprised the kids picked it up right away. After a while she realized what was going on: kids growing up in Minnesota get a great lesson in negative numbers on those below zero days in January.

It's a funny story but it also illustrates how a unique population, in a unique situation, developed a unique base of knowledge. Immigrant children with language and cultural fluency, African American and Native American kids, who have learned how to navigate worlds where they aren't part of the majority culture, have unique skills the entire community needs as we compete in diverse marketplaces in a global economy. The skills those children develop from their unique backgrounds help all of us if, and only if, we create the opportunities for them to significantly improve their achievement. Then we succeed, not in spite of our diversity, but because of it.

The vision of the Generation Next Coalition is that every child will have the academic social and emotional skills to thrive in a globally fluent world. We have a long way to go, but after a year of significant progress, we are beginning to see a path to solving the problem and, even more important, realizing the potential.

R.T. Rybak
Executive Director, Generation Next

Data Philosophy

Data help us paint a picture of how our community is supporting our youth. Generation Next relentlessly measures outcomes to hold each of us accountable for the success of our efforts in helping all children thrive. We use data to help the community identify the greatest needs and gaps (the challenge) and to identify bright spots and promising practices (the solution). Once the challenges and solutions have been identified, the Generation Next coalition will bring the solutions to scale.

Generation Next is committed to the highest standards in data use and interpretation as agreed upon by the Generation Next Data Committee[1]. We believe data cannot be interpreted without context. For our work we believe:

- The challenges our students face are greater than any one city, district or school—they are community-wide challenges. Therefore, whenever possible, we combine the data for students in all traditional district-run schools and charter schools in Minneapolis and Saint Paul.

- The diversity of our community is vast. We need to acknowledge the assets each group brings as well as the incredible and unique challenges they face. To do so, Generation Next will juxtapose the community-level data with finely disaggregated data on race/ethnicity and gender whenever available.

- The majority of data points represent a brief moment in time in a child's life. Therefore, Generation Next will show data over multiple years to better reflect trends.

Ten Key Insights

| 1	Less than 30% of the 762 early childhood programs in Minneapolis-Saint Paul (MSP) are rated as high-quality and the biggest gap is in licensed family childcare where only 8% of the 436 programs are rated as high quality.
2	While the majority of low-income children receive a screening through their doctor's office, only 33% of three-year-olds receive the state-mandated Early Childhood Screening.
3	Approximately 17,000 students in kindergarten-5th grade are not reading at grade level and the majority are in the lowest achievement level—the "red zone."
4	The percent of students in MSP meeting 8th grade math benchmarks has been steadily decreasing over the last three years—from 44% in 2013 to 39% in 2015.
5	Unlike many other outcomes, some student groups of color have higher levels of social-emotional skills than white students.
6	The number of students graduating high school in four years has been steadily increasing over the last three years—from 3,900 in 2012 to 4,200 in 2014.
7	High school graduation rates are increasing for every student group, except for the rate for American Indian students which has remained relatively flat.
8	Research shows the best predictor of a student's likelihood to graduate from high school in four years is not race or income; it is whether or not they failed courses in 9th grade.
9	Dual enrollment course participation has a greater academic benefit for low-income and low-achieving high school students than more socially, economically and educationally advantaged participants.
10	Current projections in MN indicate that 74% of all jobs in 2020 will require a post-secondary degree. Currently less than half of students in MN and only 37% of students in MSP have a post-secondary degree after 6 years of enrollment.

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1. Source: Generation Next Data Committee. *Statement on Data & Assessment Literacy and Data Use,* 2014. PDF file.
<http://www.gennextmsp.org/wp-content/uploads/2015/10/Data-Committee-Statement-on-Data-Assessment-Literacy-Use.pdf>

2015 Generation Next Goals Dashboard

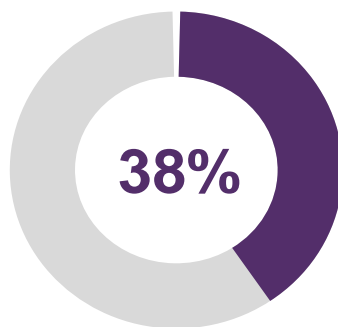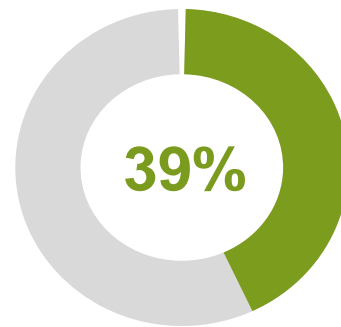**Students meeting Kindergarten Readiness benchmarks**
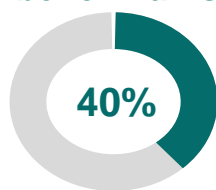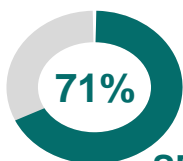
40%
MPS[1]

71%
SPPS[2]

47%

Students meeting reading benchmarks in 3rd Grade[3]

38%

Students meeting math benchmarks in 8th Grade[4]

39%

Kindergarten Readiness → 3rd Grade Reading → 8th Grade Math

Students meeting social-emotional benchmarks[5]
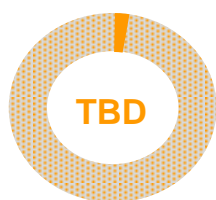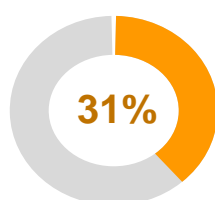
TBD
MPS

31%
SPPS

Students graduating from high school in four years[6]
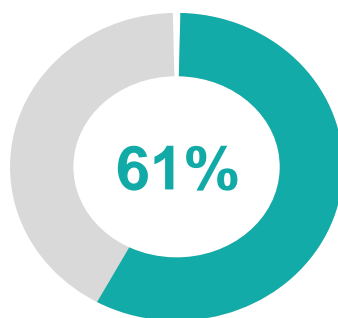
61%

Students attaining a post-secondary degree in six years (Class of 2009)[7]

37%
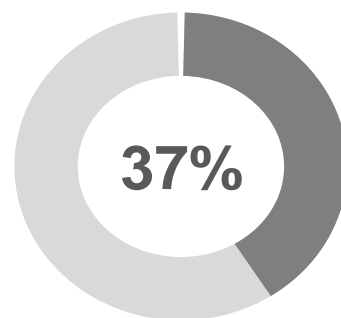
Social-Emotional Learning → High School Graduation → Post-Secondary Attainment (6 yr rate)

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1. Kindergarten Readiness is assessed at Minneapolis Public Schools (MPS) using the Beginning Kindergarten Assessment (BKA). Data reported is from the Total Literacy section of the BKA.
2. 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.
3. Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for reading from students at all traditional district-run schools and charter schools in the Minneapolis and Saint Paul city limits.
4. Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for mathematics from students at all traditional district-run schools and charter schools in the Minneapolis and Saint Paul city limits.
5. Data on social-emotional learning (SEL) currently being evaluated and will be updated when available. SPPS Source: 2013 Minnesota Student Survey.
6. Minnesota Department of Education data on the 4-year "adjusted cohort" graduation rate.
7. Minnesota Statewide Longitudinal Education Data System (SLEDS)

Indicators and Trends[1]

Reading the Chart

- Trend arrows assigned where multiple years of data are available
  - ↑ or ↓ indicate a positive trend
  - ↑ or ↓ indicate a negative trend
  - ↔ indicate the trend is flat.
- To the extent possible, all data in the report has been aggregated to the combined Minneapolis-Saint Paul community level to include all students attending a traditional district-run public school as well as students who attend charter schools.
- Asterisks indicate the data is not yet available.

Goal	Indicator	Trend	2013	2014	2015
Kindergarten Readiness			*	*	*
	MPS BKA	↓	72%	70%	40%
	SPPS- Oral Language	↔	70%	68%	71%
	SPPS- Letter Sound Correspondence	↔	47%	42%	47%
	Screening at 3	↑	31%	33%	33%
	% of high quality pre-k programs	↑	20%	23%	28%
	# of children without adequate access to quality pre-k programs		*	*	*
	# of children on a pre-k program waitlist	↓	3686	3494	3080
3rd Grade Reading		↔	**38%**	**39%**	**38%**
	2nd grade reading	↓	58%	36%	*
	Elementary chronically absent	↓	33%	28%	*
	K-3rd grade disciplinary incidences	↔	2375	2387	*
	Elementary transfers (mobility)	↑	7587	8128	*
8th Grade Math		↓	**44%**	**42%**	**39%**
	7th grade math	↓	40%	39%	34%
	Middle school chronically absent	↓	36%	31%	*
	6th-8th grade disciplinary incidences	↑	3259	4368	*
	Middle school transfers (mobility)	↑	1984	2185	*
Social-Emotional Learning			*	*	**31%**
	Commitment to Learning		*	*	66%
	Positive Identity		*	*	46%
	Social Competence		*	*	53%
	Academic Persistence		*	*	*
High School Graduation (2012-2014)		↑	**52%**	**56%**	**61%**
	% of 9th graders on track		*	*	*
	MPS Average composite ACT scores	↓	20.6	19.4	19.1
	SPPS Average composite ACT scores	↓	19.6	19.4	17.7
	High school disciplinary actions	↓	3680	3072	*
	High school transfers (mobility)	↑	5203	5303	*
Post-Secondary Attainment (6 year rate) - class of 2007-2009		↓	**40%**	**41%**	**37%**
	FAFSA completion		*	*	60%
	2nd year persistence rate	↓	75%	63%	68%
	Developmental education (MPS)	↔	35%	37%	33%
	Developmental education (SPPS)	↔	44%	46%	43%
	Average college GPA		*	*	*
	Dual enrollment course completion		*	50%	*

- For a full list of sources, see appendix
- The list of contributing indicators will continue to be refined as data becomes available and new indicators are selected.

40%
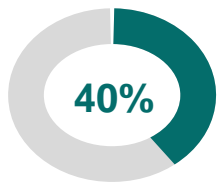
MPS students ready for Kindergarten[1]
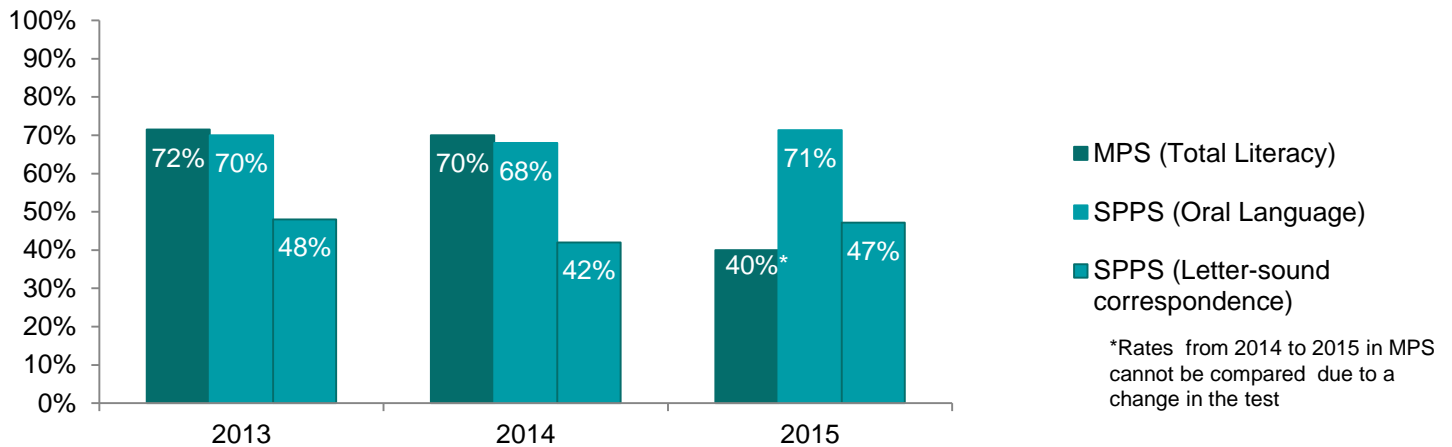
71% **47%**
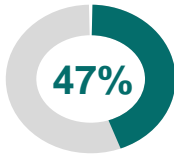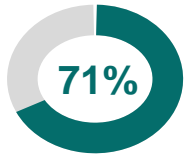
SPPS students ready for Kindergarten[2]

Case and Urgency

Ninety-percent of a child's brain development occurs before age five. In Minneapolis and Saint Paul, there are approximately 60,000 children five years old and younger. Almost half come from low-income families, nearly 4% are homeless/highly-mobile and thousands of children do not have adequate access to services and resources needed to support their development.

Kindergarten Readiness in Minneapolis and Saint Paul Public Schools

■ MPS (Total Literacy)

■ SPPS (Oral Language)

■ SPPS (Letter-sound correspondence)

*Rates from 2014 to 2015 in MPS cannot be compared due to a change in the test

	2013	2014	2015
MPS (Total Literacy)	72%	70%	40%*
SPPS (Oral Language)	70%	68%	71%
SPPS (Letter-sound correspondence)	48%	42%	47%

Kindergarten readiness is one marker on a child's successful educational journey. Only 40% of all Minneapolis Public School students and 47%-71% of Saint Paul Public School students met their district's measure of kindergarten readiness[2]. Readiness varies with significant gaps between racial and ethnic groups.

Bright Spots

- The number of three-year-olds receiving an Early Childhood Screen increased by 16% across Minneapolis and Saint Paul.

- The percent of high-quality[3] early childhood programs in Minneapolis and Saint Paul increased from 23% in the fall of 2014 to 28% in the fall of 2015.

- The state invested nearly $100 million in new money to ensure more children have access to high quality early childhood settings including Head Start, school-based programs, centers and licensed family child care.

1. Kindergarten Readiness is assessed at MPS using the Beginning Kindergarten Assessment (BKA). Data reported is from the Total Literacy section of the BKA. Percentages from 2014 to 2015 in MPS cannot be compared due to a change in the test.
2. SPPS 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.
3. "High quality" as measured by national accreditation and/or earning 3 or 4 stars in the Parent Aware Quality Rating and Improvement System

Kindergarten Readiness

Generation Next Actions

Seeds for success in school and life are planted early – long before children enter kindergarten. There are many opportunities available to help children get on track for learning before they enter kindergarten. Generation Next is focused on two:

Screening at 3 Initiative -- Screening allows early identification of developmental and health barriers to readiness. It is also a chance to connect families with opportunities to support their child's development. In the 2014-2015 school year, only 33% of three-year-olds in Minneapolis and St. Paul received an early childhood screening[3].

Generation Next is working with expert partners from a wide range of settings (community, medical providers, school districts, Head Start, early care and education programs, funders and policy makers) to:

Number of 3-year-olds screened in MSP

| Year	Number
2013	3145
2014	3194
2015	3402

- screen more children through increasing screening referrals and screening system capacity,
- connect children with appropriate opportunities and resources to prepare them for success in kindergarten and beyond, and
- use data to define screening gaps, track progress and identify effective strategies.

The result is a 16% annual increase in the number of three year olds receiving an Early Childhood Screening by Minneapolis and Saint Paul public schools.

Quality Early Childhood Programs[4] -- Access to high quality early childhood programs is critical to improving long-term student outcomes. Of all the early childhood programs located in MSP only 28% were rated as high-quality. Only eight percent of licensed family childcare programs currently have a high-quality rating.

Generation Next is partnering with Think Small, Minnesota Reading Corps and the local school districts to significantly improve early learning program quality and outcomes for children in Hennepin and Ramsey counties. Our plan uses a multi-tiered-support system to meet children's learning needs:

Number/Percent of High Quality Programs in MSP

Year	Percent	Number
2013	20%	160
2014	23%	183
2015	28%	212

- Starting by building trusting relationships with individual providers, our partners provide a range of quality supports based on the providers' self-identified needs and goals, aligned with the statewide Parent Aware quality standards.
- This effort will also address three standards not yet part of the Parent Aware framework but which we know are critical – cultural competency, reducing suspension and expulsion, and prekindergarten to kindergarten transitions.
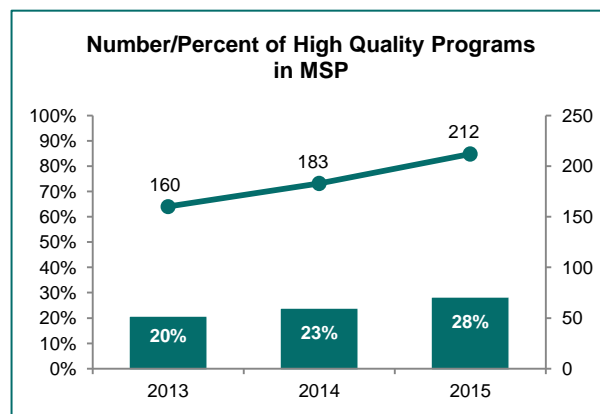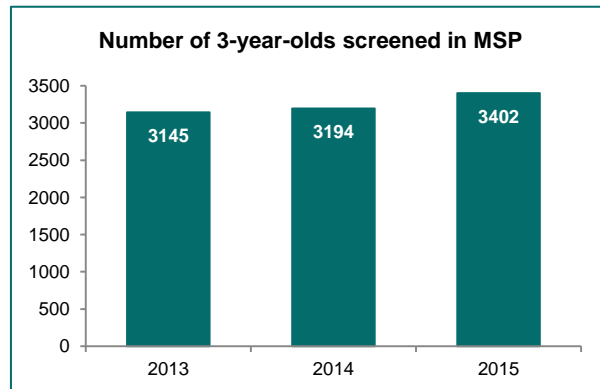
Two Major Grants Accelerate the Work

- *Greater Twin Cities United Way in partnership with 3M Gives and the Pohlad Family Foundation, is allocating $1 million of additional money to close the three-year old screening gap, focusing first on children in need in our community.*
- *The Bush Foundation has allocated $3 million over three years to help Generation Next and its partner Think Small accelerate the number of licensed family child care programs rated as high quality.*

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3. Early Childhood Screening data from the Minnesota Department of Education Early Childhood Screening Reports from 2014-201515 school year. Children are also screened in medical settings, and those screenings are not included in the above data because each have different requirements. Currently, about 75% of three to five year-olds in Hennepin and Ramsey Counties receive a well-child visit screenings at clinics.

4. Included in the early childhood programs are school-based, Head Start, center-based, and licensed family childcare 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.
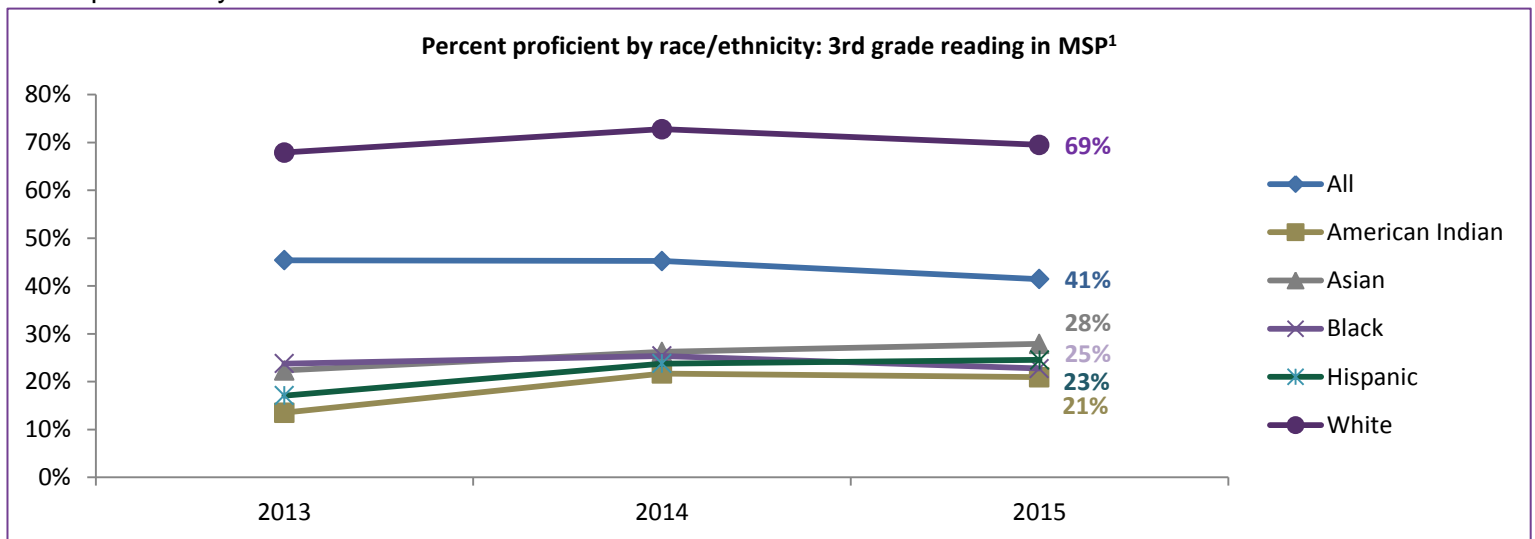
38%
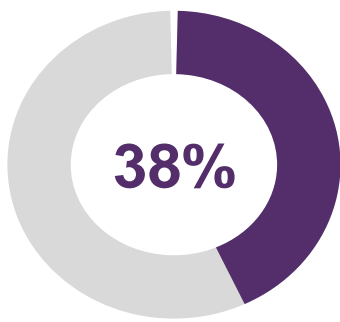
Students meeting reading benchmarks in 3rd Grade[1]
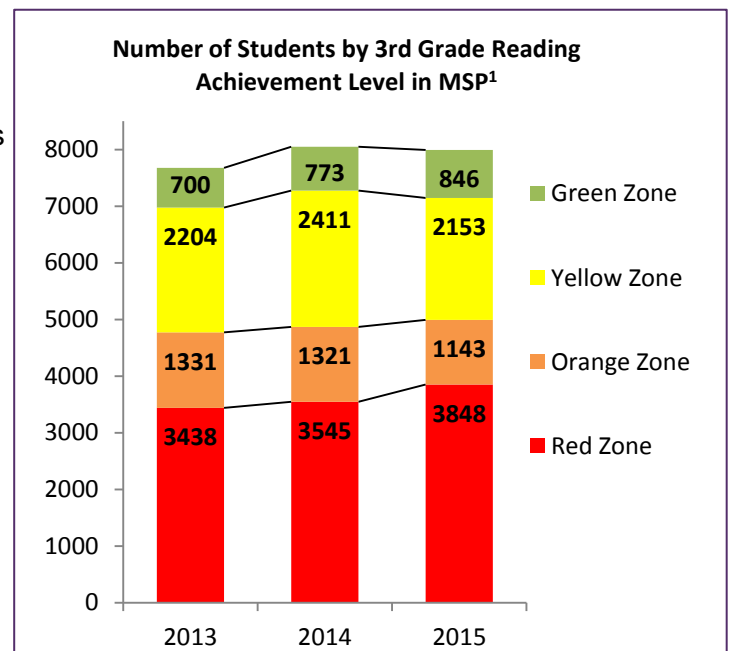
Case and Urgency

Foundational reading skills are developed very early in a child's life, but 3rd Grade is an important developmental milestone because that is when students begin reading to learn rather than learn to read. The Minneapolis – Saint Paul proficiency rate is 38%

Percent proficient by race/ethnicity: 3rd grade reading in MSP[1]

Legend:
- All
- American Indian
- Asian
- Black
- Hispanic
- White

2015 values: White **69%**, All **41%**, Asian **28%**, Black **25%**, Hispanic **23%**, American Indian **21%**

Of all the students who scored below proficiency most of them fall in the lowest achievement category. The situation, already deeply troubling, is actually worse because the overwhelming majority of those students are not just behind, they are well behind. In fact, in 2014 3,848 3rd Grade students out of 7,991 or 48% were in the lowest category.

Bright Spots

- **North Side Achievement Zone (NAZ)** students outperformed their peers in reading and math. Students enrolled in NAZ for at least 18 months achieved scores 57% higher than those enrolled for less than 6 months.
- **Lucy Laney Elementary** in Minneapolis had a 24% increase in students proficient from 2014 to 2015.
- **Friendship Academy Charter** in Minneapolis has seen the percentage of students proficient increase from 32% in 2013 to 83% in 2015.
- **Obama Elementary** in Saint Paul had a five percentage point increase in students proficient from last year, an increase of 35%.

Number of Students by 3rd Grade Reading Achievement Level in MSP[1]

Zone	2013	2014	2015
Green Zone	700	773	846
Yellow Zone	2204	2411	2153
Orange Zone	1331	1321	1143
Red Zone	3438	3545	3848

1. Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for reading from students at all traditional district-run schools and charter schools in the Minneapolis and Saint Paul city limits.

Generation Next Actions

The Generation Next literacy strategy attempts to align and improve the community's in-school and out-of-school literacy efforts and focus them on helping children most in need. The goal is for every child to benefit from our collective knowledge, and for every program to integrate practices that data shows most effectively improves student achievement.

Generation Next Literacy Tutoring Network – Generation Next has convened literacy tutoring organizations from across both cities through an alliance with the Saint Paul Public School Foundation's Tutoring Partnership. The network created a Guiding Framework[1] which includes core beliefs and values, guiding principles and promising practices. They have been used to share each other's delivery methods, trainings, and culturally specific interventions. To improve their work, all members use at least some form of assessment and are data-driven in their practice. 9 of the 11 current members have taken an extra step and adapted a common assessment which will help them use data to determine what works and improve collaboration across organizations.

Early literacy – Generation Next's project to improve quality in licensed family home care (page 8) will include an early literacy component. Our partners, Think Small and Reading Corps, will coach early childhood providers how to build foundational literacy skills into their day-to-day program.

First Book Grant – Generation Next partnered with General Mills and First Book to provide 20,000 books to the Literacy Tutoring Network. Recipients of this grant had the ability to select the books that would most closely match the needs and cultural experience of their students, ensuring that children have books that are relevant.

Gen Next Reads – Generation Next launched the Gen Next Reads campaign to increase the number and improve effectiveness of reading tutors and volunteers. Generation Next is referring potential tutors to established organizations experienced in improving student performance. Generation Next and the Minnesota Literacy Council will provide training for volunteer readers who may not be able to make the time commitment as a tutor but still want to help as a volunteer reader in their community.

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Relying on local expertise

Rarely does one organization or program have a complete solution. Long term, sustainable change happens when we convene effective partners, develop common solutions and bring what work to scale.

In reading, this means:

- a network to help literacy organizations use data to determine what works and build effective practices into each other's programs
- having that network facilitated by the St. Paul Public Schools Foundation's Tutoring Partnership, which has proven over many years that it can make a measurable improvement in tutoring practices.
- having a common assessment developed by the University of Minnesota, provided at no cost to the Literacy Network by Minnesota's FastBridge Learning
- partnering with Think Small, a proven performer in early childhood development, and Reading Corps, Minnesota's largest tutoring organization, to partner on early literacy skills.

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1. Generation Next Literacy Tutoring Working Group. Promising Practices Framework. March 2015.

39%
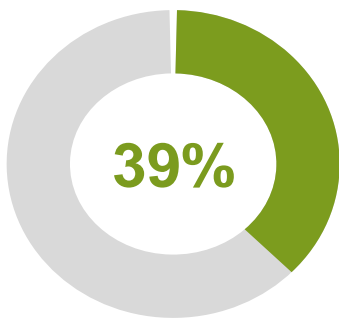
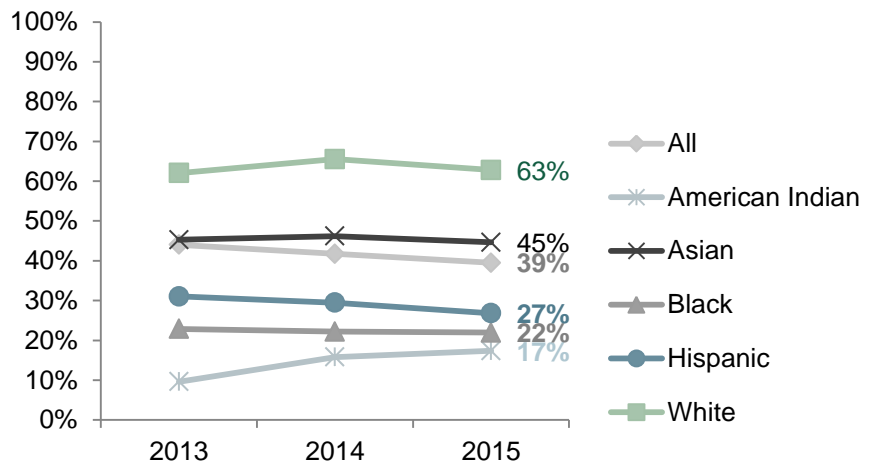**Students meeting math benchmarks in 8th Grade[1]**

Case and Urgency

Research shows proficiency in math at the eighth-grade level tends to correlate with better success in high school math and with better preparedness for college. Only 39% of public school students in Minneapolis and Saint Paul are meeting 8th grade math benchmarks. Significant gaps exist between racial and ethnic groups.
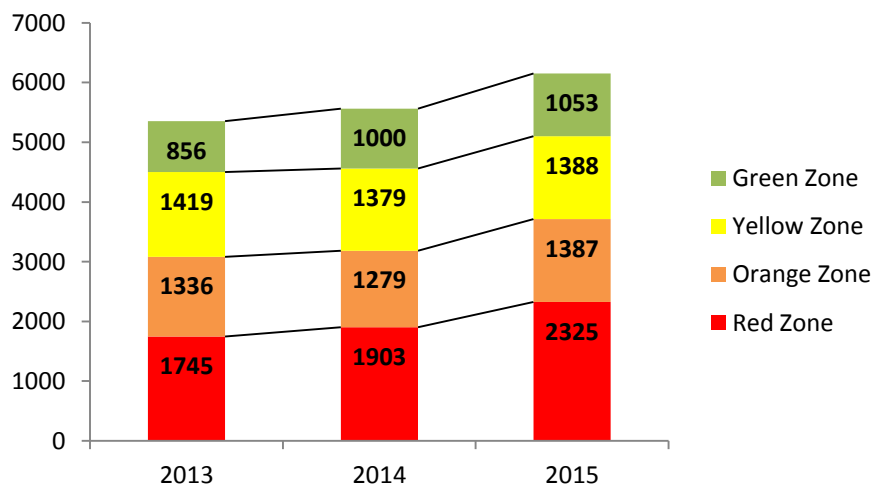
These low proficiency rates should be enough to rally our community to action, but our additional insights into the data adds further urgency. Of all the students who did not meet the proficiency benchmark in 8th grade math, the vast majority (64%) fell into the lowest achievement category, known as the "red zone".

In addition to analyzing data related to math, Generation Next has been meeting with district representatives, content and research experts, and practitioners to explore potential actions. Discussions thus far have pointed to a number of potential levers including focusing on student and parent mindsets toward math, curriculum, and professional development. In the coming months, Generation Next will continue to analyze the data and engage the community on this topic to determine actions that will dramatically move the dial for students.

Percent proficient by race/ethnicity: 8th grade math in MSP[1]

Legend: All, American Indian, Asian, Black, Hispanic, White

Values (2015): White 63%, Asian 45%, All 39%, Hispanic 27%, Black 22%, American Indian 17%

Number of Students by 8th Grade Math Achievement Level in MSP[1]

Zone	2013	2014	2015
Green Zone	856	1000	1053
Yellow Zone	1419	1379	1388
Orange Zone	1336	1279	1387
Red Zone	1745	1903	2325

1. Minnesota Department of Education data on the Minnesota Comprehensive Assessment (MCA) for mathematics from students at all traditional district-run schools and charter schools in the Minneapolis and Saint Paul city limits.

TBD   31%

Students meeting social-emotional benchmarks[1]
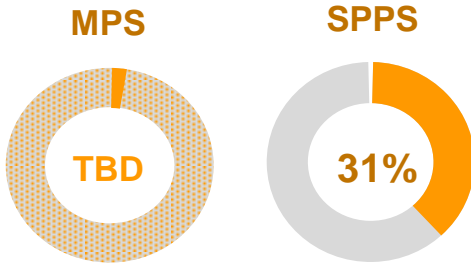
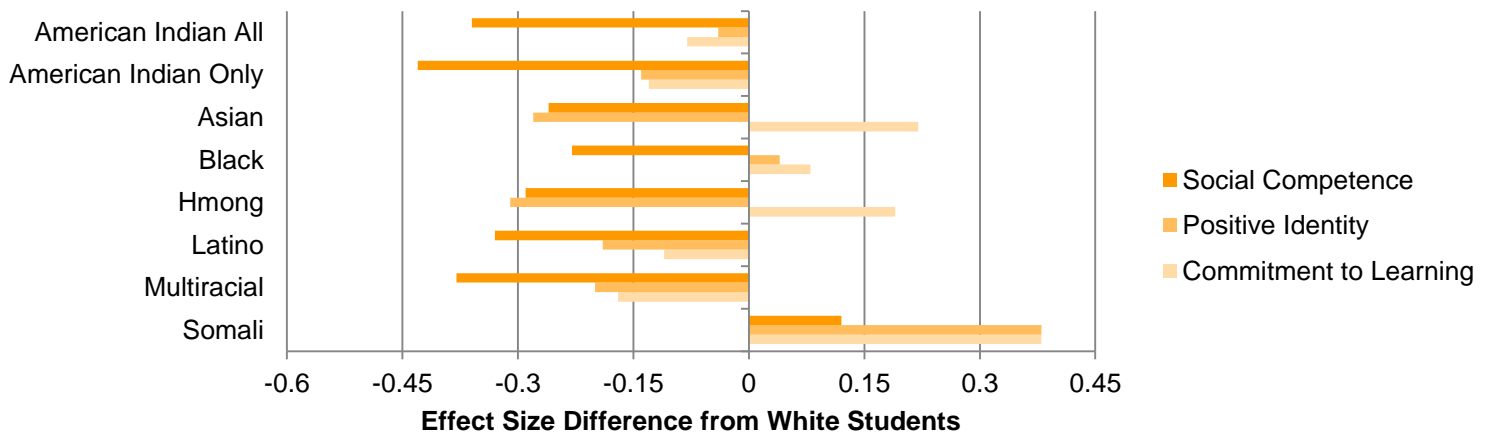## Social-Emotional Learning

Case and Urgency

Generation Next believes strongly in measuring progress in pure academic outcomes like reading and mathematics, but we also recognize the growing body of work showing the critical connection social-emotional learning has on academic achievement. Based on information from the 2013 Minnesota Student Survey[1], 20% of students in Saint Paul Public Schools are not equipped with the social-emotional skills of Commitment to Learning, Positive Identity or Social Competence. Currently, there is a comprehensive effort in Minneapolis to measure those social-emotional skills and an additional skill: Academic Persistence. Significant gaps in every skill area exist between racial and ethnic groups.

Though this data reflects serious challenges, they also provide a unique window into differences in race and culture. For example, some groups like Somalis having higher levels of Positive Identity and Black, Hmong and Asian having higher levels of Commitment to Learning. (See below)

What Generation Next is Doing

Generation Next charged its Data Committee with determining which skills **matter**, which skills can be **measured**, and which skills are **malleable**. Aided by research from the University of Minnesota, the Data Committee concluded Generation Next should focus in the pivotal middle years with four social-emotional indicators: Social Competence, Positive Identity, Commitment to Learning and Academic Persistence. Our goal is to now have all four indicators measured annually in MPS, SPPS and charter schools in Minneapolis and Saint Paul. This will create a common data baseline to measure the outcomes of the actions we are now planning.

Disparities in Commitment to Learning, Positive Identity and Social Competence in SPPS (2013)[1]

- Social Competence
- Positive Identity
- Commitment to Learning

Effect Size Difference from White Students

Categories: American Indian All, American Indian Only, Asian, Black, Hmong, Latino, Multiracial, Somali

1. Data from 2013 MN Student Survey, Analysis from Minnesota Youth Development Research Group, Department of Educational Psychology, University of Minnesota and Michael Rodriguez

61%
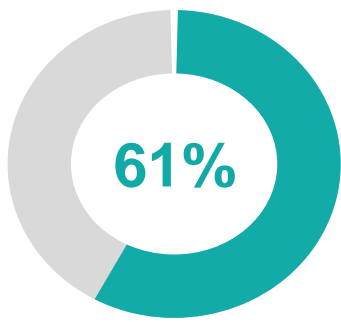
Students graduating from high school in four years[1]

Case and Urgency

Getting a high school diploma has a measurable impact on whether a person is successful later in life.

- Unemployment in the Minneapolis-Saint Paul region for adults without a high school degree is 23% higher than those who graduated.[2]

- The difference in the median earnings between those with a high school degree and those without is more than $7,000 a year.[2]

Yet, only 6 in 10 high school students in public district and charter schools in Minneapolis and Saint Paul graduate in four years.

Fortunately, the overall graduation rate has increased from 52.3% to 61.5% over the past three years, but gaps remain among racial and ethnic lines. Black, Hispanic, and American Indian student's graduation rates lag behind those of White and Asian students, as shown on the chart below.

The increase in graduation rate is a positive development, but the rate is not increasing fast enough to meet our workforce needs. In fact, over the past three years only 277 more students per year graduated on time. To reach 100% graduation rate we need to graduate 2,600 more students per year across all Minneapolis and Saint Paul district and charter schools.

Four year graduation rate by race/ethnicity (MSP)[1]

Legend: All, American Indian, Asian, Black, Hispanic, White

Values shown: 78%, 69%, 61%, 53%, 49%, 31%
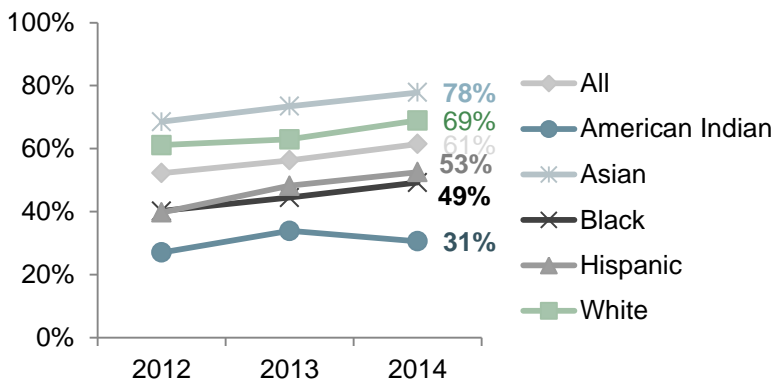
Four year graduation rate breakdown for all eligible students 2012-2014[1]

	2012	2013	2014
Number of graduates	3,898	3,952	4,175
Senior cohort size[3]	7,458	7,016	6,791
Graduation rate	52	56	61

Bright Spots

- The number of students dropping out has decreased in the past five years and the dropout rate has decreased from 10.32% to 8.84% in the past three years.[1]

- The number of Black, American Indian, Hispanic, and Asian graduates per year has increased from 2,343 to 2,566 and their combined graduation rate has increased from 49% to 56%.[1]

1. Minnesota Department of Education data on the 4-year "adjusted cohort" graduation rate.
2. Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor 2014.
3. *Cohort size = 9th Grade class + transfers in – transfers out

Generation Next Actions

At Generation Next we recognize that every child can graduate from high school and be college and career ready. Although these goals are connected, they are not the same. Many of our students struggle with attaining a high school diploma. Many who do attain a diploma are not ready to succeed in college and career. Our actions and strategies recognize the nuance between these two benchmarks but with the ultimate goal of ensuring that a high school diploma means that a student is both ready to take on meaningful and gainful employment, as well as to attain a post-secondary degree or certification.

9th Grade On-Track — According to the latest available data from the school districts 18% of Minneapolis 9th graders failed two or more core courses in 2014-15[1] and 36% of Saint Paul 9th graders failed two or more in 2013-14.[2] This is significant because research shows that the best way to predict which high school students will not graduate is not race or income; It is who failed core courses in 9th grade.[3]

Generation Next is working with Minneapolis and Saint Paul districts and schools on implementing strategies based on best practices from the University of Chicago that saw graduation rates increase by focusing on students at risk of falling off track to graduate in four years by failing core courses and being chronically absent. This work will eventually include strategies to align community efforts to help students who have failed courses recover those credits to get them back on track to graduate.

College and Career Readiness Network — Generation Next's High School Graduation and College and Career Readiness networks focused on developing student's post-secondary plans. To create better alignment between in-school and out-of-school activities each district trained network members on their corresponding post-secondary plan. Generation Next has also been working with both school districts through data sharing partnerships to identify which organizations are most effectively helping student performance. The network will reconvene in fourth quarter of 2015 to identify its next strategy.

Connecting Schools to Out-of-School Time

Saint Paul has spent almost a decade building the Sprockets after school network and in recent years has been collecting data to connect students' in-school and out-of-school experiences.

Generation Next and Youthprise have invested in helping the Minneapolis Youth Coordinating Board build a similar data system to support its network of out-of-school time programs to be more data-driven.

These efforts in both cities are being enhanced by investments Generation Next has made to fund data initiatives in both school districts, giving the community and our partners a deeper understanding of how to align efforts in schools and in out-of-school settings to improve student outcomes.

Average Composite ACT Scores in MSP[4]

Year	MPS	SPPS
2013	20.6	19.6
2014	19.4	19.4
2015	19.1	17.7
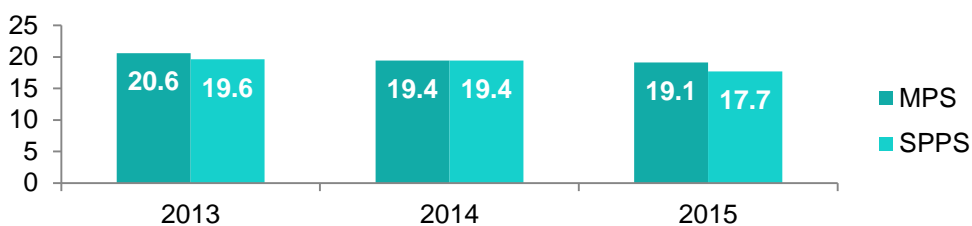
Career Experiences

Real life experiences in work environments are a key component of college and career readiness. Our cities have a rich history of providing these types of opportunities for our students.

STEP-UP in Minneapolis has provided more than 21,000 internships from 2004-2015.

In Saint Paul, the Right Track program is off to a strong start with 608 internships provided on its first summer in 2014.

1. University of Chicago Consortium on Chicago School Research. Free to Fail or On-Track to College: Why Grades Drop When Students Enter High School and What Adults Can Do About It. 2014 <http://ontrack.uchicago.edu/pdfs/Focus_on_Freshman_Why_Grades_Drop.pdf>
2. Eric Moore and Cecilia Sadler. Minneapolis Public School Board Presentation: 9th Grade On-Track. September 8th, 2015.
3. Saint Paul Public Schools Department of Research, Evaluation and Assessment. Ready for College and Career Vision Card. 2015 http://accountability.spps.org/uploads/college_and_career_readiness_visioncard_final_corrected_3-17-15.pdf
4. Minnesota Department of Education. Does not include charters
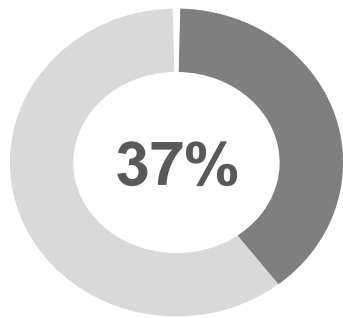
37%

Students attaining a post-secondary degree in six years (Class of 2009)

Case and Urgency

Attaining post-secondary certification has a measurable impact on a person's employment and earning potential later in life. Only 37% of high school graduates from Saint Paul and Minneapolis Public Schools attain a post-secondary certification or degree within six years.

This lags behind both the metropolitan area attainment rate of 51.8%[1] and the 70% post secondary attainment goal recently established for the entire State of Minnesota.[2] It is critical that Minneapolis-Saint Paul, and the rest of the state, meet that goal because by 2025, Minnesota's workforce will need over 276,000 new employees with associates or higher degree.[3] Minnesota cannot meet ambitious attainment goals without closing racial and ethnic gaps in post-secondary access.
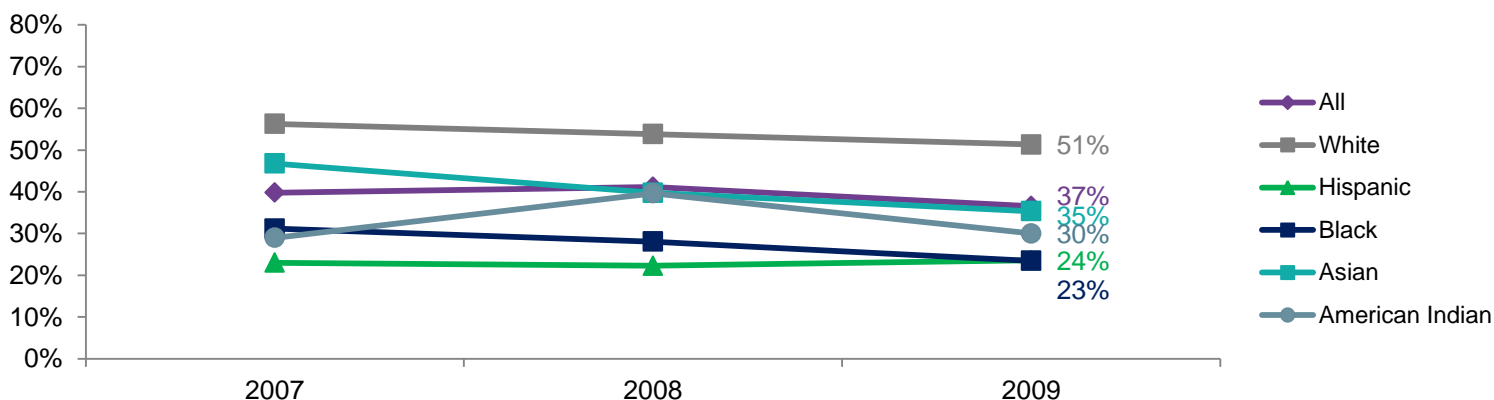
This means Minnesota State College and Universities (MnSCU) are expending resources on both retention efforts and on high school course work that could be used to better prepare the workforce. It also means developmental education students are paying for non-credit-bearing courses, which, in turn, leads more of them to drop out.

Minneapolis-Saint Paul graduates who do enroll face post-secondary education preparation barriers. Nearly 40% require developmental education courses. Post-secondary attainment possibilities continue to decline as 55.4% of the Minneapolis-St. Paul high school graduates continue to a second year of college.[4]

Bright Spots

- The percent of Black, Native, Hispanic, and Asian students enrolled at St. Paul College has risen consistently over past five years[5]

- Power of YOU students at Minneapolis Community and Technical College are twice as likely to persist to a second academic year than similar students[6]

- Students of color at Minnesota Private Colleges Council institutions are twice as likely to graduate within four years compared to the state average[7]

Percent of High School Graduates in MSP Completing a Post-Secondary Degree within six years, by race/ethnicity

Legend: All, White, Hispanic, Black, Asian, American Indian

2009 values: White 51%, All 37%, Asian 35%, American Indian 30%, Black 24%, Hispanic 23%

1. A Stronger Nation Lumina Foundation 2015 annual report http://www.luminafoundation.org/stronger_nation
2. Minnesota Office of the Revisor of Statues Office https://www.revisor.mn.gov/statutes/?id=135A.012&format=pdf
3. Minnesota Office of Higher Education
4. Minnesota Statewide Longitudinal Education Data System (SLEDS) http://sleds.mn.gov/
5. Saint Paul College Fact Book, Saint Paul College Office of Institutional Research, Planning, & Effectiveness http://www.saintpaul.edu/aboutus/RPE/Documents/SaintPaulCollegeFactBook.pdf June 25, 2015
6. Power of YOU Student Outcomes Fall 2006 through 2011 Cohorts Minneapolis Community & Technical College Office of Strategy, Planning & Accountability June 2015
<Graduation Report, Minnesota Private College Council http://www.mnprivatecolleges.org/sites/default/files/downloads/gradrate_report.pdf December 2014>

Generation Next Actions

Intending to address our community's post-secondary enrollment, developmental education and racial/ethnic disparities, Generation Next partnered with Lumina Foundation, which is working on improving post-secondary attainment in 75 select U.S. communities. Together we identified a promising strategy to attack our specific issues was to bring more post-secondary course work into high schools. While now common for high-achieving students, research also shows promise in helping those struggling in high school.[8,9] Across the country, this practice has shown promise:

- increasing high school graduation,
- increasing post-secondary enrollment,
- increasing second and third year persistence,
- increasing completion of post-secondary certificates & degrees,
- reducing development education once students are in post-secondary, and
- reducing post-secondary expenses for students/families.

> The Minnesota Legislature allocated $4.6 million to accelerate post secondary coursework in high schools.
>
> The Minnesota Office of Higher Education bi-monthly convenes stakeholders to hold each other accountable for meeting the 2025- 70% attainment and equity target.

Locally this strategy is showing success as the Center for School Change has brought post-secondary courses into six non-traditional Saint Paul public high schools.[10] These efforts have produced triple digit gains in enrollment in dual credit courses and an overall completion rate of 82%.[11]

Seeing this success, Generation Next has worked with funders to support expanding these efforts by the Center for School Change to bring post-secondary coursework into at least three new high schools in the Minneapolis-St. Paul area. During this next year we will help determine which parts of this model can be scaled to reach more students and work with our funding partners and school leaders to expand this promising practice and measure its outcomes.

A key factor we will focus on is closing the racial gaps in which students participate in post-secondary course work. The latest Saint Paul Public Schools data shows 71% of white female 11th graders take these courses while only 16% of American Indian females do. In Minneapolis Public Schools, 80% of white 12th graders take dual credit courses compared to 56% of 12th grade students of color.

Local and national research shows closing these gaps helps to close both graduation and post-secondary attainment gaps. With greater accountability toward the persistence and completion trends both secondary and post-secondary institutions will better determine the most effective ways to support participating students.

Percent of 12th graders in MPS/SPPS completing a dual enrollment course in 2014

Group	Percent
All	50%
American Indian	10%
Asian	50%
Black	38%
Hispanic	42%
White	72%
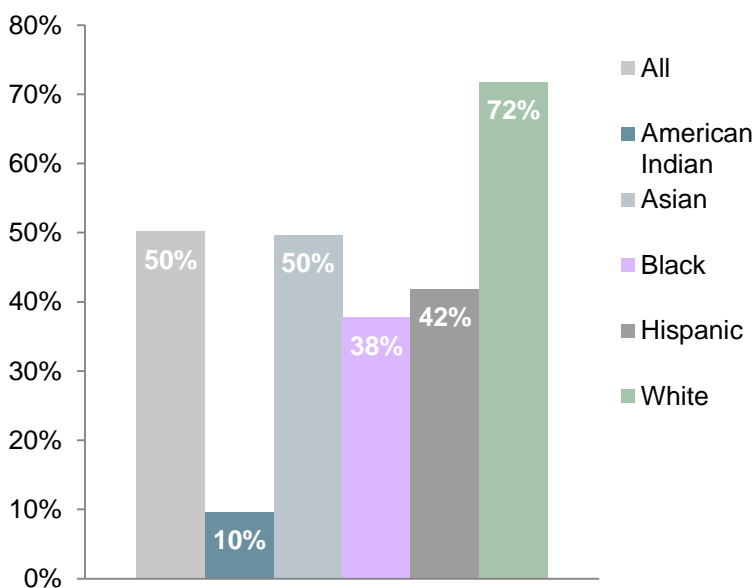
8. What We Know About Dual Enrollment, Community College Research Center, Teachers College, Columbia University http://ccrc.tc.columbia.edu/publications/what-we-know-about-dual-enrollment.html
9. The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States, Community College Research Center, Teachers College, Columbia University http://ccrc.tc.columbia.edu/publications/dual-enrollment-student-outcomes.html
10. Increasing College Readiness Program, Center for School Change http://centerforschoolchange.org/projects/increasing-college-readiness/
11. Student Voices – Real Dual Credit Students, Center for School Change http://centerforschoolchange.org/dual-credit/student-voices-real-dual-credit-students/

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2014 – 2015 Funders

3Mgives

Best Buy Foundation

F.R. Bigelow Foundation

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JPMorgan Chase Foundation

Lumina Foundation

The McKnight Foundation

The Minneapolis Foundation

Northwest Area Foundation

The Jay & Rose Phillips Family Foundation

Pohlad Family Foundation

The Saint Paul Foundation

Target

University of Minnesota

Glossary

3rd Grade Reading	Refers to the percent of students tested in 3rd grade who meet or exceed achievement standards in reading set by Minnesota educators and measured by the Minnesota Comprehensive Assessment (MCA).
8th Grade Math	Refers to the percent of students tested in 8th grade who meet or exceed achievement standards in math set by Minnesota educators and measured by the Minnesota Comprehensive Assessment (MCA).
ACT	American College Test of readiness for post-secondary education. The ACT Composite is the average of the English, math, reading and science test scores.
Academic Persistence	A social-emotional skill referring to students' ongoing task engagement even in the face of difficulties and failures.
College Persistence	Continued enrollment (or degree completion) at any post-secondary institution.
Commitment to Learning	A social-emotional skill from the Search Institute's Developmental Assets Framework; provides information about student engagement in class, preparation for learning, and being achievement oriented; being a student is an important role at this time – generally caring about school.
Early Childhood Screening	A brief, simple procedure used to identify potential health or developmental problems in infants and young children who may need a health assessment, diagnostic assessment or educational evaluation
Developmental Education	Post-secondary programs preparing students for success in college-level work, if the college determines that students require help.
Dual Course Enrollment	Courses available to high school students allowing them to earn high school and college credits.
Four-year graduation rate	Calculated by dividing the number of students graduating by the senior cohort (number of students who entered ninth grade four years ago + transfers in – transfers out).
Green Zone	Refers to students considered to be proficient on the Minnesota Comprehensive Assessment and their score exceeds the state-set achievement benchmark.
Kindergarten Readiness	"The skills, knowledge, behaviors and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development: physical development; the arts; personal and social development; language and literacy; and mathematical thinking." (MDE, 2013)
Minneapolis	Refers to the public schools in the city of Minneapolis including traditional district-run schools and charter schools.
MCA	Minnesota Comprehensive Assessment--statewide standardized tests that help districts measure student progress toward Minnesota's Academic Standards, the state's definition of what students should know in each grade.
MNSCU	Minnesota State Colleges and Universities.
Mondo	The formative literacy assessment created as part of the Mondo Bookshop Reading program used by Saint Paul Public Schools.
MPS	Minneapolis Public Schools.
MSP	The cities of Minneapolis and Saint Paul; typically referring to the traditional district-run and charter schools in those cities.
Orange Zone	Refers to students considered to be not proficient on the Minnesota Comprehensive Assessment and their score partially meets the state-set achievement benchmark.
Proficiency	The percentage of students meeting or exceeding standards; indicates the share of students achieving the expectations of the standards for the subject matter tested.
Positive Identity	A social-emotional skill from the Search Institute's Developmental Assets Framework; describes students having a sense of control of one's life, feeling good about self and future, dealing well with disappointment and life's challenges, and thinking about one's purpose in life.
Red Zone	Refers to students considered to be not proficient on the Minnesota Comprehensive Assessment and their score does not meet the state-set achievement benchmark.
Saint Paul	Refers to the public schools in the city of Saint Paul including traditional district-run schools and charter schools.
Senior Cohort	The number of students who entered 9th grade four years ago + transfers in - transfers out.
Social Competence	A social-emotional skill from the Search Institute's Developmental Assets Framework; describes students' ability to say no to dangerous/unhealthy things, build friendships, express feelings appropriately, resist bad influences, resolve conflicts without violence, accept differences in others, and recognize the needs and feelings of others.
SPPS	Saint Paul Public Schools.
Yellow Zone	Refers to students considered to be proficient on the Minnesota Comprehensive Assessment and their score partially the state-set achievement benchmark.

Appendix

Data Point	Source(s):	Page(s)
Kindergarten Readiness MPS Total Literacy	Minneapolis Public Schools Research, Evaluation, and Assessment Department, Beginning of Kindergarten Assessment (BKA) total literacy benchmark	5, 6, 7
Kindergarten Readiness SPPS- Oral Language	Saint Paul Public Schools, Mondo Literacy Assessment	5, 6, 7
Kindergarten Readiness SPPS- Letter Sound Correspondence	Saint Paul Public Schools	5, 6, 7
Screening at 3	Minnesota Department of Education, Early Learning Services, Early Childhood Screening Reports, MARSS data.	2, 4, 6, 7, 8
% of high quality pre-k programs	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	2, 4, 6, 7, 8
# of children on a pre-k program waitlist	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	6
3rd Grade Reading	Minnesota Department of Education, Minnesota Comprehensive Assessment	4, 5, 6, 9, 10
2nd grade reading	Minneapolis Public Schools Research, Evaluation, and Assessment Department, Measures of Academic Progress (MAP). Saint Paul Public Schools, School Improvement Plans	6
Elementary chronically absent	Minneapolis Public Schools Research, Evaluation and Assessment Department, Attendance Data. Saint Paul Public Schools, Attendance Rate	6
K-3rd grade disciplinary incidences	Minnesota Department of Education, Discipline Data. Minneapolis Public Schools Research, Evaluation and Assessment Department, Referrals.	6
Elementary transfers (mobility)	Minnesota Department of Education, Student Data, Mobility.	6
8th Grade Math	Minnesota Department of Education, Minnesota Comprehensive Assessment	4, 5, 6, 9, 11
7th grade math	Minnesota Department of Education, Minnesota Comprehensive Assessment	6
Middle school chronically absent	Minneapolis Public Schools Research, Evaluation and Assessment Department, Attendance Data. Saint Paul Public Schools, Attendance Rate	6
6th-8th grade disciplinary incidences	Minnesota Department of Education, Discipline Data. Minneapolis Public Schools Research, Evaluation and Assessment Department, Referrals.	6
Middle school transfers (mobility)	Minnesota Department of Education, Student Data, Mobility.	6
Social-Emotional Learning	Data from 2013 MN Student Survey, Analysis from Minnesota Youth Development Research Group, Department of Educational Psychology, University of Minnesota and Michael Rodriguez, 2014	2, 3, 4, 5, 6, 12
Commitment to Learning, Positive Identity, Social Competence	Data from 2013 MN Student Survey, Analysis from Minnesota Youth Development Research Group, Department of Educational Psychology, University of Minnesota and Michael Rodriguez, 2014	6, 12
High School Graduation (2012-2014)	Minnesota Department of Education, Student Data, Graduation	4, 5, 6, 13, 14
% of 9th graders on track	Eric Moore and Cecilia Sadler. Minneapolis Public School Board Presentation: 9th Grade On-Track. September 8th, 2015. Saint Paul Public Schools Department of Research, Evaluation and Assessment. Ready for College and Career Vision Card. 2015	4, 6, 14
Average composite ACT scores	Minnesota Department of Education, Student Data, ACT Data	6, 14
High school disciplinary actions	Minnesota Department of Education, Discipline Data. Minneapolis Public Schools Research, Evaluation and Assessment Department, Referrals.	6
High school transfers (mobility)	Minnesota Department of Education, Student Data, Mobility.	6
Postsecondary Attainment (6-yr rate)-- class of 2007-2009	Minnesota Statewide Longitudinal Education Data System (SLEDS), Completing College, Time to Completion	4, 5, 6, 15, 16
FAFSA completion	Office of Federal Student Aid	6
2nd year persistence rate	Minnesota Statewide Longitudinal Education Data System (SLEDS), Completing College, College Persistence	6, 16
Developmental education	Minnesota Statewide Longitudinal Education Data System (SLEDS), Completing College, College Persistence	6, 15, 16
Dual enrollment course completion	Center for School Change. Minneapolis Public Schools Research Evaluation and Assessment, Dual Enrollment. Saint Paul Public Schools, Dual Enrollment.	4, 6, 16

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