



# 2016 Minneapolis - Saint Paul Community Report Card

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## FROM OUR LEADERSHIP COUNCIL CO-CHAIRS

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Creating an entity to address the insidious achievement gap plaguing students across the nation is not easy. The Twin Cities has had the benefit of outstanding leaders to establish and clearly position Generation Next as an important tool. We hope you will now join us in welcoming a new leader who we believe can further unite, inspire and accelerate the work of all Generation Next coalition members and our community.

Michelle Walker, Generation Next's new executive director, is a national education leader with extensive cross-sector experience in education strategy and policy, including positions in Washington, DC, New York and, most recently, right here in Saint Paul. She has held leadership positions in Saint Paul Public Schools for the last nine years and has been an active member of the Generation Next Leadership Council since its inception.

The time is right for Ms. Walker's leadership as our coalition of partners exhibits the innovation and commitment to collective impact, but also the need to better understand the realities of reaching as many students as possible. Ms. Walker's years of education leadership, her knowledge of the Twin Cities education community and her deep knowledge of data and best practices make her the best person to move Generation Next forward.

Ms. Walker is a first-generation African-American of Caribbean descent who has lived, learned and examined race, racial equity and their impact on the educational experience. At Saint Paul Public Schools, data clearly demonstrated the impact of race on learning – regardless of income. Ms. Walker brings to Generation Next this and other important insights into the day-to-day educational experience. She is also skilled at articulating and helping people understand the role of race and how it impacts a student's everyday life. Her own educational experience growing up in Brooklyn, New York, mirrored that of the children Generation Next was formed to impact.

Generation Next is fortunate to gain the experience of an education leader and collaborator so deeply familiar with and committed to its vision for student success. The work the Generation Next coalition does is not only the right thing to do, it's critical to Minnesota's quality of life. We are grateful to have Ms. Walker leading us forward.

Sincerely,

Kim Nelson  
Senior VP, External Relations, General Mills  
President, General Mills Foundation

Eric Kaler  
President, University of Minnesota

## FROM OUR EXECUTIVE DIRECTOR



I am honored to join a committed group of people working on the issue nearest and dearest to my heart – helping each and every child reach their life's full potential. This work has been my calling since I truly grasped the plight of young black and brown children in our nation. Just after I graduated college, I met a woman who spoke passionately with me about her non-profit that identified kindergartners of color who had been placed in Special Education solely because of their behavior. Knowing that this was the first step in the pipeline to prison, her organization moved these kindergartners to historically black schools, where about 90% of them ultimately thrived academically.

I ended up working for that non-profit for more than 2 years, learning about what works to reach students who have traditionally been underserved in our communities. Frustratingly, some 20 years later, a majority of students of color are still underserved, many still in that pipeline. My heart aches not only for them, but for our community as we grapple with a retiring workforce without incoming trained individuals to fill those jobs. What does this portend for the future of Minnesota?

I believe the achievement gap is the civil rights issue of our time. In the 1950s, African American leaders and their allies insisted that our country acknowledge that the primary barrier to racial equality and social justice was discrimination in all its forms. Education, which has the potential to help people overcome any circumstances, was where that fight began.

African Americans and their allies today are again requiring acknowledgement of the fact that we have not met our goal for racial equality. All students do not enjoy the access to opportunity that will ensure their success from cradle to career. The primary barrier today is the achievement gap, which prevents our black and brown children from achieving their highest potential and reinforces for white students a false sense of superiority.

The Generation Next coalition is here to help unite the Twin Cities community in this work. As one small organization, we can't do the work on our own. We can, however, help question the beliefs, practices and policies that got us where we are today – and identify new ways to improve our students' education. In the words of one of the founders of this movement, Jeff Edmondson, "Collective impact can't be achieved unless individual partners change how they do business." We are committed to lifting up and supporting partners who have found new ways to do business that expand opportunities for learning.

Since our inception four years ago, signs indicate we're slowly moving in the right direction. The number of 3-year-olds receiving a health and developmental screen – an important indicator of kindergarten readiness – saw its largest increase. The number of early childhood programs rated as high-quality is at its highest level since the rating system was created. Four-year high school graduation rates are at their highest levels and all student-of-color groups have seen significant increases.

No, it's not enough, but these are the positive indicators we need to keep moving forward. We're on the right track and with even more people pushing the work, we'll gather speed in our efforts.

All of us. Together. Thank you for your commitment to our students, our communities and our state.

Sincerely,  
Michelle Walker



**ASK ME ABOUT  
COLLEGE**



## **OUR GOALS:**

The seeds of success in school and in life are planted early – before kindergarten – and they extend to training or education beyond high school. Generation Next uses six key benchmarks to plot critical points along a student’s journey, from kindergarten to early career.

### **KINDERGARTEN READINESS**

Each child enters kindergarten with the literacy, social and emotional strengths needed for successful learning.

### **3RD GRADE READING**

By the end of 3rd grade, each student meets key benchmarks for success in reading and reading comprehension.

### **8TH GRADE MATH**

By the end of 8th grade, each student is on track to meet benchmarks for success in math.

### **SOCIAL-EMOTIONAL LEARNING**

By the end of 8th grade, every child is socially and emotionally equipped to learn.

### **HIGH SCHOOL GRADUATION**

Each student graduates from high school ready for college and career.

### **POST-SECONDARY ATTAINMENT**

Every high school graduate earns a post-secondary degree or certification.

# KEY FINDINGS

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### Core Themes

Across the board, most of the data relating to our six goals indicate:

- students are not receiving necessary supports – **especially students of color**
- **achievement levels are low** and there are few indications they are improving, which adds additional urgency to our achievement gap closing strategies
- the **number of 3 year olds receiving a health and developmental screening** (an important indicator of kindergarten readiness) saw its **largest increase in the last 4 years**
- the number of **early childhood programs rated as high quality is at its highest level** since the rating system was created
- four year **high school graduation rates are at their highest level** in 4 years
- all **student of color groups have seen significant increases** in on-time graduation rates over the past four years

### Ten Key Insights

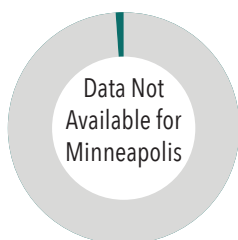
1. An additional 800 three (3) year olds were given a health and developmental screening, which represents a 24% increase from last year.
2. The number of slots (spaces for children) in early childhood programs increased by almost 2,000 from last year with the largest increase coming from center-based programs.
3. The number of families on a waitlist for subsidized child care is at a 4-year low–down from more than 4,200 in 2013 to about 2,800 in 2016.
4. Overall 3rd grade reading proficiency rates are flat over the last 4 years (38% in 2013 and in 2016).
5. Organizations in the GenNext Literacy Tutoring Network are serving almost 5,000 students in grades k-5, with more than half in K-2nd grade.
6. Overall, 8th grade math proficiency rates are down significantly over the last 4 years (42% in 2013 to 37% in 2016).
7. In 2013, Asian/Pacific Islander, Hmong, Black, and Somali students all reported significantly higher social-emotional learning skills compared to white students.
8. Overall, 4-year High School graduation rates are up significantly over the last 4 years (52% in 2013 to 64% in 2016).
9. The student groups with the largest increases in on-time graduation rates are: Hispanic (20 percentage points), Black (13 percentage points), American Indian (9 percentage points), and Asian/Pacific Islander (8 percentage points).
10. Less than 40% of all students attained a post-secondary credential within 6 years of graduating from an MSP high school in 2008.



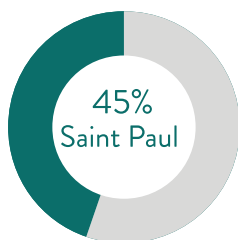
## KEY FINDINGS

### KINDERGARTEN READINESS:

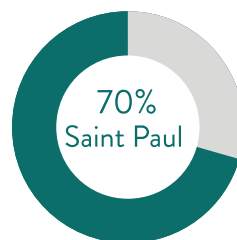
Students Meeting Kindergarten Readiness Benchmarks



*BKA - Total Literacy*



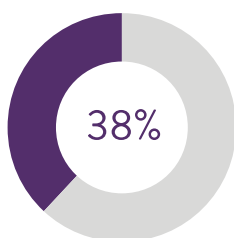
*Mondo - Letter Sound Correspondence*



*Mondo - Oral Language*

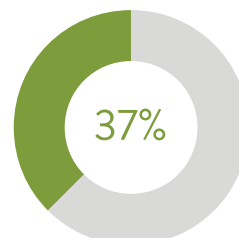
### 3RD GRADE READING:

Students Meeting 3rd Grade Reading Benchmarks



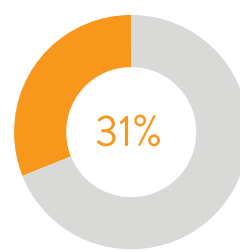
### 8TH GRADE MATH:

Students Meeting 8th Grade Math Benchmarks



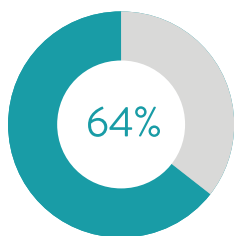
### SOCIAL-EMOTIONAL LEARNING:

Students Meeting Social-Emotional Learning Benchmarks (2013)



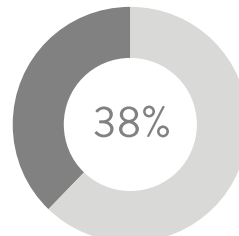
### HIGH SCHOOL GRADUATION:

Students Graduating from High School in Four Years (2015)



### POST-SECONDARY ATTAINMENT:

Students Attaining a Post-Secondary Credential in Six Years (Class of 2008)



\*To the extent possible, data has been aggregated to the combined Minneapolis-Saint Paul community level to include all students attending traditional district-run public schools as well as students who attend charter schools.

# INDICATORS AND TRENDS

## Indicator Selection

Our criteria for choosing these indicators were threefold: 1) reliable research has shown the factor impacts or is highly correlated with the goal outcome (e.g. the percent of 9th graders on track for high school graduation is highly correlated with four-year graduation rates); 2) the factor is the most accurate representation of the journey students take on their way to achieving the goal (e.g. “time on task” indicators like chronic absenteeism, disciplinary incidences, and student mobility start to paint a picture of the challenges students face in achieving academic goals), and 3) the data is currently being collected in a standardized way that reflects as many of our students as possible.









The list of contributing factors is in no way complete. Generation Next will continue to work with our school districts, state and local experts, and the community to collect and report new and historical data.

## Reading the Chart

In addition to having multiple years of data for each of our goal outcomes as well as our indicators (when available) Generation Next has also added symbols to indicate if the data are showing trends. To the extent possible, data 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.*

## Legend:

Trend	Direction
 Favorable	 Increasing
 Static	 Static
 Unfavorable	 Decreasing
 Unknown	 Unknown

An explanation of the data and a more complete set of footnotes can be accessed on the Generation Next website at: [www.gennextmsp.org/about/annual-report-2016](http://www.gennextmsp.org/about/annual-report-2016)

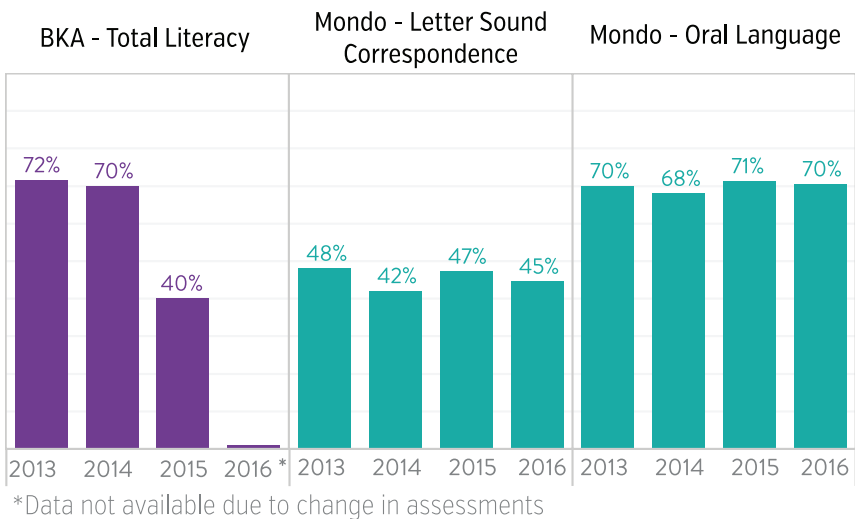
Goal Area	Outcome	City	Trends	2013	2014	2015	2016
Kindergarten Readiness	Kindergarten Readiness	MSP	?	*	*	*	*
	Beginning Kindergarten Assessment	Minneapolis	▼	72%	70%	40%	*
	Mondo - Letter-Sound Correspondence	Saint Paul	▼	47%	42%	47%	45%
	Mondo - Oral Language	Saint Paul	◆	70%	68%	71%	70%
	Screening at 3	MSP	▲	31%	33%	33%	41%
	High-quality ECE programs	MSP	▲	20%	23%	28%	32%
	Children 0-5 without access to quality ECE programs	MSP	?	*	*	*	*
	Children on an ECE program waitlist	MSP	▼	4,238	4,016	3,431	3,111
3rd Grade Reading	3rd Grade Reading Proficiency	MSP	▼	38%	39%	36%	38%
	2nd Grade Reading Proficiency	MSP	?	58%	36%	*	*
	Elementary students chronically absent	MSP	?	33%	28%	*	*
	K-5th Grade disciplinary incidences	MSP	▼	3,613	3,450	3,179	*
	Elementary students' mobility (% of total)	MSP	◆	19%	18%	18%	*
8th Grade Math	8th Grade Math Proficiency	MSP	▼	42%	43%	40%	37%
	7th Grade Math Proficiency	MSP	▼	40%	39%	34%	37%
	Middle school students chronically absent	MSP	?	36%	31%	*	*
	6th-8th Grade disciplinary incidences	MSP	▲	4,125	5,061	4,466	*
	Middle school students' mobility (% of total)	MSP	◆	20%	20%	20%	*
Social-Emotional Learning	Social-Emotional Learning	MSP	?	31%	*	*	*
	Commitment to Learning	MSP	?	66%	*	*	*
	Positive Identity	MSP	?	46%	*	*	*
	Social Competence	MSP	?	53%	*	*	*
	Academic Persistence	MSP	?	*	*	*	*
High School Graduation	High School Graduation Rate (4-yr)	MSP	▲	52%	56%	61%	64%
	9th graders on-track	Minneapolis	?	*	*	*	56%
		Saint Paul	?	*	*	*	64%
	Average Composite ACT scores	Minneapolis	◆	21.1	20.8	20.4	*
		Saint Paul	◆	19.6	19.5	18.9	*
	High school students chronically absent	MSP	?	36%	33%	*	*
	High school disciplinary incidences	MSP	◆	4,053	3,626	4,098	*
	High school students' mobility (% of total)	MSP	◆	31%	30%	30%	*
	Post-secondary Attainment Rate (6-yr)	MSP	?	*	*	*	38%
Post-Secondary Credential	Second year persistence rate	MSP	?	76%	*	*	*
	Average college GPA	MSP	?	*	*	*	*
	Students enrolled in developmental ed. courses	Minneapolis	?	36%	36%	*	*
		Saint Paul	?	45%	38%	*	*
	Dual enrollment course completion (% of 12th graders)	MSP	?	*	50%	*	*
	FAFSA completion	MSP	▲	*	*	45%	54%



# KINDERGARTEN READINESS

## CASE AND URGENCY

### Kindergarten Readiness in Minneapolis and Saint Paul

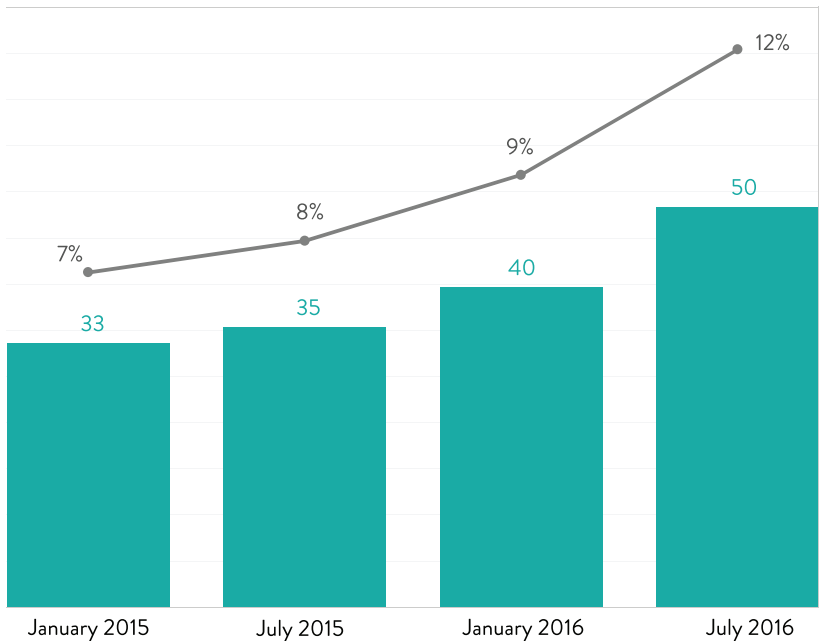


Kindergarten readiness is an important marker in a student's academic career. Due to a change in assessments, data are not available for this most recent year for Minneapolis Public School (MPS) students. In the fall of the 2014-2015 school year, 40% of MPS students met the district's measures of kindergarten readiness. In the fall of the 2015-2016 school year, 70% of students at Saint Paul Public Schools met benchmarks for letter-sound correspondence and 45% met benchmarks for oral language—both important markers of overall kindergarten readiness.

## OUR WORK & PROGRESS TO DATE

To increase the kindergarten readiness of children in Minneapolis and Saint Paul, Generation Next focused its efforts in 2016 on three large projects: Pathways to Quality, ParentPowered Texting, and Screening at 3.

### High Quality Licensed Family Child Care Programs in Minneapolis and Saint Paul\*



**Pathways to Quality**  
Licensed family child care (LFCC) is the setting with the biggest identifiable gap in quality. Generation Next convened partners including Think Small, Minnesota Reading Corps, First Children's Finance, the University of Minnesota and others, to create an effective intervention to support culturally and linguistically diverse LFCC providers. The project was generously funded by the Bush Foundation for three years. The goal of this project is to increase the percent of high quality LFCC providers to 35%, serving more than 1,700 children.

\*Early Childhood 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

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The Pathways to Quality project will improve quality by supporting providers through the standard Parent Aware quality framework and in stabilizing their programs through business supports and coaching; supporting families by empowering them to be their child's first teacher; reducing suspensions by training providers on appropriate responses to social-emotional and developmental issues, and tracking their progress by gathering and analyzing data.

#### ParentPowered Texting

Recognizing that parents are the first and most important teacher for children, Generation Next and Think Small are launching an effort to get them real-time, developmentally-appropriate information to promote their child's success. Parents will receive simple, regular and actionable text messages that support them in promoting their child's development in literacy, math, social-emotional learning, and health ages birth through kindergarten entry. Working with the technology provider, ParentPowered, the partnership's goals are to have 20,000 families receiving developmentally-appropriate messages in English, Spanish, Somali and Hmong for newborns to five-year-olds by the end of 2017.

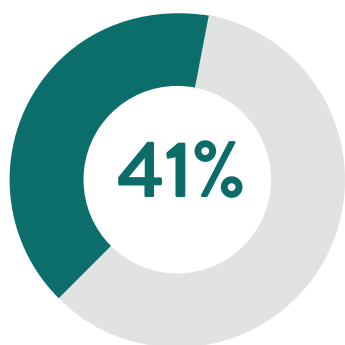


# KINDERGARTEN READINESS

## OUR WORK, CONT.

### Screening at 3

It is vital to have early identification of health and developmental issues that would limit a child's ability to be ready for kindergarten. Research shows these issues fall disproportionately on low-income children and families who do not have access to stable housing and health services. Early childhood screening is a free service available to children as young as three years old. It is an effective way to identify issues and connect children and families with needed resources and services. In 2016, 41% of three-year-olds in Minneapolis and Saint Paul were screened, up from 33% in 2015.



41% of three year-olds in Minneapolis and Saint Paul were screened in 2016, which represents a 24% increase from the previous year.

**24% ↑**  
increase from 2015

Generation Next is working to align efforts of multiple partners to ensure every 3 year-old completes an Early Childhood Screening and is connected to opportunities that support school readiness. These expert partners from a wide range of settings (community, medical providers, school districts, Head Start, early care and education programs and policy makers) are increasing efficiency and removing barriers in policy and practice to improve the screening system.

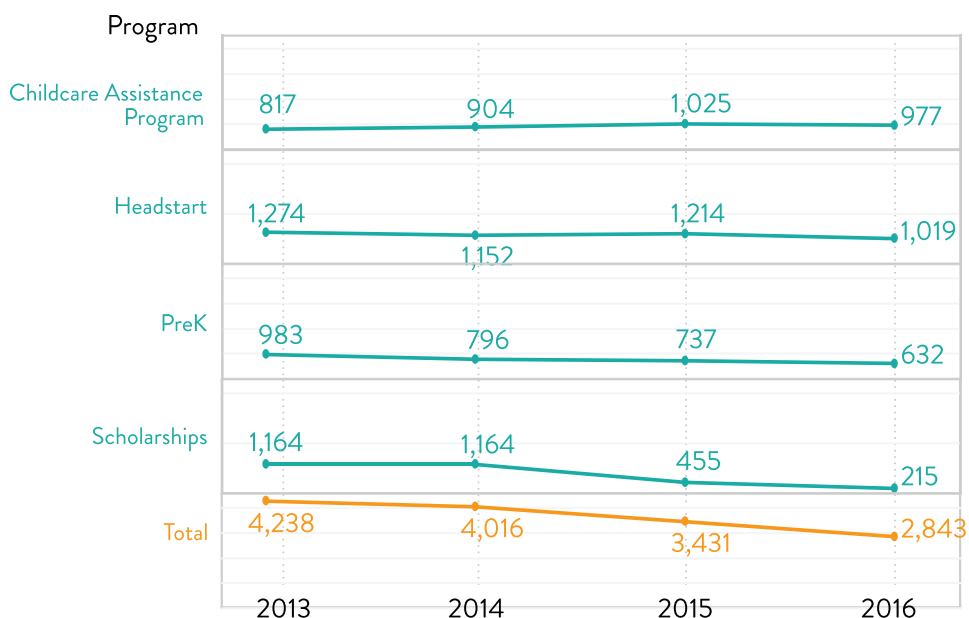
Our Action Plan focuses on:

1. training community partners to promote and support screening
2. expanding effective approaches including the evidence-based information-sharing project, Assuring Better Child Health and Development (ABCD)—funded by Greater Twin Cities United Way
3. improve statute, rule, policy and practices related to screening

The Generation Next goal is to increase the number of children screened at age 3 from 32% to 50% (1,731 additional children per year in Minneapolis/Saint Paul) by the end of the 2017-2018 school year, and support families in following through with resources to prepare their child for kindergarten.



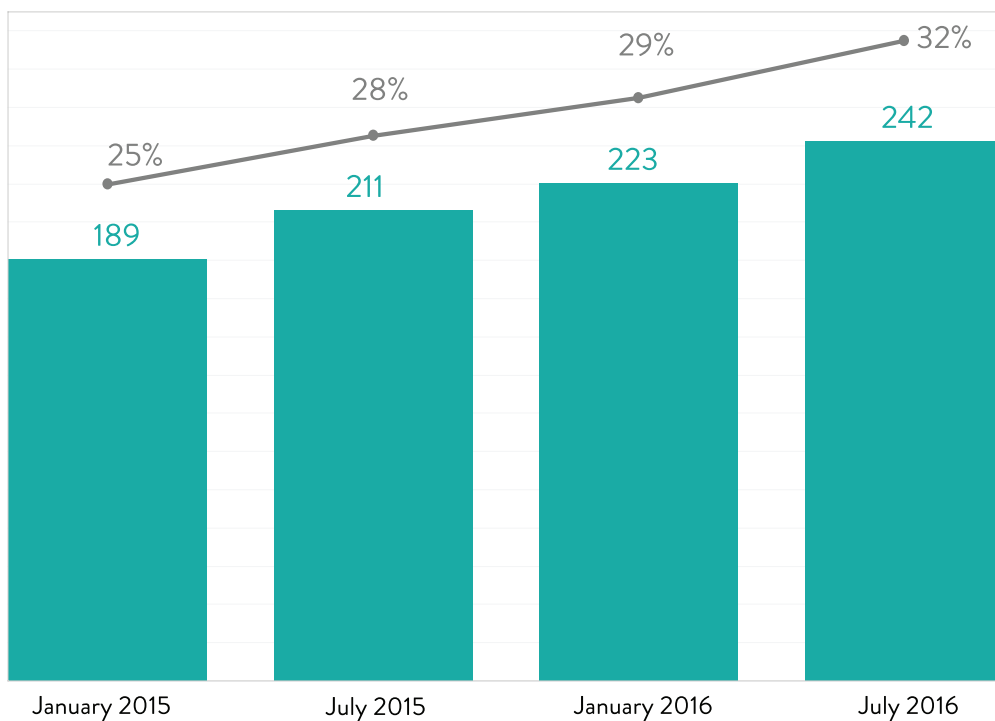
## Publicly-Funded Early Care and Education Program Waitlists



Though many health and developmental issues are identified in early childhood screening, the most common need children and families have is access to a formal early care and education (ECE) program. More than 2,500 children were referred to a program through the screening procedure. Unfortunately, almost 3,000 children are on a waitlist for some kind of publicly-funded early care and education program.

## High-Quality Early Childhood Programs in Minneapolis and Saint Paul\*

It is not enough for children to be in early childhood programs. High-quality programs are the most effective at helping children most in need be ready for kindergarten. The most recent data from July 2016 show that 32% of programs in Minneapolis and Saint Paul were high-quality—up from 25% in January 2015.

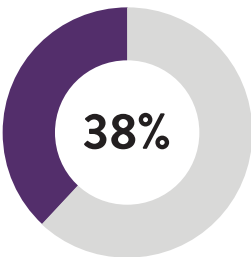


*\*Early Childhood Education (ECE) program quality is measured by national accreditation and/or earning 3 or 4 stars in the Minnesota Parent Aware Quality Rating and Improvement System*

# 3RD GRADE READING

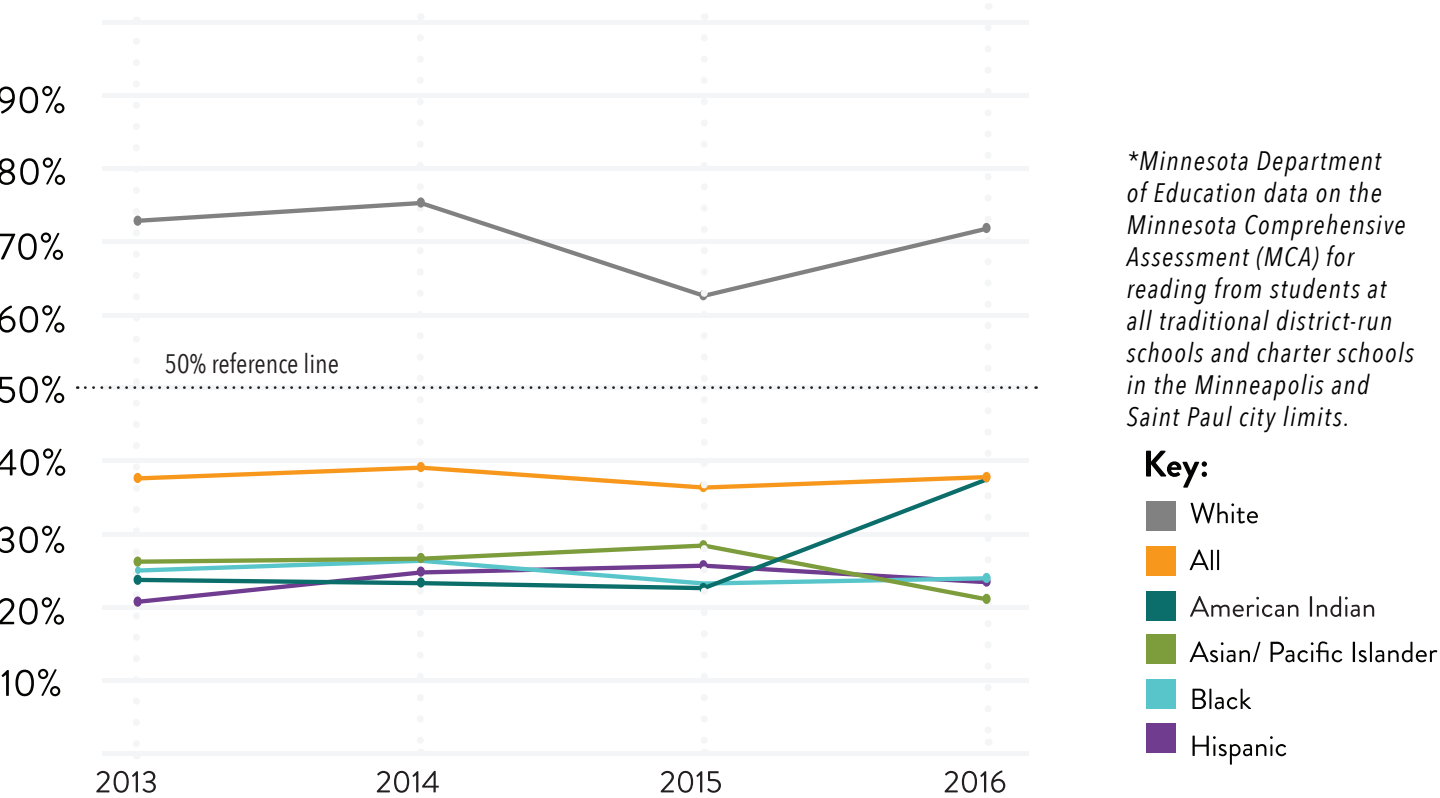
## CASE AND URGENCY

### 3rd Grade Reading Proficiency in Minneapolis and Saint Paul (2016)



Foundational reading skills are developed very early in a child's life, but 3rd grade is an important developmental milestone because it marks the time when students begin reading to learn rather than learn to read. According to the latest state assessment, 38% of 3rd graders in Minneapolis and Saint Paul are meeting grade-level benchmarks. Furthermore, wide gaps remain between racial and ethnic groups.

### 3rd Grade Reading Proficiency in Minneapolis and Saint Paul by Race/ Ethnicity\*

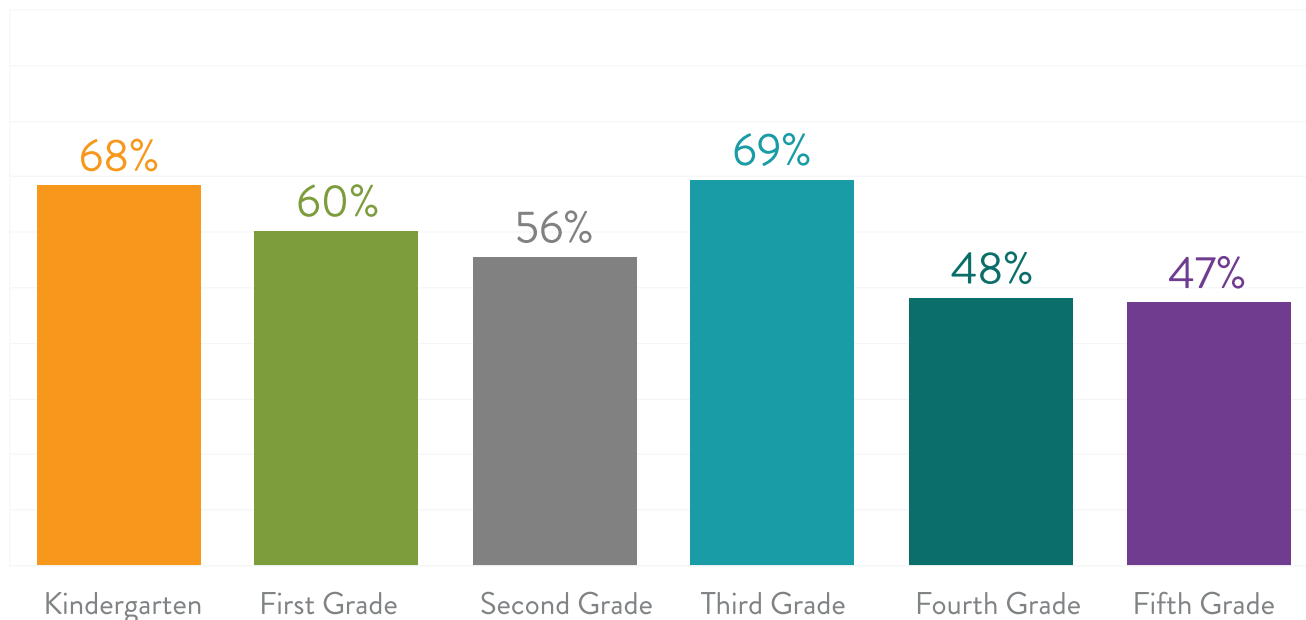


## OUR WORK

### Generation Next Literacy Tutoring Network

Generation Next has convened a dozen literacy tutoring organizations from across Minneapolis and Saint Paul with the goal of pooling best practices in literacy tutoring and work together to improve reading outcomes. The network created a Guiding Framework which includes core beliefs and values, guiding principles and promising practices. To improve their outcomes, all members use at least some form of assessment and are data-driven in their practice. Ten of the 12 current members have taken an extra step and adopted a common assessment which will help them use data to determine compare what works and improve collaboration across organizations.

### Percent of Students Served by Tutoring Network Program Exceeding Expected Growth



For the 2016-2017 school year the network is focused on the following strategies:

- A commitment to racial equity by engaging organizations' boards and staff on racial equity strategies and trainings
- Recruiting volunteers that reflect the ethnicity and experiences of student population
- Using student data regularly for continuous improvement
- Sharing practices and trainings that have an impact on student outcomes

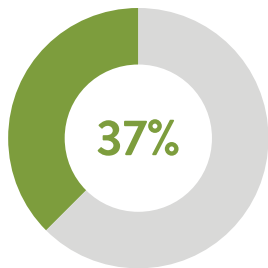
### Tutoring Network Members

- AARP Experience Corps
- CommonBond Communities
- East Side Learning Center
- Interfaith Outreach
- Pillsbury United Communities
- Keystone Community Services
- LDA of Minnesota
- Project for Pride in Living, Inc.
- Simpson Housing Services
- Project Spirit
- Reading Partners Twin Cities
- Reading & Math, Inc. (formerly Minnesota Reading Corps)



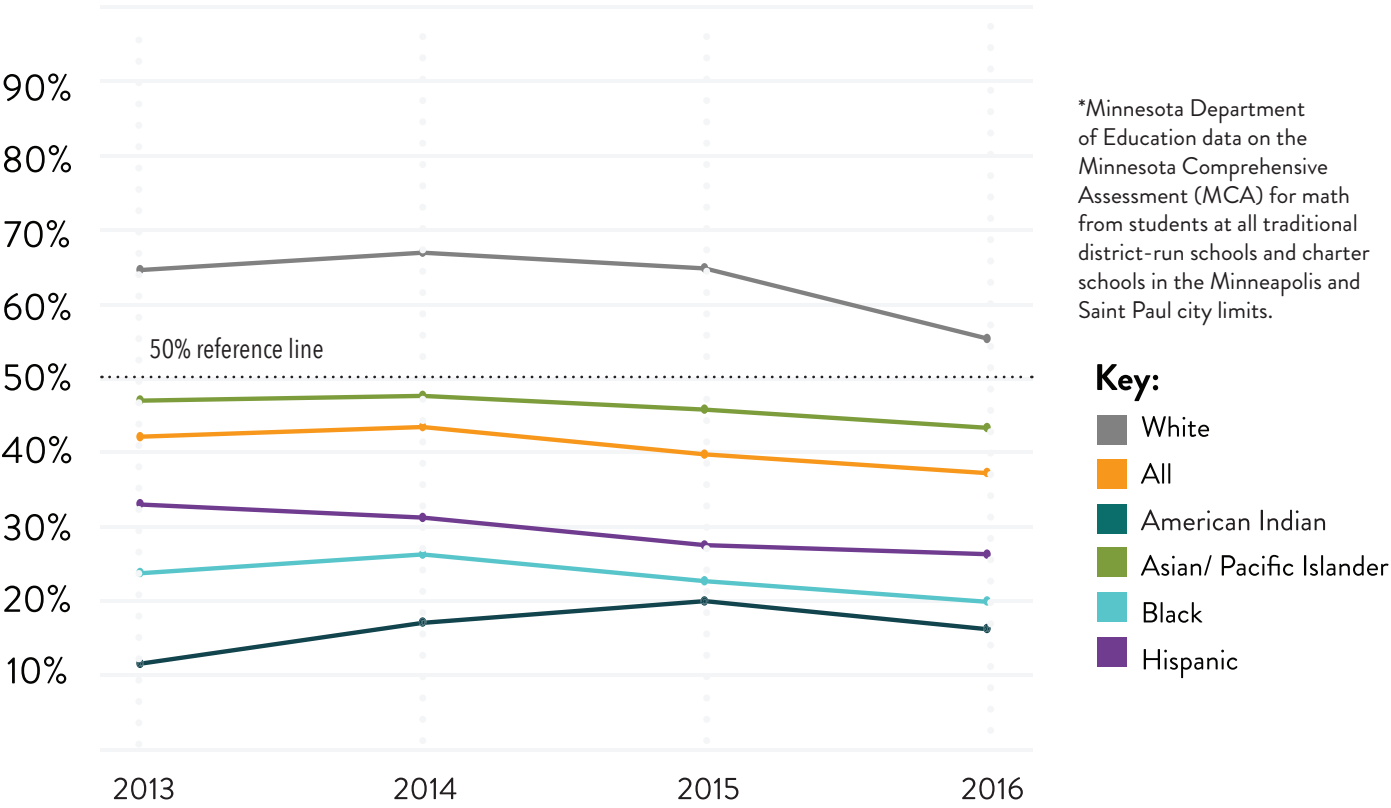
# 8TH GRADE MATH

## CASE AND URGENCY



Our community is meeting the math education needs of only about 2,200 (37%) of Minneapolis and Saint Paul 8th grade students, as measured by the math MCAIII assessment. Of the nearly 3,800 (63%) of Minneapolis and Saint Paul students who do not meet proficiency benchmarks in 8th grade math, the vast majority score into the lowest achievement category, known as the “red zone”. Additionally, significant gaps exist between racial and ethnic groups. The Generation Next coalition believes meeting their math needs requires a holistic approach.

8th Grade Math Proficiency by Race/ Ethnicity in Minneapolis and Saint Paul\*



Local data show that students' likelihood of math proficiency fluctuates greatly in elementary and middle school. Researchers believe a reason for this is that students are struggling with comprehension of fractions, decimals and percents and mastery of those concepts are vital to math proficiency in these grades. Beyond mastery of specific concepts, a holistic approach must also combat long-established fears in the minds of parents, teachers and students.

## OUR WORK

Generation Next has partnered with the University of Minnesota, Minneapolis Public Schools and the Campbell Family Foundation in a math achievement pilot project called GopherMath. Because comprehension of rational numbers in elementary years ties closely with middle school proficiency, the project focuses on the elementary grades. The GopherMath collaboration builds on a long term research and curriculum development project at the University of Minnesota known as the Rational Number Project (RNP) <http://www.cehd.umn.edu/ci/rationalnumberproject/>.

The GopherMath project is based on extensive child and educational psychology research and consists of three main components: improving mastery of fractions, improving mastery of whole number concepts, and responding to parents need for information about how math is taught. The first component of this project focuses on using the RNP curricula to teach fractions in grades 3-5. Students have opportunities to use tangible tools such as fraction circles and number lines to develop a deep understanding of fractions. The second component of this project builds whole number concept mastery at Anne Sullivan Communication Center School in Minneapolis. The third component of this project is developing a program at Sullivan Elementary to help parents understand: (1) how to encourage productive mindsets in learning mathematics; (2) why fraction instruction is taught using concrete models and other representations, and (3) their role in supporting their children as students in general.

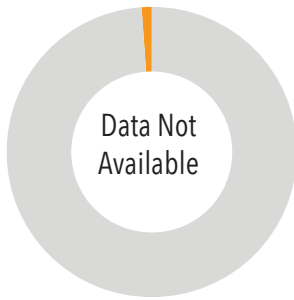
Sullivan Elementary has hosted two parent gatherings in which nearly 50 caregivers - many whose first language is not English - experienced current math comprehension tools. Beyond Sullivan Elementary, Saint Paul City School, which is a Saint Paul Promise Neighborhood partner school, will incorporate GopherMath practices and tools for engaging parents math learning during their regular parent meetings this school year. The 2016-2017 school year discussion and presentation topics will be: Why Math Matters, Mathematical Mindset Regarding Failure, Mathematical Mindset Regarding Praise, Anxiety Awareness and Summer Supports.



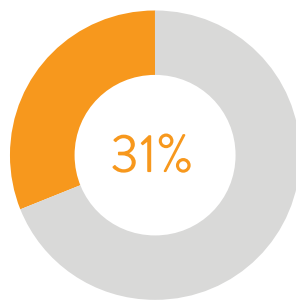
# SOCIAL-EMOTIONAL LEARNING

## CASE AND URGENCY

**Minneapolis  
(2013)**



**Saint Paul  
(2013)**



Generation Next strongly believes in measuring progress in academic outcomes like reading and mathematics, but we also recognize the growing body of research showing the critical connection social-emotional learning has on academic achievement. Our goal is to support every child to be socially and emotionally equipped to learn by 8th grade. In 2013, the most recent data we have from the Minnesota Student Survey, 31% of 8th graders in Saint Paul Public Schools were measured as being equipped to learn across three measures of social-emotional learning: Commitment to Learning, Positive Identity and Social Competence. We also found that 75% of Saint Paul Public Schools students across all grades reported high levels of one or two of those social-emotional learning components. Data for 2013 are not available for Minneapolis Public Schools. Data for 2016 from both districts will be available in 2017.

## PROGRESS TO DATE

Generation Next charged its Data Committee with determining which social-emotional factors are meaningful, measurable, and malleable. The Data Committee's deep analysis of existing research and University of Minnesota analysis of data from Saint Paul Public Schools led us to focus on four social-emotional skills that support the overall goal of every student being socially and emotionally equipped to learn by 8th grade:

- **Commitment to Learning:** provides information about student engagement in class, preparation for learning, and being achievement oriented (adapted from the Search Institute's "Developmental Assets Profile")
- **Positive Identity:** includes having a sense of control over 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 (adapted from the Search Institute's "Developmental Assets Profile")
- **Social Competence:** includes the abilities 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 (adapted from the Search Institute's "Developmental Assets Profile")
- **Academic Persistence:** includes ongoing task engagement even in the face of difficulties and failure. Sub-domains of this skill include concepts like grit and growth mindset (created by Minneapolis Public Schools)



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## OUR WORK

Generation Next is now working with both districts and charter schools throughout Minneapolis/Saint Paul to measure these areas every year so we have a community baseline that can guide strategic interventions. This work, which became a sixth goal for Generation Next, is now being used widely by in-school and out-of-school partners. Our future Action Plan will:

- **Promote the importance of social-emotional learning:** Generation Next will continue to use data to build consensus that our community's top SEL focus should be especially emphasizing and measuring our four skill areas in the middle grades.
- **Finalize annual social-emotional measures:** Generation Next will work with Minneapolis Public Schools to finalize its measure of Academic Persistence. Further, we will work with the Department of Education and the Search Institute to make the measures of Commitment to Learning, Positive Identity and Social Competence available to schools and ensure its district and charter school partners measure these areas on an annual basis.
- **Increase intentionality of social-emotional learning interventions in out-of-school-time programs:** Generation Next is partnering with Sprockets, the Minneapolis Afterschool Network, Minneapolis Public Schools Community Education program and others, in the Holistic Student Assessment capacity-building initiative in Minneapolis and Saint Paul. The focus of this project is to increase the capacity of adults working with students to intentionally support the students' acquisition of social-emotional skills.
- **Collaboration with other community efforts:** Generation Next is participating in the Propel SEL Advisory committee, convened by Greater Twin Cities United Way, the Carlson Family Foundation and Sprockets. The goal of the group is to increase understanding and build consensus among out-of-school time practitioners, mentors, systems stakeholders and funders around key social-emotional learning skills and outcomes for youth. Generation Next is also working with Real Time Talent to explore ways to leverage the asset of our local students' social-emotional skills to meet workforce demands and help employers value ALL of the assets students have.

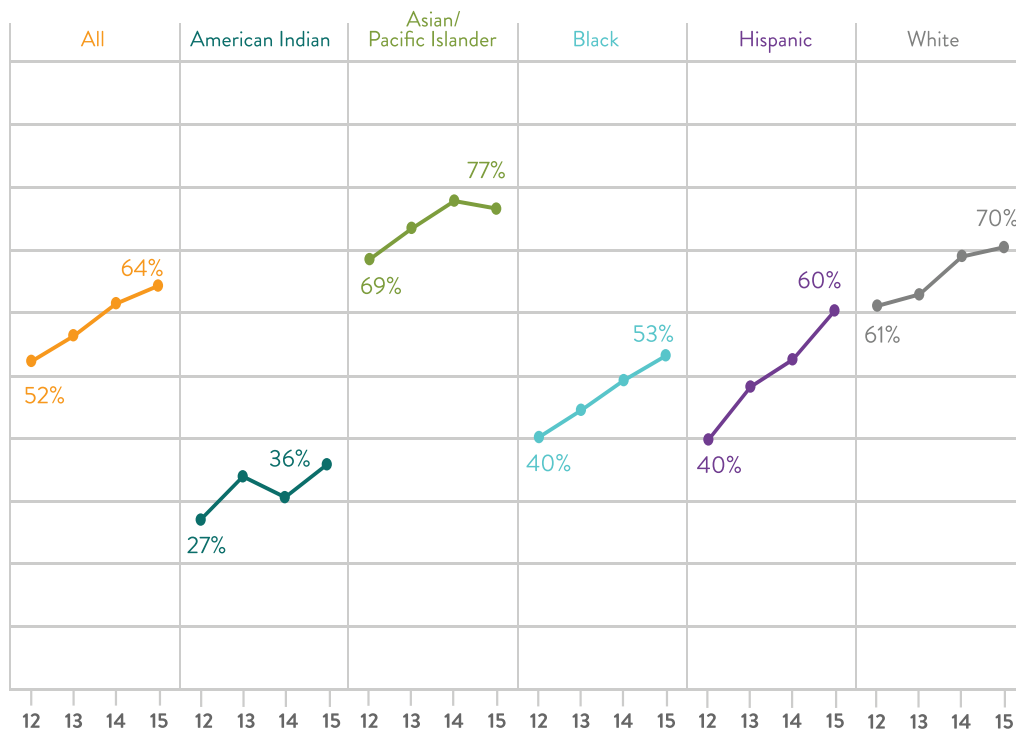
# HIGH SCHOOL GRADUATION

## CASE AND URGENCY

High school graduation is one of the most critical milestones in a young adult's life. A high school diploma has serious implications regarding future income, health, and overall life outcomes. In the Minneapolis-Saint Paul region graduation rates have trended upwards over the past four years, especially for students of color. Unfortunately, wide gaps remain between different ethnic and racial groups.

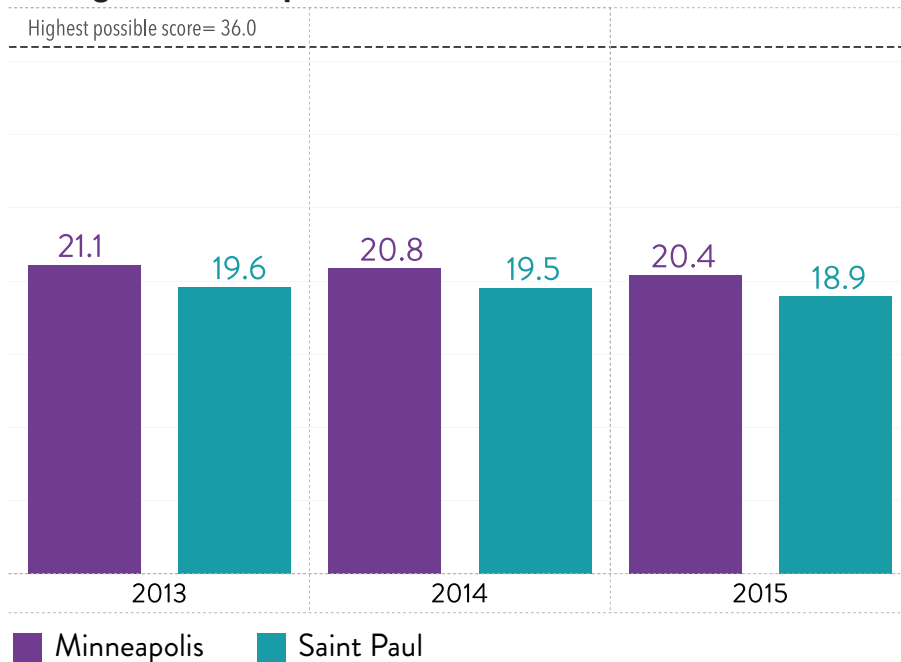
*\*Minnesota Department of Education data on the 4-year "adjusted cohort" graduation rate for students at all traditional district-run schools and charter schools in the Minneapolis and Saint Paul city limits*

### 4-Year High School Graduation by Race/Ethnicity\*



## PROGRESS TO DATE

### Average ACT Composite Scores



Although high school graduation rates are trending in the right direction, ACT scores in both Minneapolis and Saint Paul Public Schools have been flat over the past three years for which data is available. The ACT is considered a measure of college readiness by post-secondary institutions across the country. Generation Next recognizes that it is not enough to graduate more students, as a community we need to continue to focus and invest in efforts that also help prepare our students for college and career.

In addition to graduation rate increases the number of students graduating is also trending upward from 3,809 seniors graduating to over 4,300 seniors in 2015.

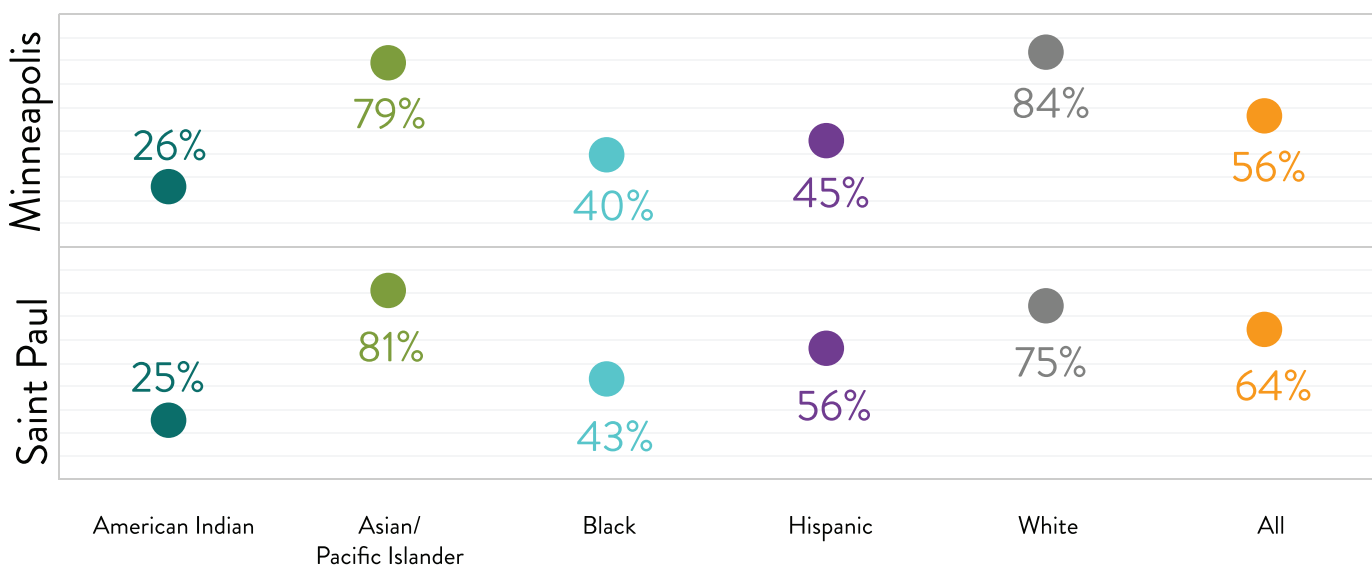
## OUR WORK

After interviewing local school teachers, principals, and staff, Generation Next determined that local high schools lacked a systematic way of identifying students who were not on-track to graduate from high school as early as 9th grade. Based on a model from the University of Chicago, Generation Next proposed that schools target students with at least one core course failure or who lacked one fourth of the required credits for graduating in four years.

Minneapolis and Saint Paul Public Schools took leadership of this project with the help of funding from U.S. Bank Foundation, Greater Twin Cities United Way, and The Saint Paul Foundation.

Generation Next now has access to school and district level on-track data that details the percentage of 9th grade students on-track as defined by core course failures and overall credits.

**Percent of 9th Graders On Track by Race/Ethnicity**



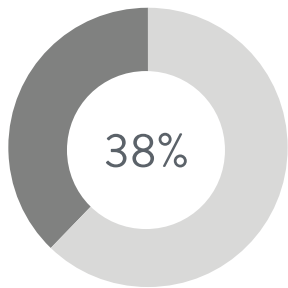
Each district is now also providing student-level reports to school teams that indicate which students are not on-track or at-risk. School staff then use the data to intervene with specific students based on challenges students are facing. Additionally, the districts are able to spot positive or negative trends, in areas like overall 9th grade course failure, that may lead to systems changes.

Minneapolis Public Schools piloted this process in two schools in 2015-2016 and have now expanded to all high schools. Saint Paul Public Schools has begun implementation and is building on its long-standing Focus on Freshmen effort.

# POST-SECONDARY ATTAINMENT

## CASE AND URGENCY

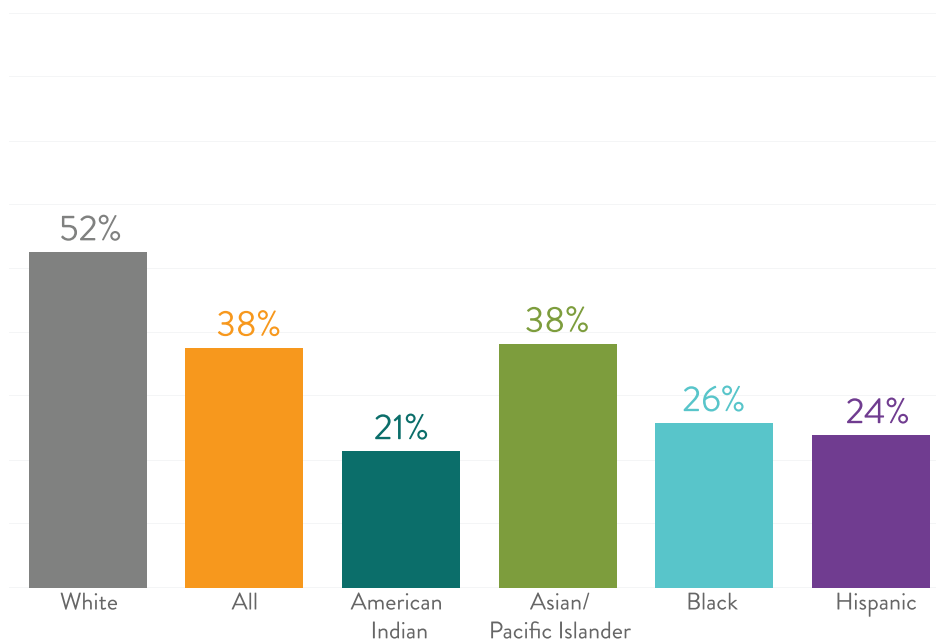
### Percent of Minneapolis and Saint Paul Students in the 2008 HS Class who Complete a Degree 6 years after HS



Minnesota law\* sets the goal that 70% of Minnesotans age 25-44 will have attained a post-secondary certification or degree by 2025. In the Minneapolis-Saint Paul metropolitan area 51% of residents ages 25-64 having earned an associate's degree or higher. However, the attainment rate of Minneapolis-Saint Paul high school graduates is 38% six years after high school graduation. Increasing this attainment rate improves our region's ability to meet economic demand with homegrown talent, committed to our community.

*\*Minnesota Higher Education Attainment Goal Statute 135A.012 signed into law 2016*  
<https://www.revisor.mn.gov/statutes/?id=135A.012&format=pdf>

### Post-Secondary Attainment of Minneapolis and Saint Paul Graduating Classes of 2008 (Data from 2016)



## PROGRESS TO DATE

For recent Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS) alumni: 1) too few graduates enroll in a post-secondary program and 2) too few graduates are prepared for post-secondary academic rigor. Specifically, 40% of MPS and SPPS graduates do not enroll in a post-secondary experience after graduation. And of the graduates who do enroll in a post-secondary program after graduation, nearly 40% are required to take developmental education courses.

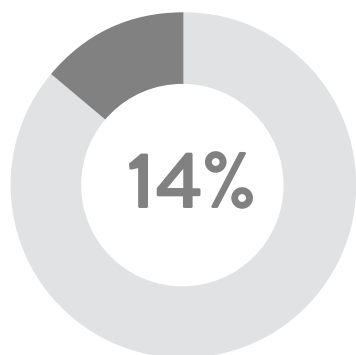


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## OUR WORK

Generation Next has sought strategies that accelerate students in the academic red zones. The impact potential seems greatest with those students likely to view post-secondary enrollment as unattainable. As a national promising practice, dual enrollment can benefit a range of students, and is shown to have a greater positive impact on those exact students who receive limited access. A racially predictive gap exists in dual enrollment participation in Saint Paul and Minneapolis public high schools.

In partnership with the Center for School Change, Generation Next helped to arrange funding for non-traditional high schools to expand dual enrollment access to their students. For the 2016-2017 school year, students at Plymouth Christian Youth Center (PYC) Arts & Tech High School and Face to Face Academy have selected the system of dual enrollment courses which best meets student needs and the school capacity. Among these schools, popular dual credit courses include: Auto Mechanics, Math for Trades, Medical Terminology and AP Computer Science. By the next school year, dual enrollment participation at PYC and Face to Face are projected to be within 10 percentage points of our regional average of 50% participation.



14% of 11th and 12th graders at PYC and Face to Face Academy participated in dual enrollment courses, which represents a 140% increase from the previous year. The schools are projecting that almost double the number of students will participate in 2017-2018.

**140%↑**  
increase from 2015

In the fall of 2016, Generation Next, in partnership with the Holman Fund of The Saint Paul Foundation sponsored a conference geared at increasing awareness of dual credit opportunities, particularly for underserved and diverse communities. Hosted at the Amherst H. Wilder Foundation, the conference had nearly 200 registered participants, including a significant number of students, educators, parents and community leaders. Systemic barriers to increasing dual credit access such as the ability to transfer credit and teacher credentialing were raised at the conference. Partners in this work include: Saint Paul Public Schools, Coalition of Asian American Leaders, Minnesota Private College Council and Minnesota Education Equity Partnership.

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