Committee of the Whole

Academic Data Report

Thursday, October 22, 2019

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Agenda

2018-2019
Data Check
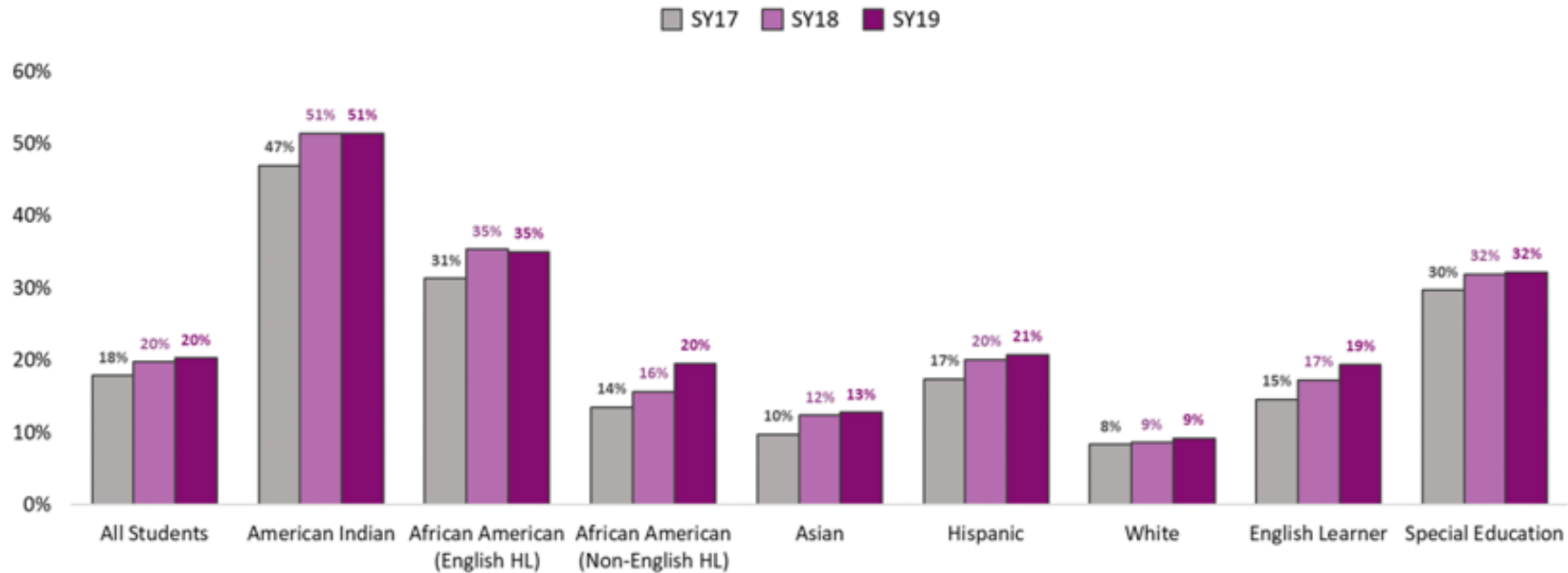
2019-2020
Academic Plan

Moving
Forward

Data Check

Attendance and Discipline

2018-2019

Overall no change.

American Indian students significantly higher than other groups.

Increases evident for African American Non Eng., Hispanic, and ELL

Percent of students who were chronically absent (90% or lower attendance) in each year, by population
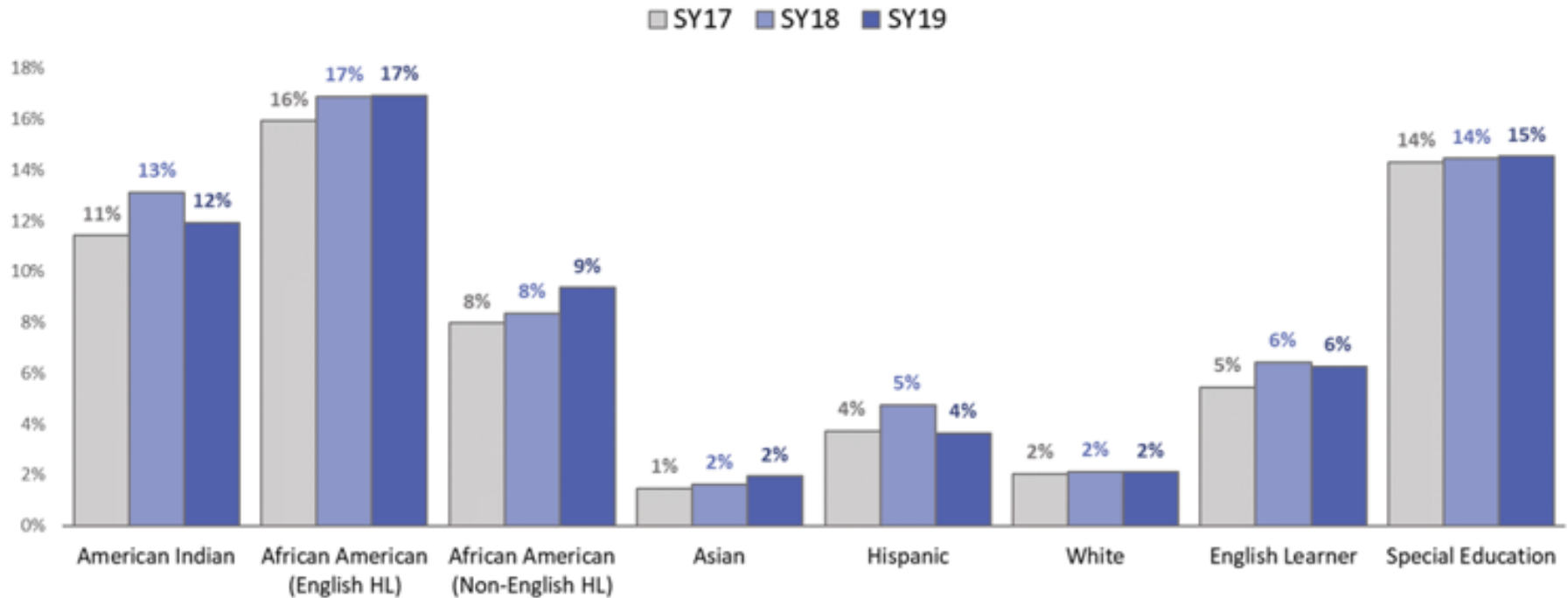

Note: Only students enrolled for at least 95 days are included. This chart shows full year attendance, not quarterly.

Overall suspensions have not significantly changed

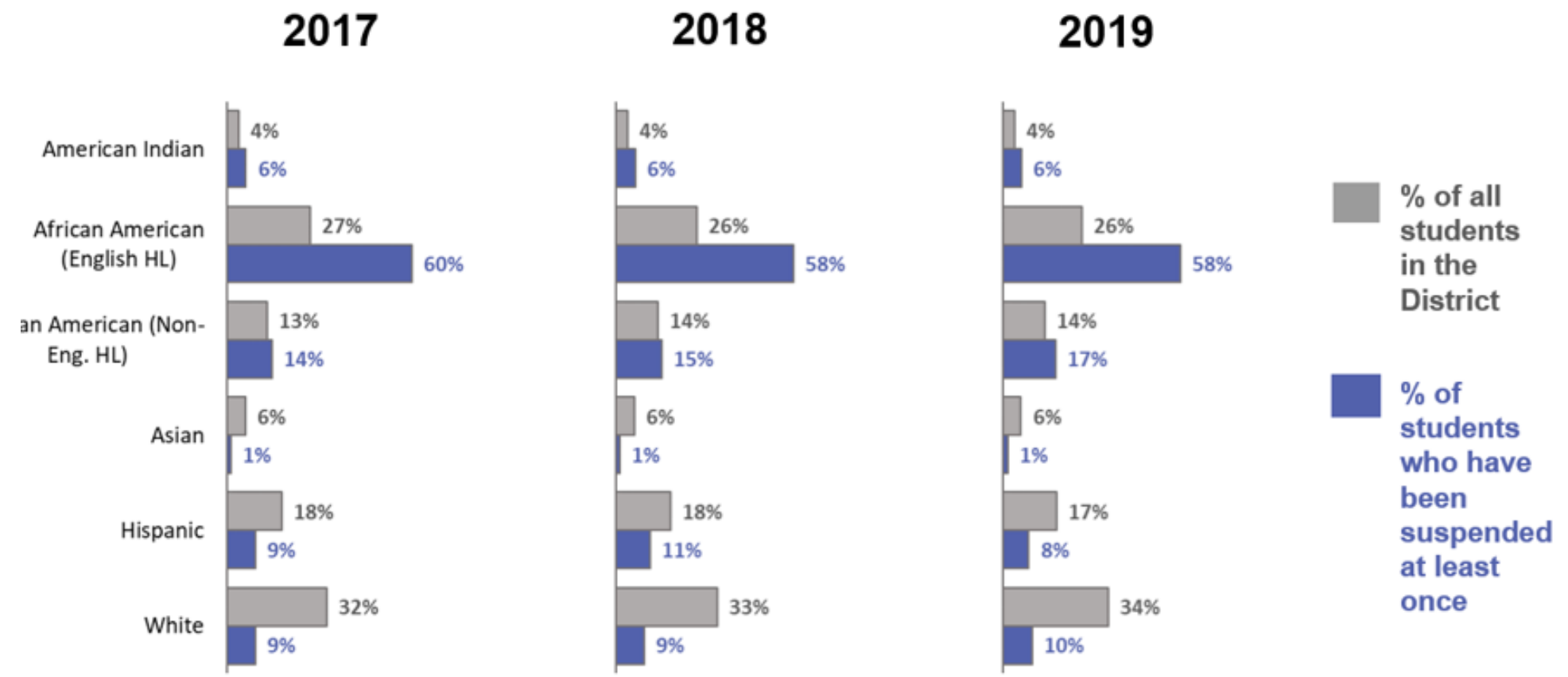Percent of students suspended at least once by SY17 v. SY18 v. SY19

Student population includes all students enrolled in the district during the school year.

Data includes all disciplinary incidents that occurred during the school year and were recorded before 8/12/2019.

Data Check | *Suspension Disproportionality Has Not Significantly Changed*

2017 | 2018 | 2019

American Indian
- 4%
- 6%

African American (English HL)
- 27%
- 60%

an American (Non-Eng. HL)
- 13%
- 14%

Asian
- 6%
- 1%

Hispanic
- 18%
- 9%

White
- 32%
- 9%

2018:
American Indian 4% / 6%
African American (English HL) 26% / 58%
an American (Non-Eng. HL) 14% / 15%
Asian 6% / 1%
Hispanic 18% / 11%
White 33% / 9%

2019:
American Indian 4% / 6%
African American (English HL) 26% / 58%
an American (Non-Eng. HL) 14% / 17%
Asian 6% / 1%
Hispanic 17% / 8%
White 34% / 10%

% of all students in the District

% of students who have been suspended at least once

Data Check

Early Literacy and Math

2018-2019

Data Check | Early Literacy and Math | *Kindergarten Concepts of Math Assessment (KCoM)*
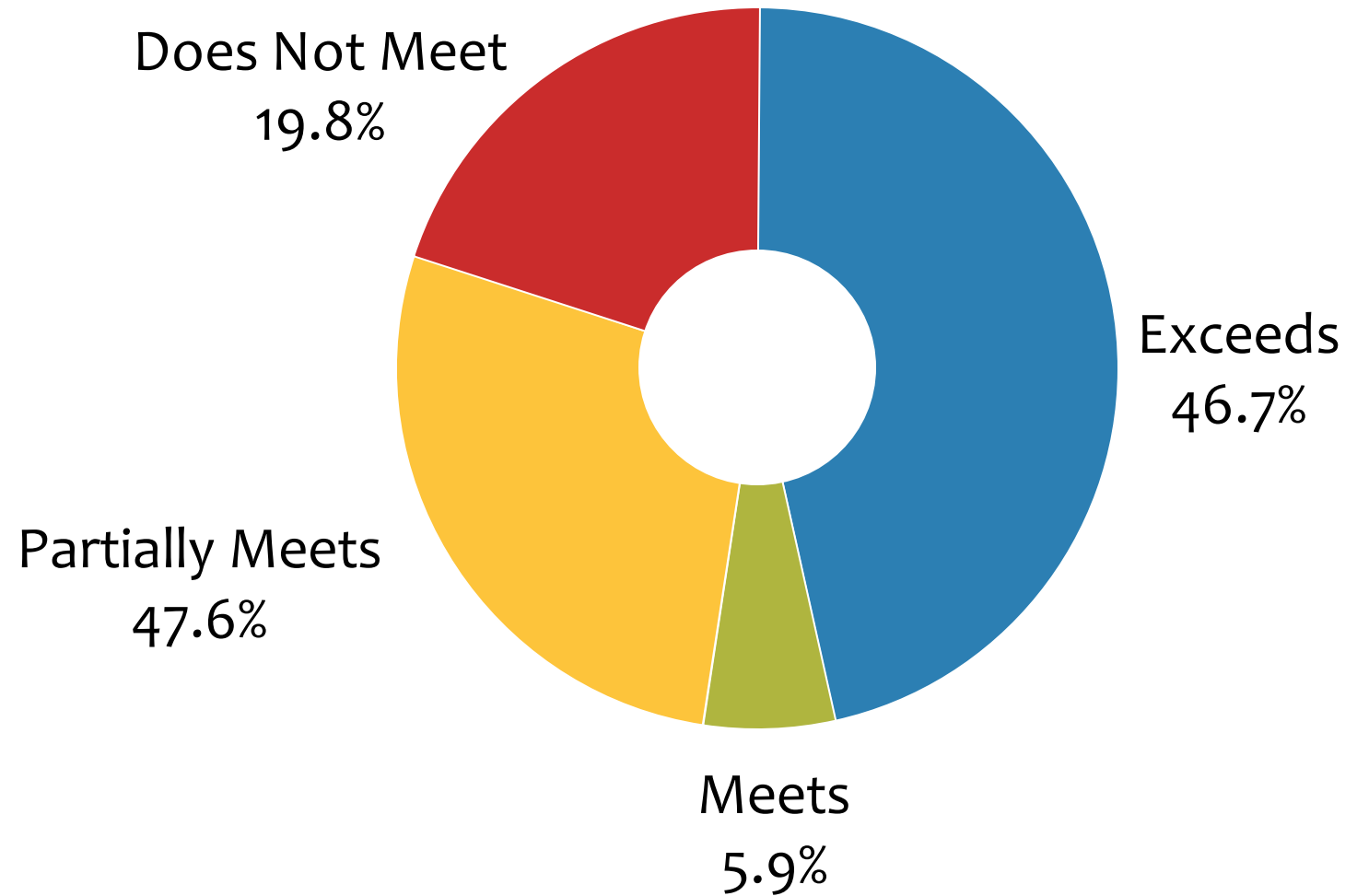
Task 1 - Forward Counting
Task 2 - One More
Task 3 - Counting a Collection
Task 4 - Numeral ID
Task 5 - Ordering Numerals
Task 6 - Backward Counting
Task 7 - One Less

Summary

Average % Correct: **69.8%**

Students: **2092**

% Not Mastered: **47.4%**

% Mastered: **52.6%**

Overall Performance

Does Not Meet
19.8%

Exceeds
46.7%

Partially Meets
47.6%

Meets
5.9%

KCoM by Ethnicity

Task Score: ▢ 0 ▢ 1 ▢ 2 ▢ 3 ▢ 4

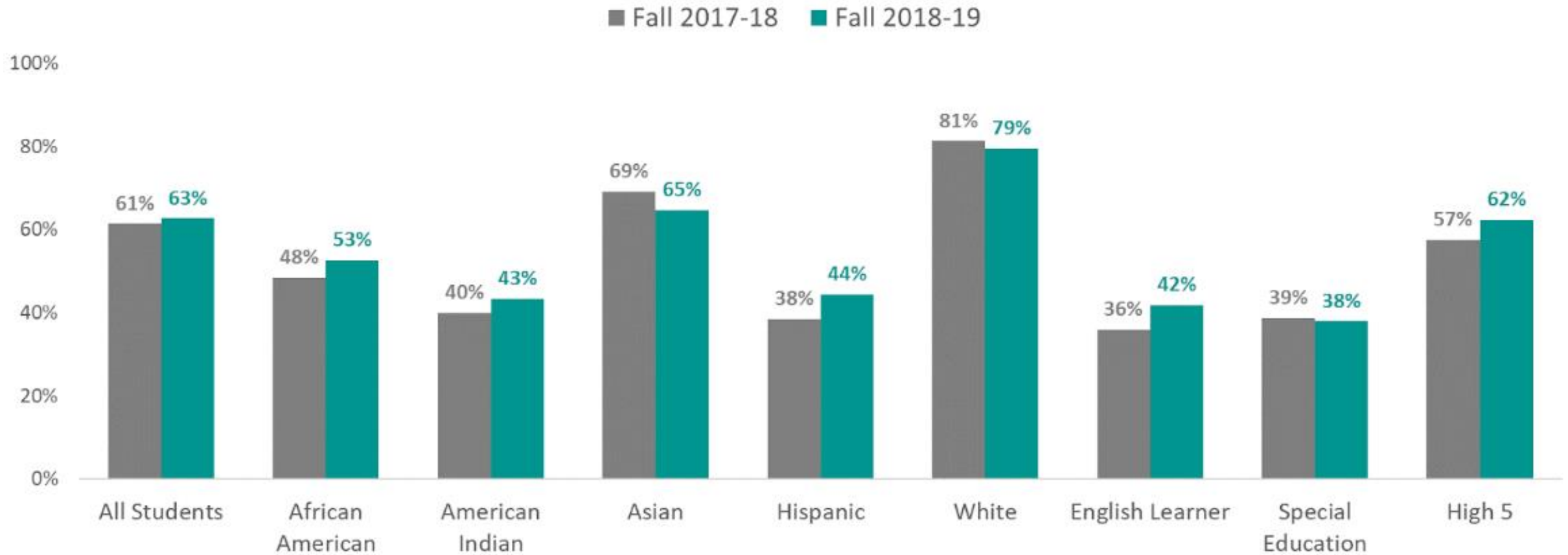|		Fall	Winter	Spring
Task 6: Backward Counting	African American	35% · 17% · 39%	49% · 16% · 18%	33% · 20% · 40%
	American Indian	33% · 17% · 46%	53%	47% · 29%
	Asian/Pacific Isl..	20% · 47%	46% · 18% · 26%	25% · 15% · 57%
	Hispanic	55% · 15% · 28%	21% · 46%	37% · 17% · 33%
	White	16% · 55%	44% · 17% · 32%	20% · 62%
Task 7: One Less	African American	86%	48% · 19% · 17%	25% · 19% · 36%
	American Indian	83%	53% · 20% · 14%	28% · 32% · 30%
	Asian/Pacific Isl..	66%	34% · 21% · 27%	15% · 17% · 46%
	Hispanic	88%	51% · 16%	31% · 21% · 29%
	White	53% · 20%	19% · 27% · 37%	65%

Percent of students proficient on FAST earlyReading Fall and Spring **SY18** and **SY19**
Declines both years from Fall to Spring. More students proficient in SY 19

■ SY 2017-18 ■ SY 2018-19
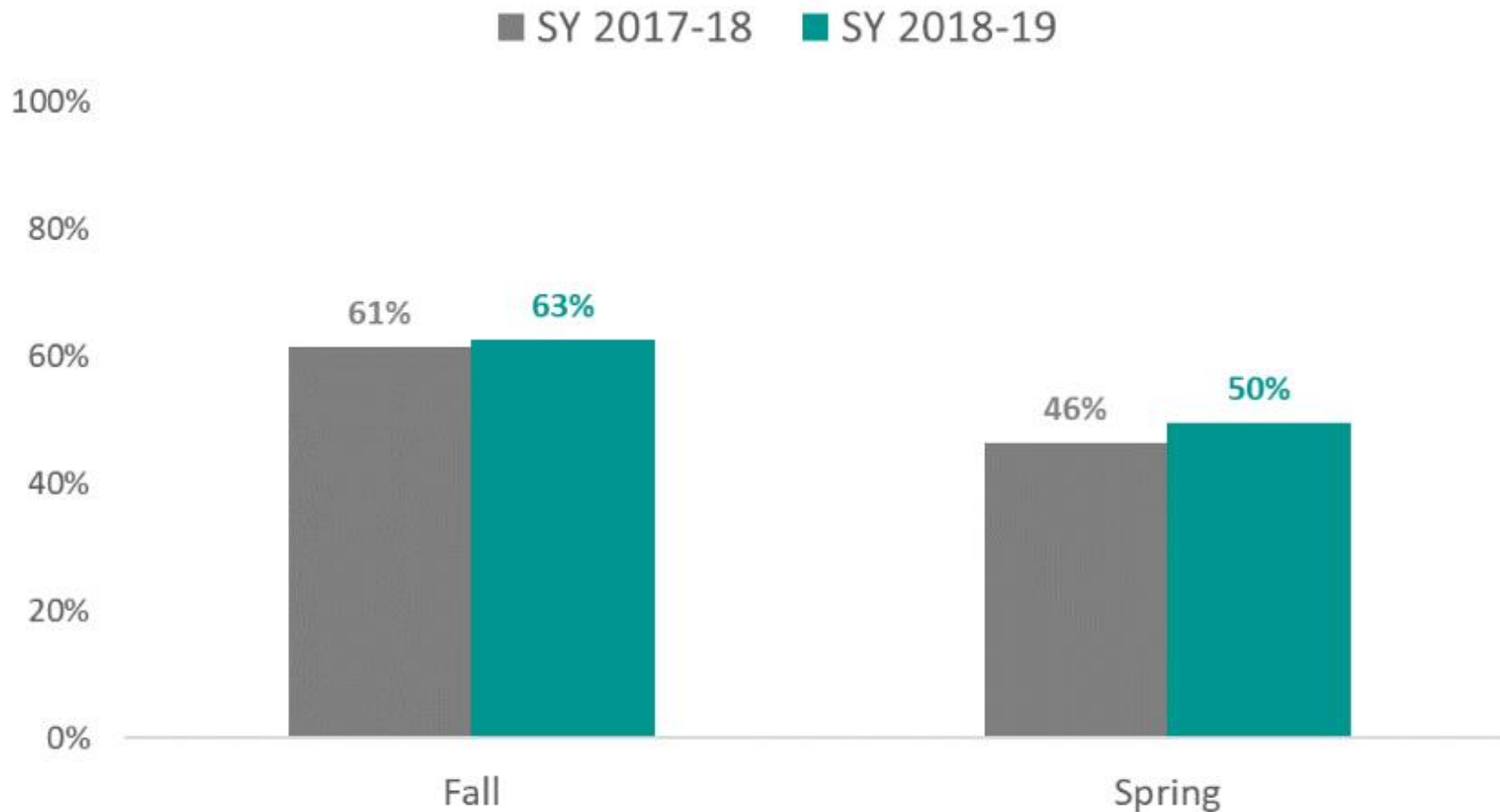
Percent of students proficient on FAST earlyReading Fall SY18 and SY19
Increases for all groups other than Asian, White, and Special Education

■ Fall 2017-18   ■ Fall 2018-19

Group	Fall 2017-18	Fall 2018-19
All Students	61%	63%
African American	48%	53%
American Indian	40%	43%
Asian	69%	65%
Hispanic	38%	44%
White	81%	79%
English Learner	36%	42%
Special Education	39%	38%
High 5	57%	62%

Percent of students proficient on FAST earlyReading Spring SY18 and SY19
Increases for all groups other than American Indian, Hispanic, and Special Education

Legend: ■ Spring 2017-18   ■ Spring 2018-19

Group	Spring 2017-18	Spring 2018-19
All Students	46%	50%
African American	34%	38%
American Indian	27%	17%
Asian	49%	51%
Hispanic	25%	23%
White	63%	67%
English Learner	30%	32%
Special Education	26%	18%
High 5	36%	39%
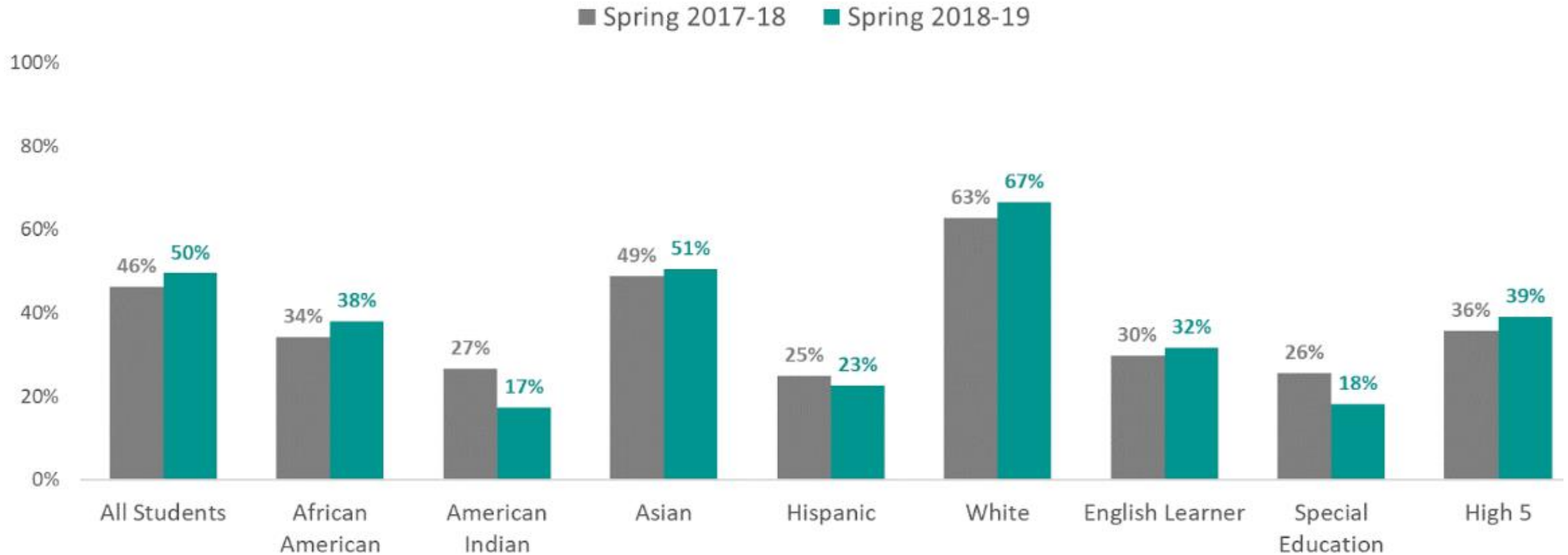
WBWF Metric: 3rd Grade MCA Reading Proficiency

Three percentages point increase overall for district. State declined two percentage points

3rd Grade MCA Reading Proficiency by Race/Ethnicity
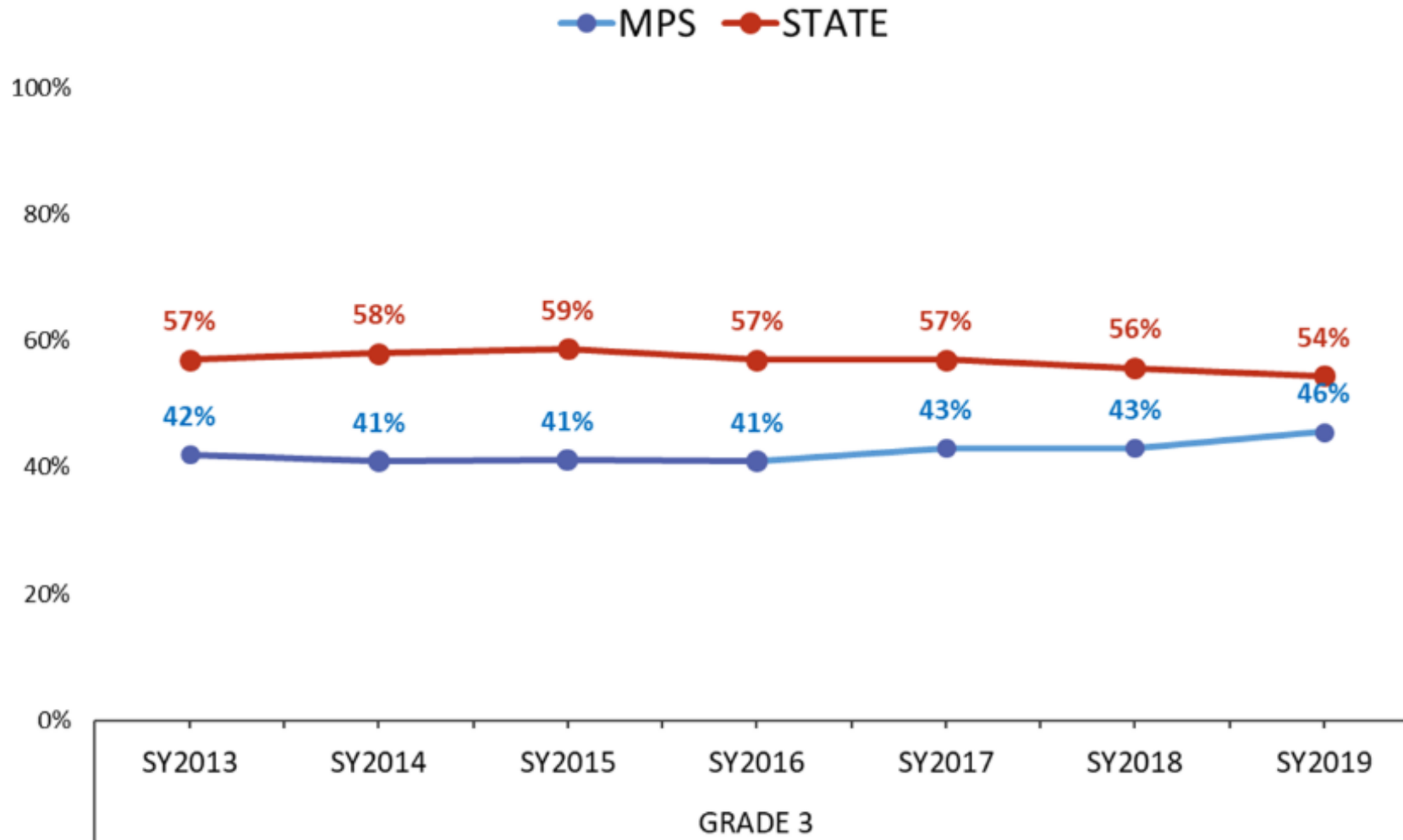
Significant gaps remain relatively unchanged between White students and Students of Color. Significant increase for American Indian students. Increases also evident for African American and Hispanic students
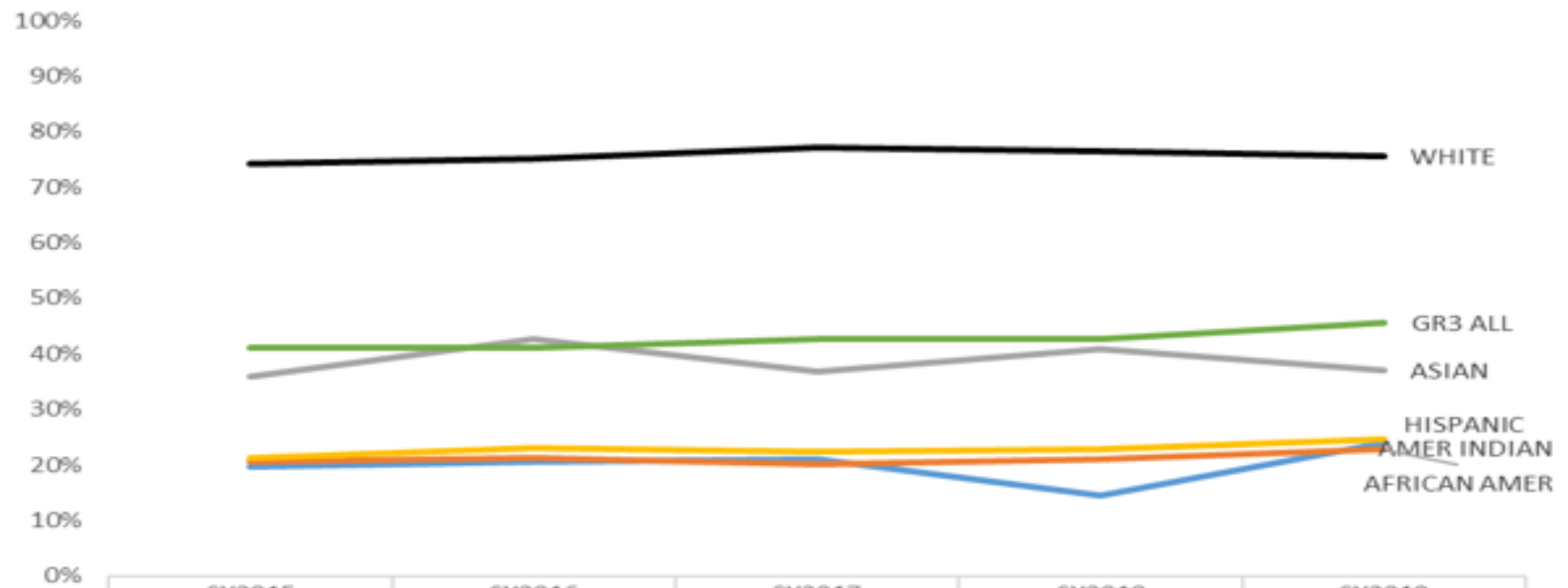
	SY2015	SY2016	SY2017	SY2018	SY2019
AMER INDIAN	20%	21%	21%	15%	24%
AFRICAN AMER	21%	21%	20%	21%	23%
ASIAN	36%	43%	37%	41%	37%
HISPANIC	21%	23%	22%	23%	25%
WHITE	74%	75%	77%	77%	76%
GR3 ALL	41%	41%	43%	43%	46%

Data Check
MCA

2018-2019

Data Check | MCA | *MCA-III Reading Proficiency by Race/Ethnicity 2016-2019*

Two percentage point increase for district from SY 17-18 to SY 18-19. Slight decline for state. Gaps between White students and Students of Color remain relatively unchanged in district
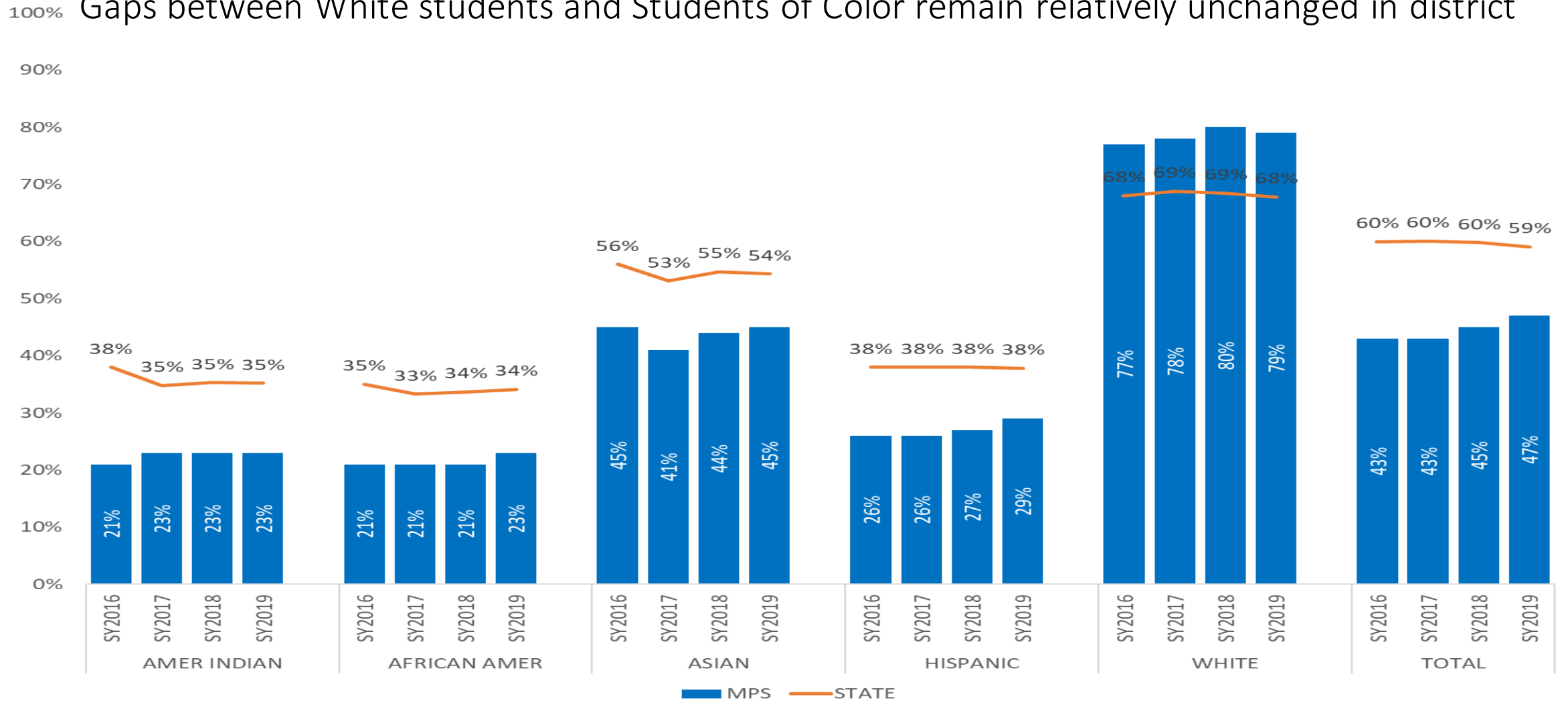
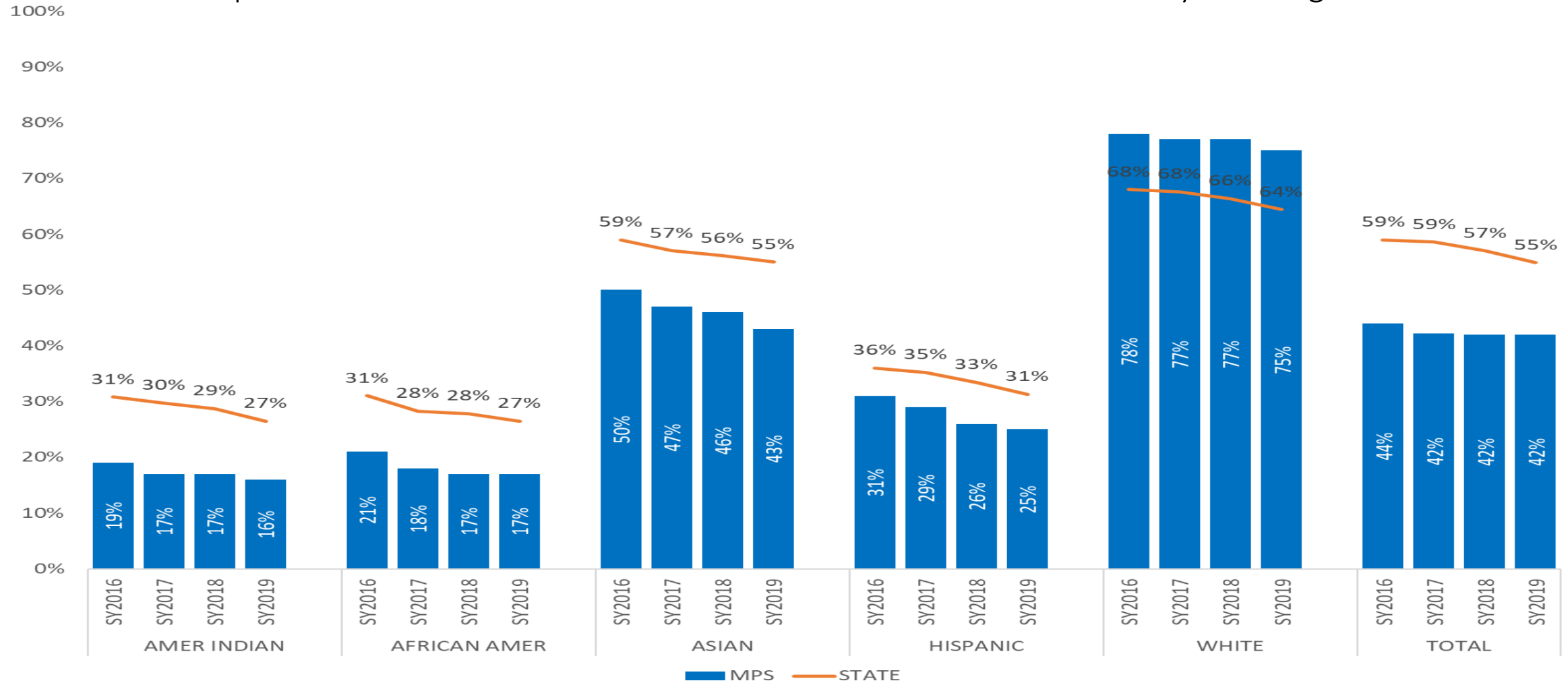Data Check | MCA | *MCA-III Math Proficiency by Race/Ethnicity 2016-2019*

Two percentage point increase for district SY 17-18 to SY 18-19. Two percentage point decrease for state. Gaps between White students and Students of color remain relatively unchanged in district.

15

Growth and Achievement on MCA Reading 2016-2019
Slight increase in students falling behind and moving ahead from last year

Legend:
- Falling Behind
- Borderline, Catching Up
- Behind, but above average
- Ahead, but below average growth
- Borderline, Slipping Back
- Moving Ahead

	2016	2017	2018	2019
Moving Ahead	28%	27%	31%	30%
Ahead, but below average growth	4%	4%	4%	4%
Borderline, Catching Up	8%	8%	8%	8%
Borderline, Slipping Back	13%	14%	14%	15%
Behind, but above average	9%	8%	9%	8%
Falling Behind	38%	39%	35%	36%

Additional ways to explore the MCA results: http://insights.mpls.k12.mn.us/SchoolBoardPortal/mca.html

18
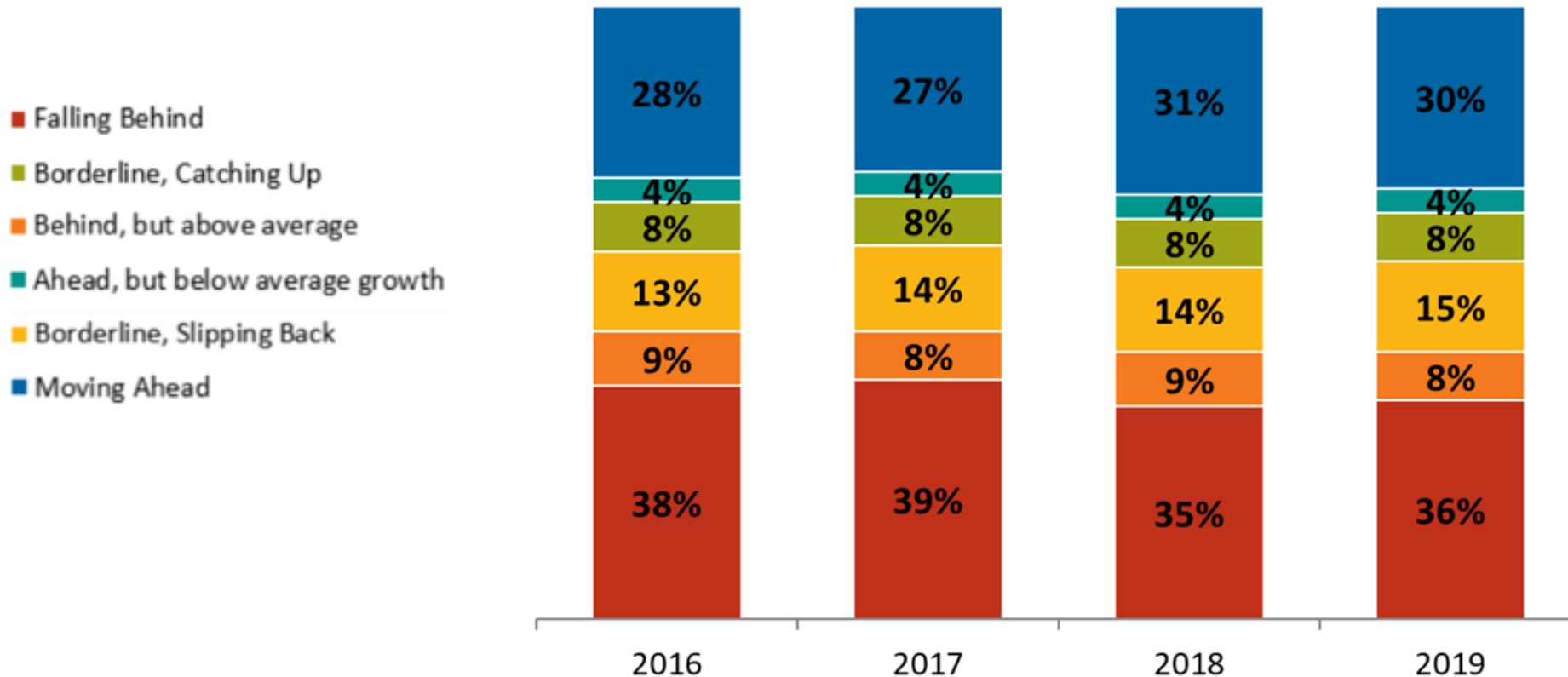
Growth and Achievement on MCA Math 2016-2019

Slight increase in students falling behind and moving ahead from last year

Legend:
- Falling Behind
- Borderline, Catching Up
- Behind, but above average
- Ahead, but below average growth
- Borderline, Slipping Back
- Moving Ahead

	2016	2017	2018	2019
Moving Ahead	27%	25%	27%	26%
Ahead, but below average growth	5%	6%	5%	5%
Borderline, Catching Up	8%	7%	7%	7%
Borderline, Slipping Back	11%	12%	11%	11%
Behind, but above average	7%	7%	7%	7%
Falling Behind	41%	44%	43%	44%

Additional ways to explore the MCA results: http://insights.mpls.k12.mn.us/SchoolBoardPortal/mca.html

17
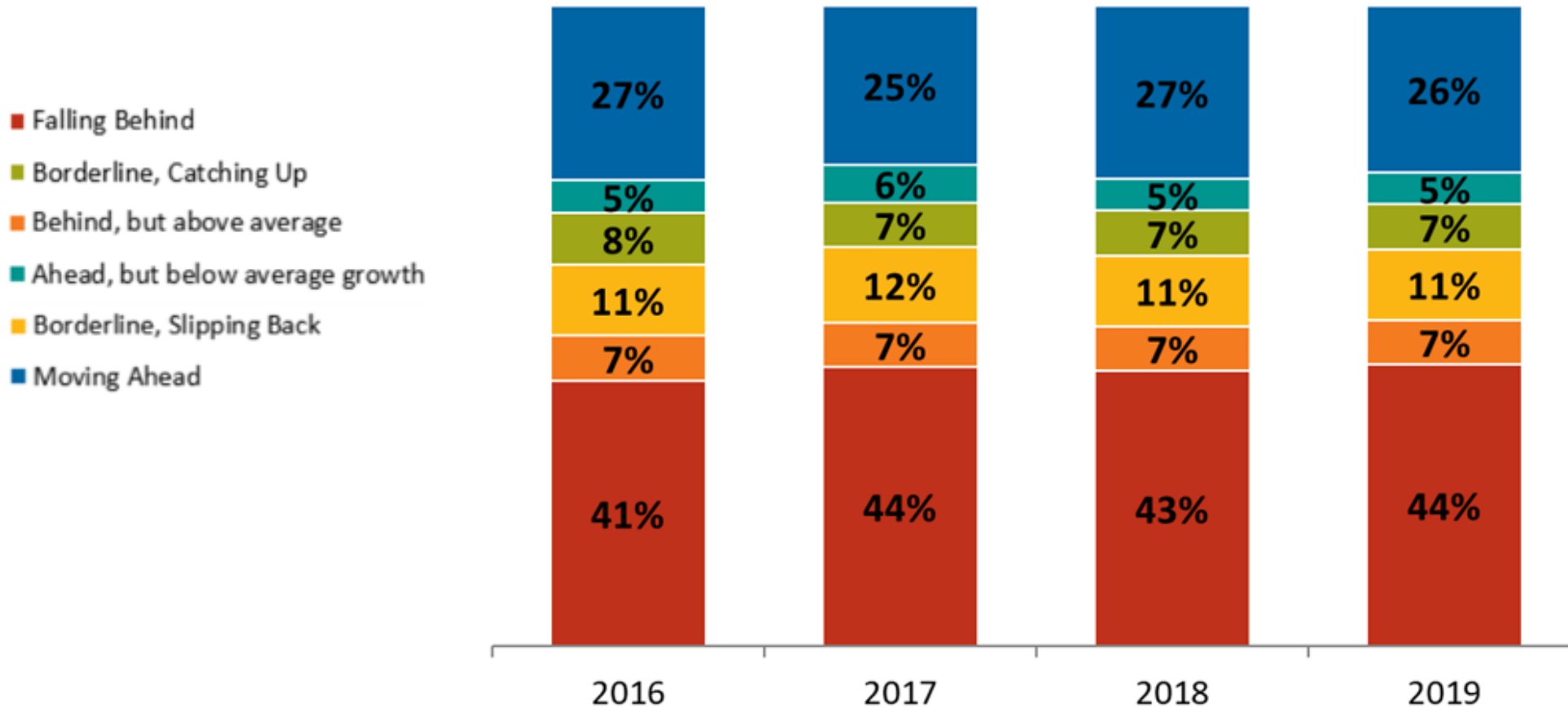
Data Check
Access
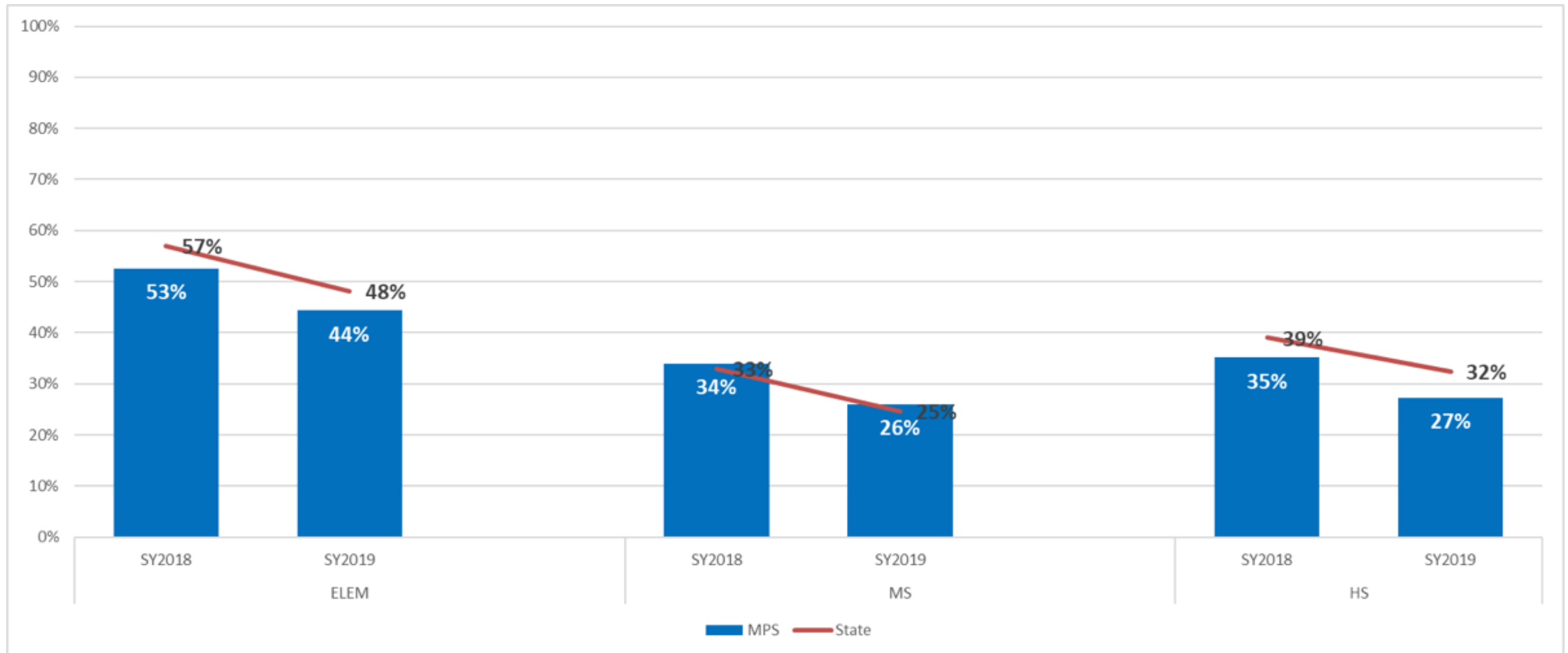
2018-2019

# ACCESS Growth Overall by Grade Configuration 2018-2019:
Meeting or Exceeding English Language Proficiency (ELP) Targets

State and District Declines at Elem, MS, and HS

ACCESS Growth Overall by Grade Configuration 2018-2019:
Average Progress Towards English Language Proficiency (ELP) Targets

State and District Declines at Elem, MS, and HS

Data Check
Middle Level On-Track
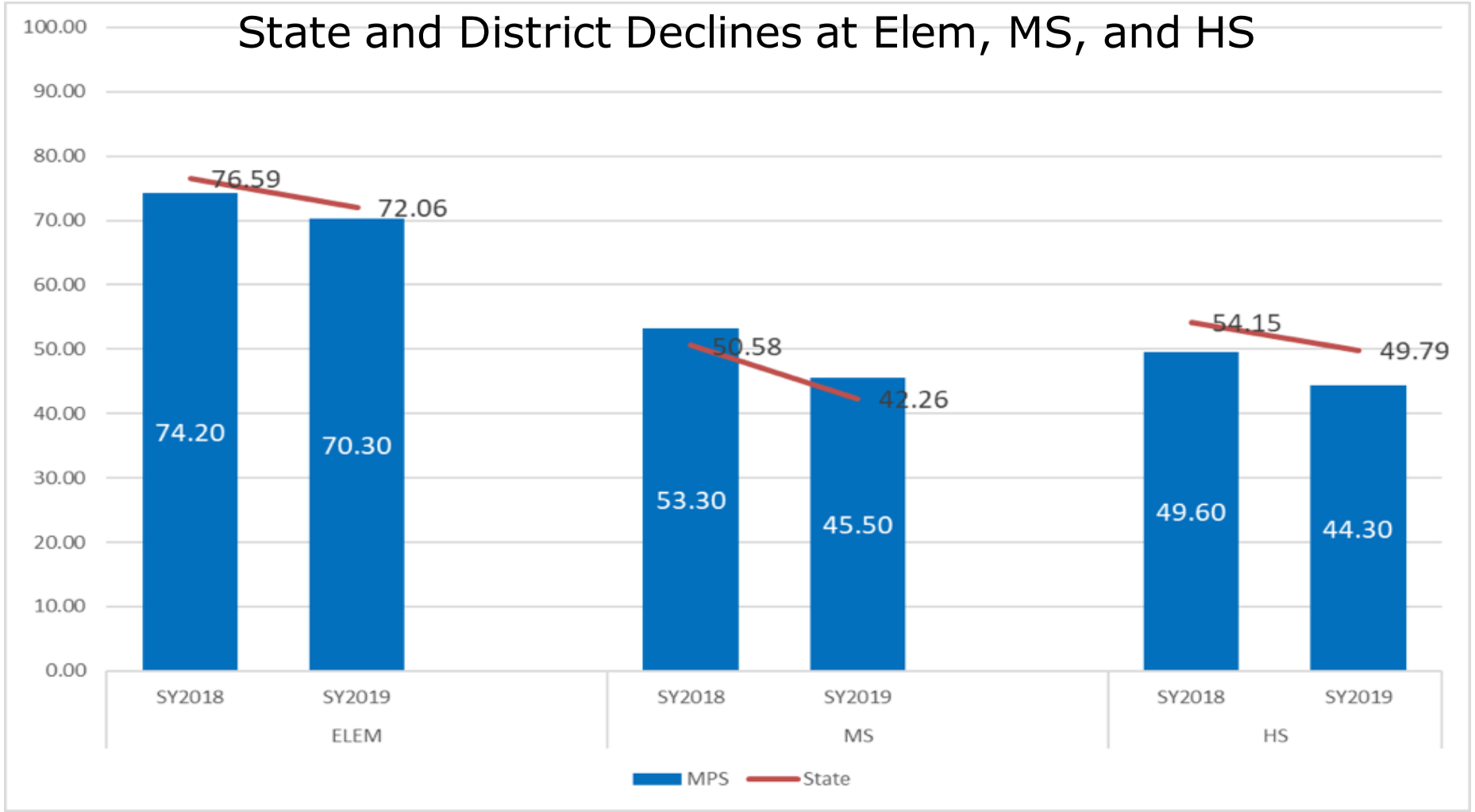
2018-2019

Data Check | *Middle Level On-Track*

Based on best practices for Early Warning Systems, the following data is tracked and students are flagged based on these thresholds:

	% Attendance	Core Course Grades	Suspensions (re-set to zero at the end of each quarter)	Referrals (re-set to zero at the end of each quarter)
Priority	Below 85%	F in any course	1 or more	2 or more
Focus	85—90%	D- to D+ in any course	0	1
On Track	91% or higher	C— or higher in all courses	0	0

A student that is flagged **Priority** in any category will be marked **Priority** overall.
A student that is flagged **Focus** in any category (but not Priority) will be marked **Focus** overall.
A student is marked **On Track** if s/he is flagged **On Track** in every category.

Data Check | *Middle Level On-Track*

Middle track on-track rates remain flat overall. Hispanic students show two year gain.
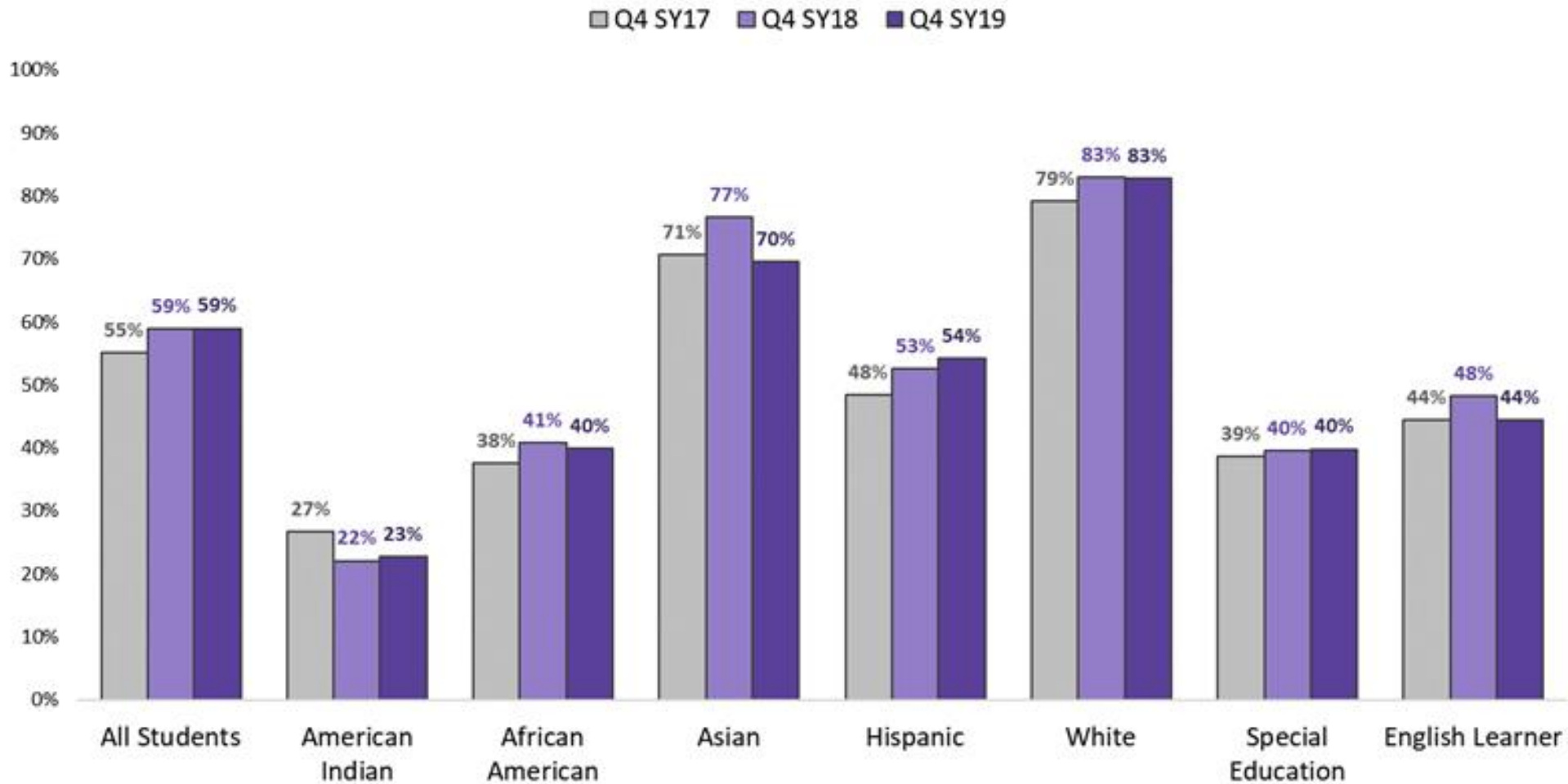
On Track = 91% or higher attendance, C- or higher in all courses, 0 Suspensions and 0 Referrals (suspensions and referrals reset to 0 at the end of each quarter)

Data Check
Advanced Academics

2018-2019

Data Check | *Advanced Academics*

Percent of Students Taking and Passing at least one Advanced Course has declined overall

Chart data:
- SY2006: 27%
- SY2007: 33%
- SY2008: 30%
- SY2009: 40%
- SY2010: 45%
- SY2011: 53%
- SY2012: 57%
- SY2013: 57%
- SY2014: 59%
- SY2015: 57%
- SY2016: 58%
- SY2017: 64%
- SY2018: 65%
- SY2019: 62%

Data Check | *Advanced Academics*

Percent of Students Taking and Passing at least one Advanced Course has declined for all groups

Data Check

High School On-Track

2018-2019

Based on best practices for Early Warning Systems, the following data is tracked and students are flagged based on these thresholds:

	% Attendance	Core Course Grades	Suspensions (re-set to zero at the end of each quarter)	Referrals (re-set to zero at the end of each quarter)
Priority	Below 85%	F in any course	1 or more	2 or more
Focus	85—90%	D- to D+ in any course	0	1
On Track	91% or higher	C– or higher in all courses	0	0

A student that is flagged **Priority** in any category will be marked **Priority** overall.

A student that is flagged **Focus** in any category (but not Priority) will be marked **Focus** overall.

A student is marked **On Track** if s/he is flagged **On Track** in every category.

Data Check | *High School On-Track*

Percent of 9TH Grade Students "On Track" Quarter 4 (SY17-SY19)
has declined overall. African American, Hispanic, and ELL students declining. Special education trending upward.
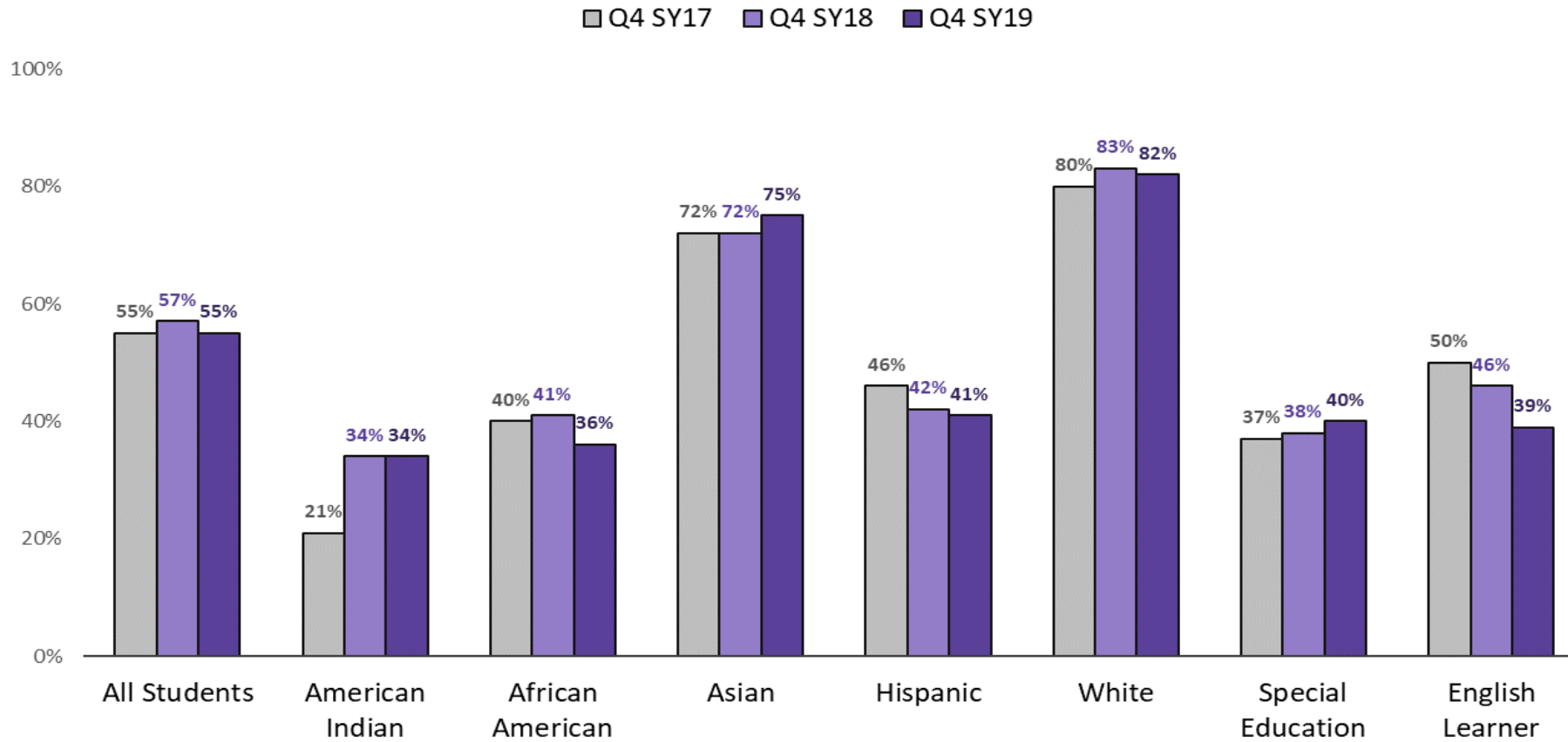
■ Q4 SY17   ■ Q4 SY18   ■ Q4 SY19

On Track = 91% or higher attendance, C- or higher in all courses, 0 Suspensions and 0 Referrals (suspensions and referrals reset to 0 at the end of each quarter)
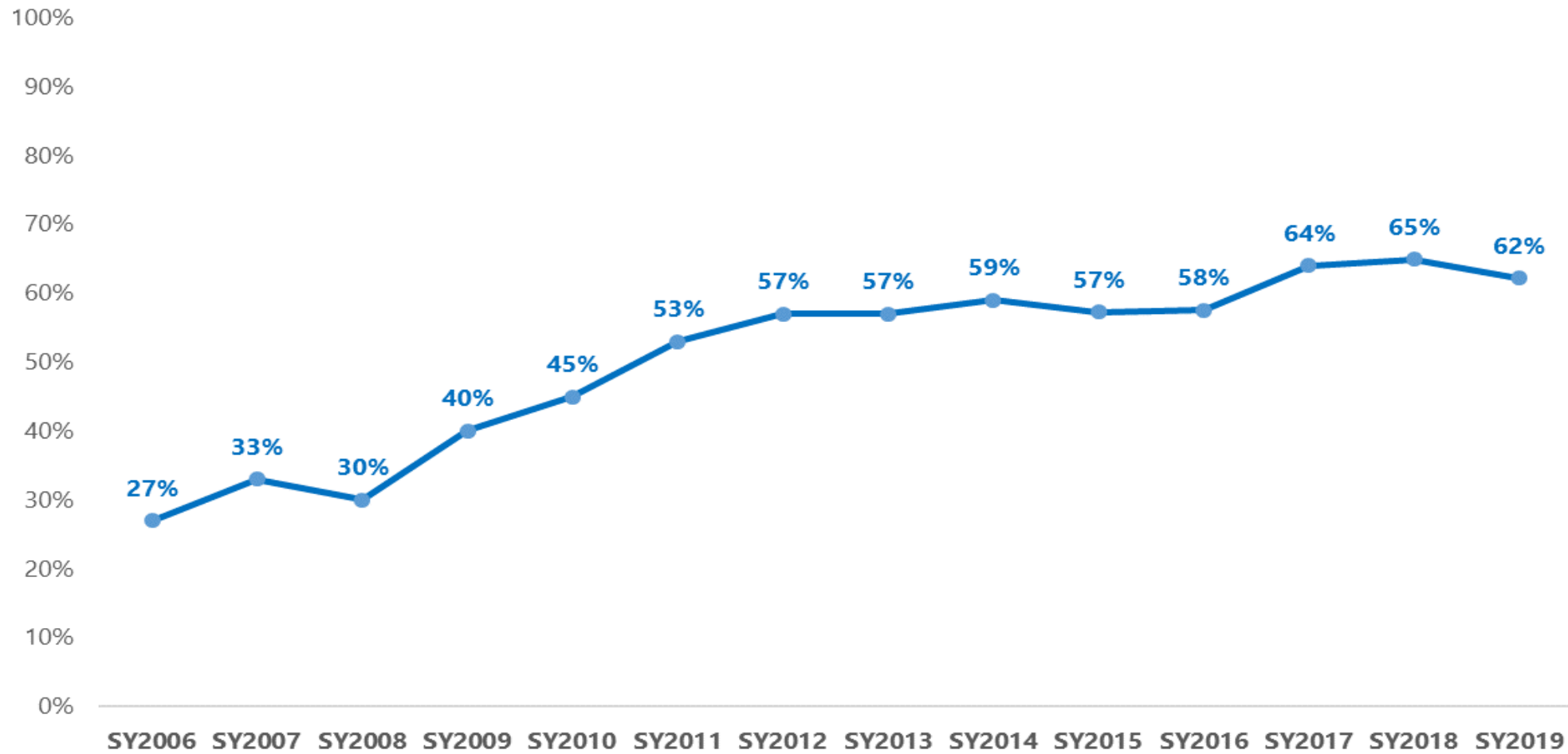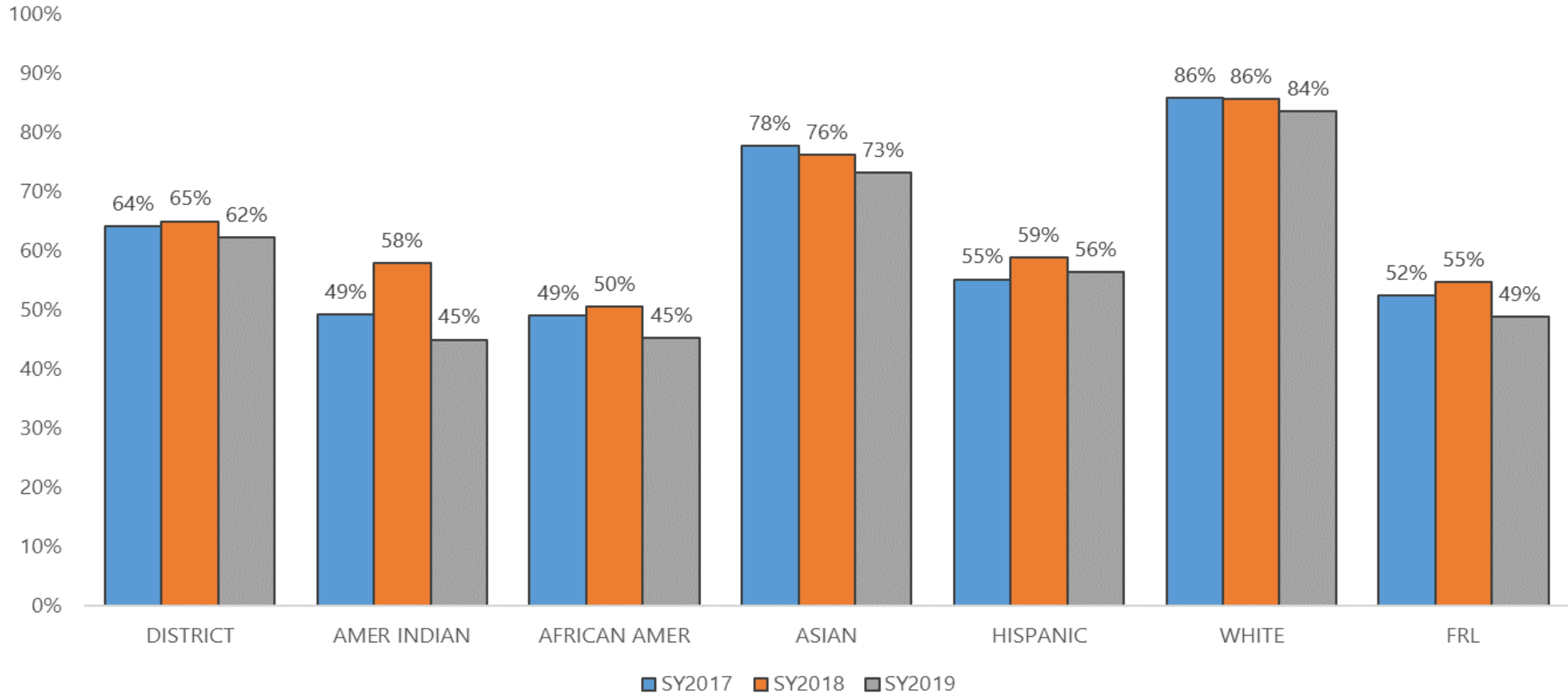
31

Data Check
ACT

2018-2019

ACT for All: Percent of 11th Grade Students Scoring 21 or higher, declined by two percentage points. American Indian students trending upward. African American and FRL trending downward.

□ 2016-17 ■ 2017-18 ■ 2018-19

Chart values:
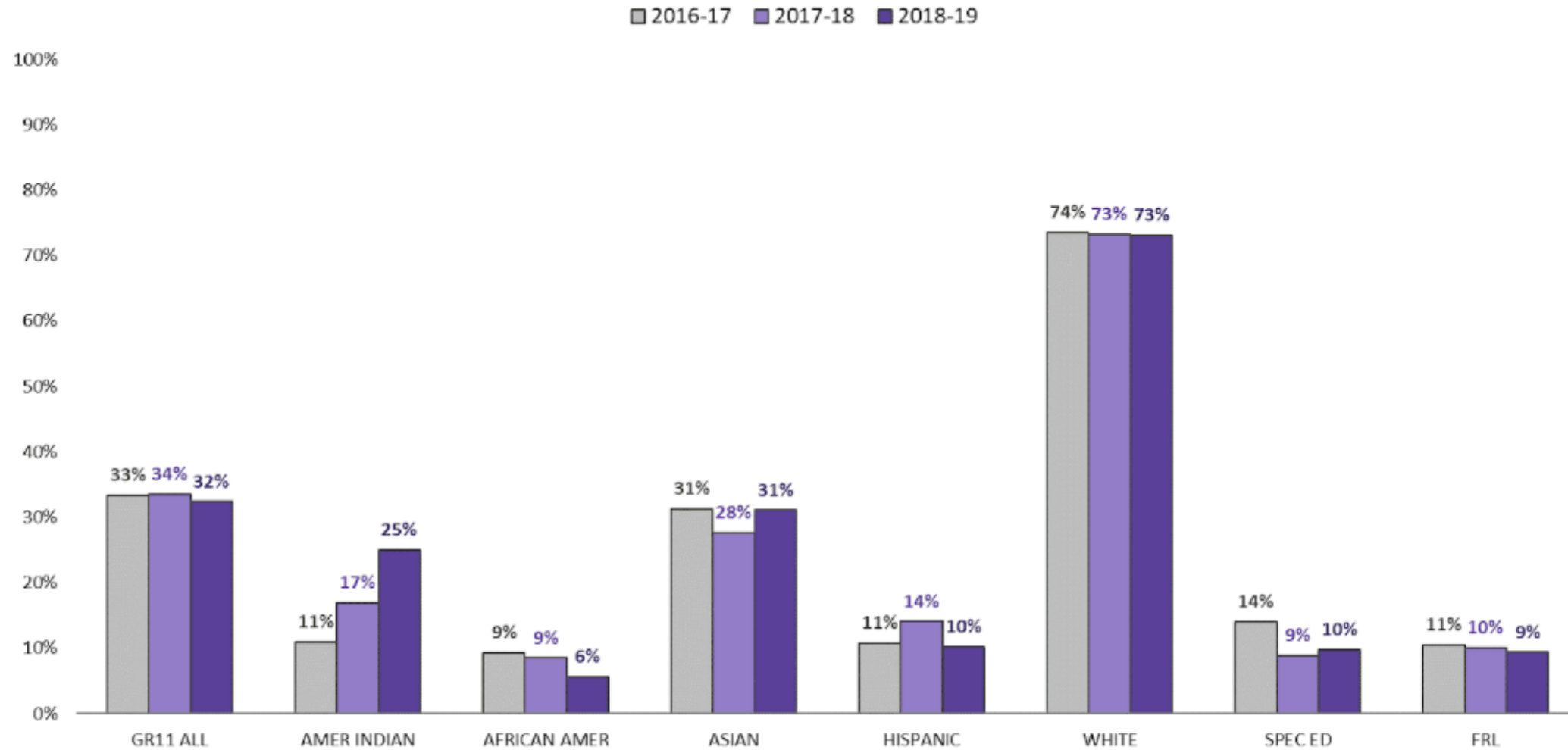
Group	2016-17	2017-18	2018-19
GR11 ALL	33%	34%	32%
AMER INDIAN	11%	17%	25%
AFRICAN AMER	9%	9%	6%
ASIAN	31%	28%	31%
HISPANIC	11%	14%	10%
WHITE	74%	73%	73%
SPEC ED	14%	9%	10%
FRL	11%	10%	9%

Data Check
Graduation Rate

2018-2019

Four-Year Graduation Rate increased overall by two percentage points. Rate has trended upward for three years. Last year all groups increased graduation rate other than Hispanic.
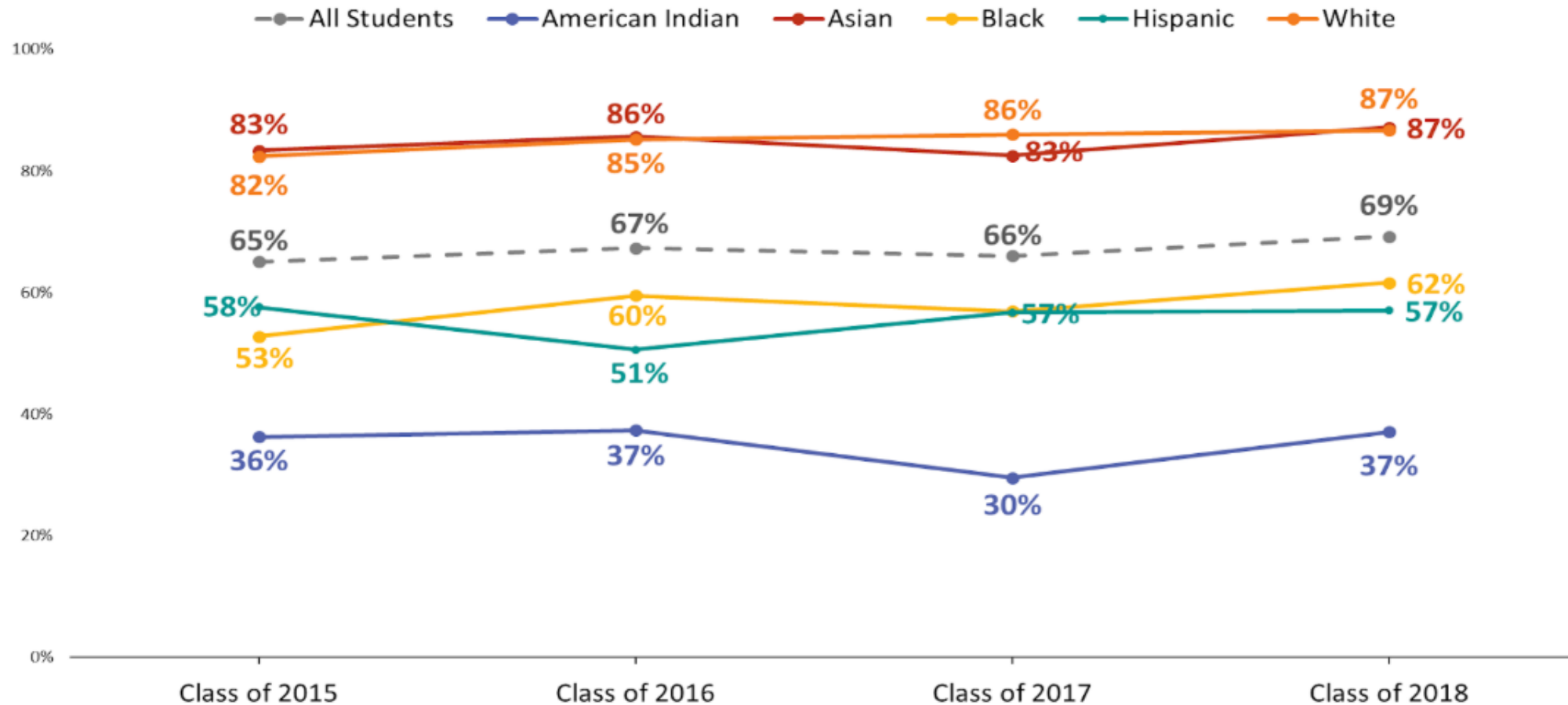
CTE Concentrator GRAD Rate Total v. Minneapolis GRAD Rate: CTE participants have higher graduation rates

SY18 MPS CTE Concentrator Four-Year On-Time Graduation Success
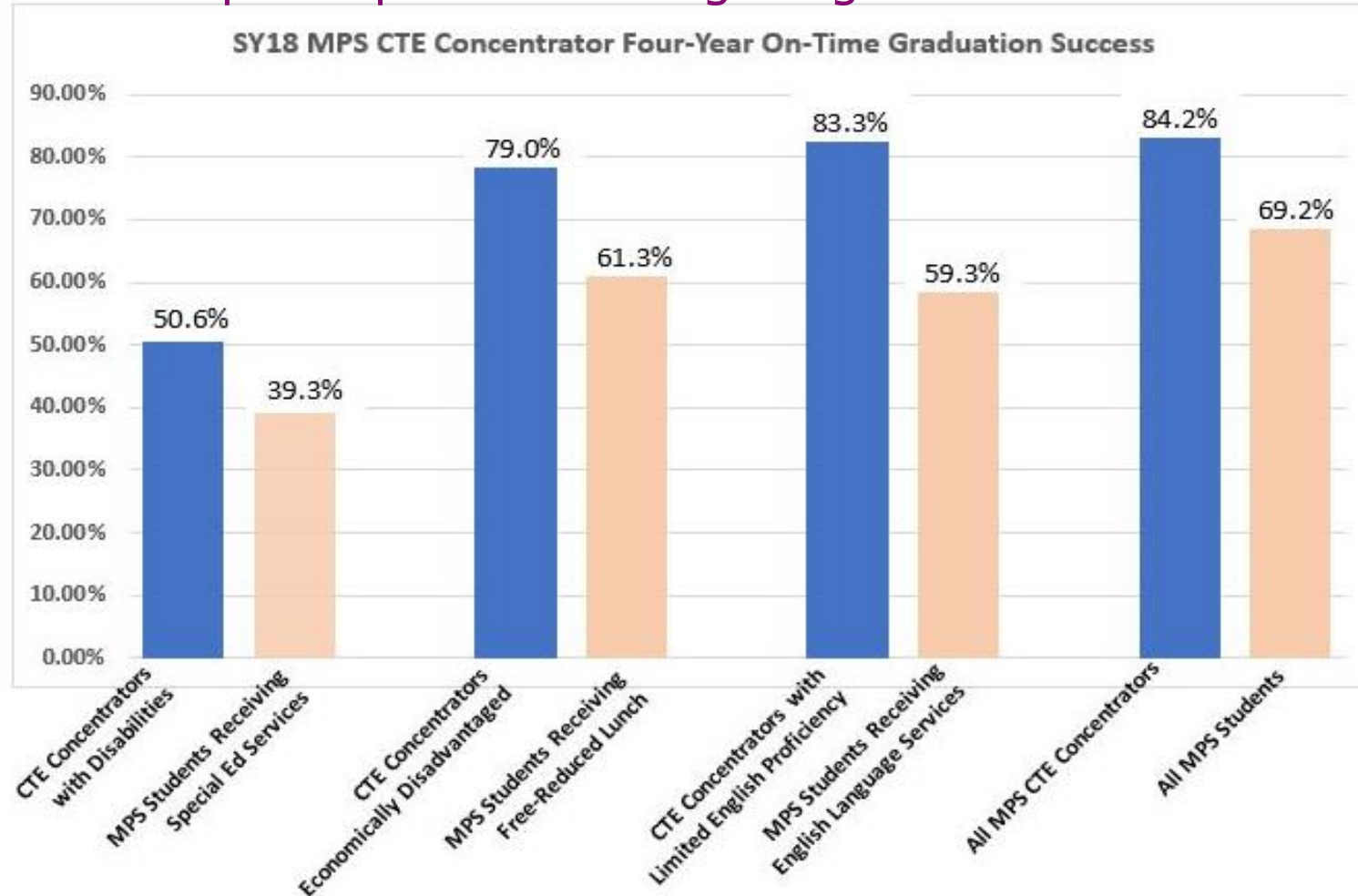
* A CTE Concentrator is a student who took 240 hours of CTE courses in grades 9-12

Academic Plan

2019-2020

A Call to Uncommon Courage

"Only those who will risk going too far can possibly find out how far one can go"
-T.S. Eliot

Foundations of the
Academic Plan

ESSA Well-Rounded Education

World's Best Workforce

Academic Plan

MPS 4 Priorities

Board Values and CDD
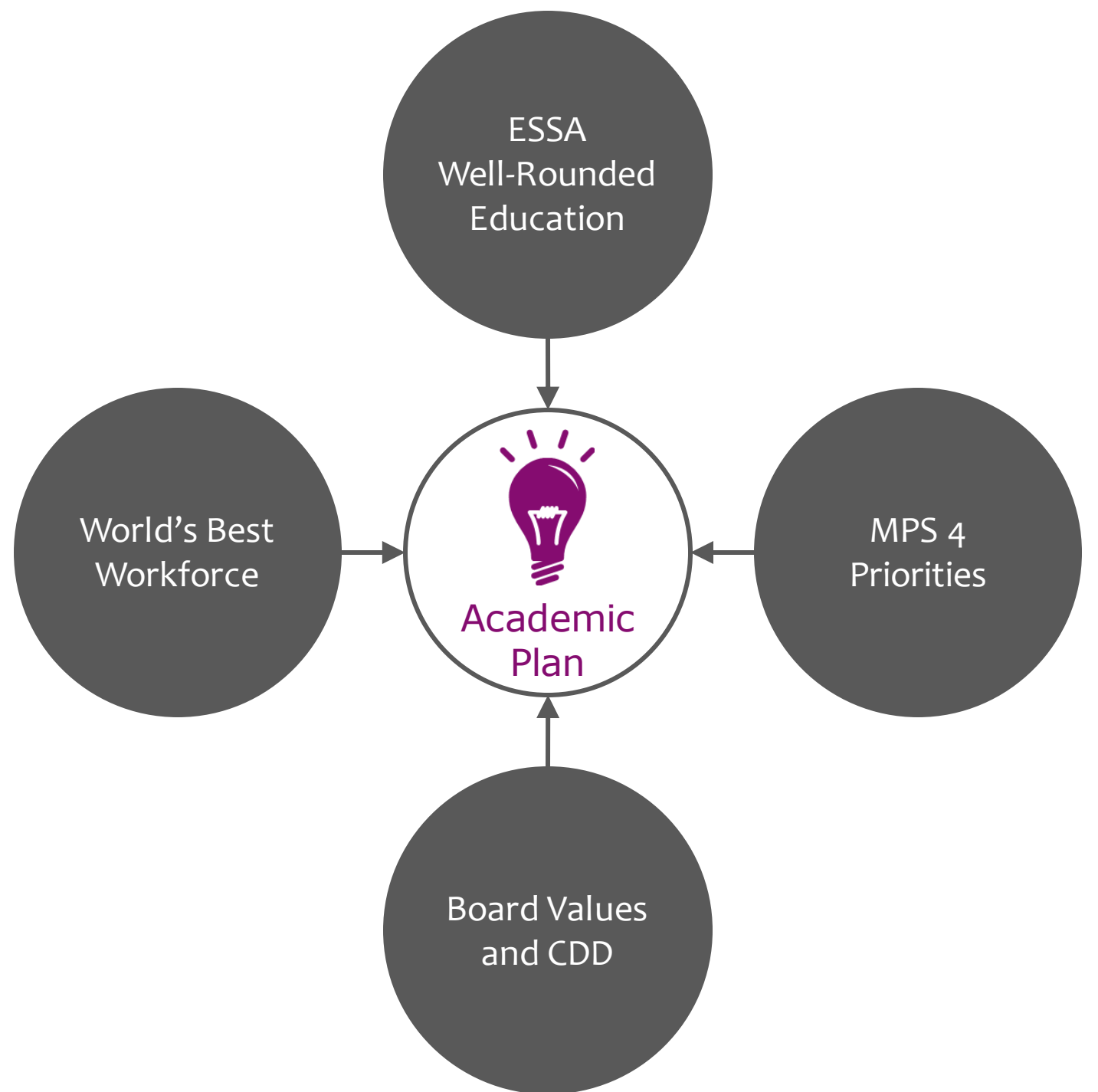
MPS Academic Vision of a **Well-Rounded Education**

Academic Plan

MPS students deserve a well-rounded education no matter their race, income or zip code. Students must have equitable access to rigorous and challenging academic programming in a variety of subjects, as well as arts, athletics, activities, service learning and career/college programming. This programming should be culturally relevant and help students and families feel safe, welcome and respected in our schools.

Every Student Succeeds Act (ESSA)

Previously Included in the Definition of Core Academic Subjects

- English, Reading or Language Arts
- Science
- Civics and Government
- Foreign Languages
- Mathematics
- Economics
- History
- *Arts
- Geography

New to ESSA, and Included in ESSA's Well-Rounded Education Definition

- Writing
- Technology
- Engineering
- Computer Science
- Music
- Career and Technical Edu
- Health
- Physical Edu

Every Student Succeeds Act: S. 1177-298

World's Best Workforce

All children are ready for school

All racial and economic achievement gaps between students are closed

All students are ready for career and college

All third-graders can read at grade level

All students graduate from high school

Academic Plan

4 District Priorities

- Multi-Tiered System of Support
- Balanced Literacy
- Social Emotional Literacy
- Equity
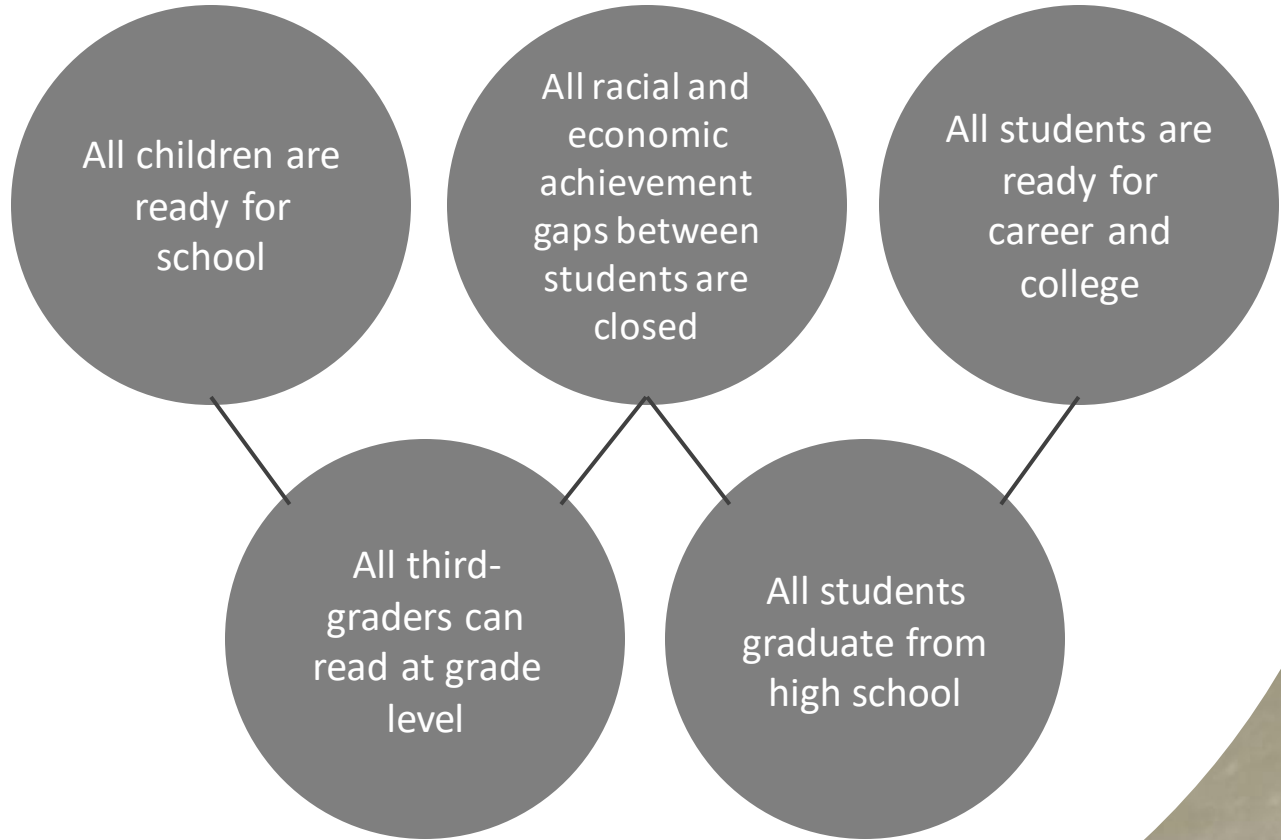
Alignment with Comprehensive District Design Guiding Values

o Well-Rounded Education

o Rigorous, Relevant and Responsive

o CTE Continuum: Career Exploration & Readiness

o English Learners

o Rigorous Academics

o Focus on 4 Priorities

o Culturally responsive curricula

o Achievable and Sustainable

Academic Plan

Academic Plan

Social and Emotional Learning

2019-2020	Early Literacy and Math
2019-2020	Multi-Tiered System of Support
2019-2020	College and Career
2020-Forward	Equitable Education Design

- ❑ Early Childhood
- ❑ K-5 Literacy and Math

Percent of students enrolled in High 5 at any point during SY 2019

High 5

Eligible Educational Benefits 67%*

Students Receiving Special Education Services 11%

Designated Homeless/Highly Mobile 10%

Home Language Other than English 41%

Early Childhood

Continued Implementation of Reading and Math Curriculum

Implementation of Teaching Strategies Gold

Summer Programming for Students Entering Kindergarten

K-5 Literacy and Math

K-2 Literacy Initiative STRIVE Together Grant

Continue Balanced Literacy and Benchmark Implementation

Focus on Kindergarten

Math Curriculum Adoption

MTSS Toolkit with focus on Tier One, Strong Core.

Instructional and rapid cycles of improvement

Focus On

Special Education and MTSS short term cycles, differentiated core and analysis

Expanding mindset of core instructional practice to included students who need acceleration and support.

Professional Development including direct team and one-on-one support

Collaboration Protocols

PURPOSE

to provide guidance and support around common planning and co-teaching structures in order to create more efficient, effective and intentional collaborative practices for all grade level teams.

IMPACT

having strong collaborative practices allows for all key stakeholders, EL, SPED, and classroom teachers, to engage together in order to ensure that students are receiving high quality instruction and show high academic achievement and growth in all content areas.

51

Common Language Assessments

Ensure that our instruction is aligned to standards

Bring greater equity into classrooms serving English Learners

Offer reliable, valid and timely language data for low-stakes decision making

Inform language instruction

Better connect relationship between students' language proficiency and their academic achievement

Language instruction within the literacy block

Continuation of Benchmark Advance and Adelante

Literacy

Build dual vehicles of literacy and language in 6-12 students

Job-embedded Coaching Cycles

Roles

o Building coaches (model, co-plan, co-teach)
o Support teachers in serving English Language Learners, Special Education, General Education, Advanced Learners and Multilingual Education.
o Engage in the MTSS process, specifically Tier 1 Core Instruction

Professional Development

o Understanding diverse learner
o Differentiation in Service of Equity and How we Talk about Students
o Cultural and economic diverse students reach their potential
o Tiered Instruction and Scaffolding
o Coaching
o Students excelling
o MTSS

Culturally-Responsive Practice

ALC: promoting student strengths in student-centered classrooms.

Homeless Highly Mobile: Professional development

Indian Education: Professional Development

OBSA: Expand to more sites and Queens Program

Homeless Highly Mobile: Stable Homes Stable Schools Parent Advisory Committee as a tool for guiding our work and priorities.

Indian Education: IDI and other tools to assess cultural competency

1

- Check and Connect

2

- Innovative and examine practices and beliefs that impact students' sense of belonging in school

3

- Use data to identify for early identification

4

- Sustained interventions that promote social belonging, students' beliefs about their ability to succeed and connect their education

5

- Professional development to school staff of how relationships can assist students in overcoming the effects of adversity and to thrive.

1
- Ensure students experiencing homelessness are identified

2
- Ensure McKinney Vento rights of all students are protected.

3
- Support existing school practices/strategies that promote the success of students experiencing homelessness

4
- Train/raise awareness internally and externally of the impact of housing instability on students

5
- Strategies for supporting families and students experiencing homelessness
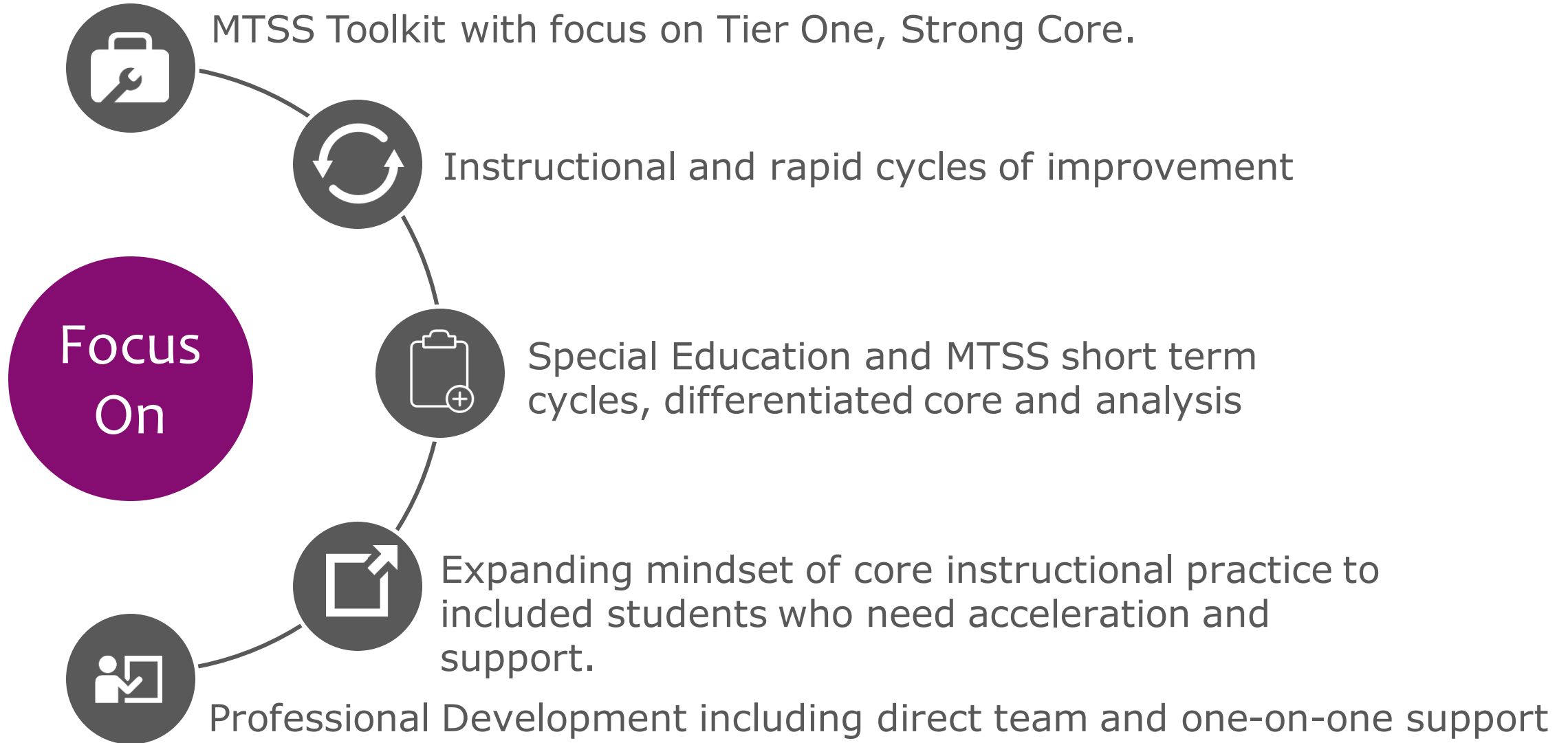
57

Academic Plan

Social and Emotional Learning

2019-2020	Early Literacy and Math
2019-2020	Multi-Tiered System of Support
2019-2020	College and Career
2020-Forward	Equitable Education Design

- ❑ College & Career Competencies
- ❑ Monitoring and Feedback
- ❑ Increasing Graduation Rate

Academic Plan | College and Career | *College and Career Domains and Competencies*

A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adopt to an economically viable career. -MDE 218

Employability Skills

- Communication
- Technology & Information Literacy
- Academic Content Knowledge
- Collaboration
- Creativity
- Critical Thinking

Mindset and Social Awareness

- Growth Mindset
- Relationship Skills
- Cultural Fluency & Global Awareness
- Self-Mngmt
- Problem Solving
- Decision Making
- Self-Advocacy

Transitional Knowledge

- Career Field and Post-Secondary Entrance Requirements and Options
- Financial Aid Process
- Employment and Admission Procedures

Career Development

- Career Awareness
- Career Exploration
- Career Preparation

Current Performance Indicators

✓ FAFSA/Dream Act Application Completion
✓ Progression through My Life Plan
✓ Graduation Rates
✓ Post-Secondary Enrollment

Supports to the Current Performance Indicators

✓ Consistent use of progress-monitoring tool (student data tracker) for middle school and high school.
✓ Credit recovery options

Student Services Homeless Highly Mobile

Maintain school stability

Collaboration with youth service providers, shelters and housing programs

Deepen collaboration to ensure access to all supports

Data-informed decisions

Train school staff on unaccompanied youth rights

Moving Forward:

Equitable Education Design

2020 and Beyond

Middle Level Focus

Curriculum and Instruction

Ethnic Studies

Extended Learning

Advanced Academic and Career Pathways

16 Characteristics

Curriculum, Instruction and Assessment

Value young adolescents

Active learning

Challenging curriculum

Multiple learning approaches

Varied assessments

Leadership and Organization

Shared vision

Committed leaders

Courageous and collaborative leaders

Professional development

Organizational structures

Culture and Community

School environment

Adult advocate

Guidance services

Health and wellness

Family Involvement

Community Business

Successful Schools For Young Adolescents

Essential Attributes
Developmentally Responsive
Challenging
Empowering
Equitable

This We Believe

Keys to Educating Young Adolescents

This We Believe Crosswalk with 4 Priorities

MTSS and Literacy	Social Emotional	Equity
Essential Attribute **Challenging**: recognizing that every student can learn and everyone is held to high expectations. **Empowering**: providing all students with the knowledge and skills they need to take control of their lives.	Essential Attribute: **Developmentally Responsive**: using the nature of young adolescents as the foundation on which all decisions are made.	Essential Attribute **Equitable**: advocating for every student's right to learn and providing challenging and relevant learning opportunities.
Characteristics Curriculum, Instruction and Assessment Leadership and Organization	Characteristics Culture and Community Leadership and Organization	Characteristics Culture and Community Leadership and Organization

MTSS Tier 1 Core Instruction with a focus on Race and Identity

Physical Education: Gender Inclusiveness

Social Studies: Curriculum Transformation

Library Media Services: Diverse & Inclusive Collections

Math: Intersection of Race and Mathematics

ELA: Race, Power and Storytelling

Art: Racial Identity as artists

Health: Mental health, SEL & Academic Performance

Science: 3 Dimensions of Learning & Student Voice

Prioritize Benchmarks

Priority vs
Supporting
Relevance
Connection
Complexity

Restore Narratives

Indigenous
People of Color
Women
LGBTQ+
Land
Contested ideas

Center Justice

Agency
Power
Resistance
Resilience
Critical theory

Co-Create

Students
Families
Community

CULTURALLY RELEVANT + SUSTAINING PEDAGOGY in SOCIAL STUDIES

High Schools will have two options for helping students meet the Ethnic Studies graduation requirement:

African American Studies
Asian American Studies
Chicanx/Latinx Studies
First Nations Studies
Hmong Studies
Race & Identity Studies
Somali Studies

1-Semester Stand-Alone Ethnic Studies Course

Core Requirement through an Ethnic Studies Course

Adapt required course that all students take

Concurrent Enrollment Ethnic Studies course

Demographic Group	Afterschool 2018-2019
African American	36% (1140)
American Indian	3% (100)
Asian	5% (142)
Hispanic	16% (511)
White	40% (1244)
English Learners (EL)	14% (430)
Educational Benefit Eligible	53% (1673)
Special Education	12% (376)
Advanced Learners	17% (547)
Total Participants	**3141**

Afterschool 2018-2019

ADVANCED LEARNERS 17%
SPECIAL EDUCATION 12%
FRL 53%
ENGLISH LEARNERS 14%
WHITE 40%
HISPANIC 16%
ASIAN 5%
AMERICAN INDIAN 3%
AFRICAN AMERICAN 36%
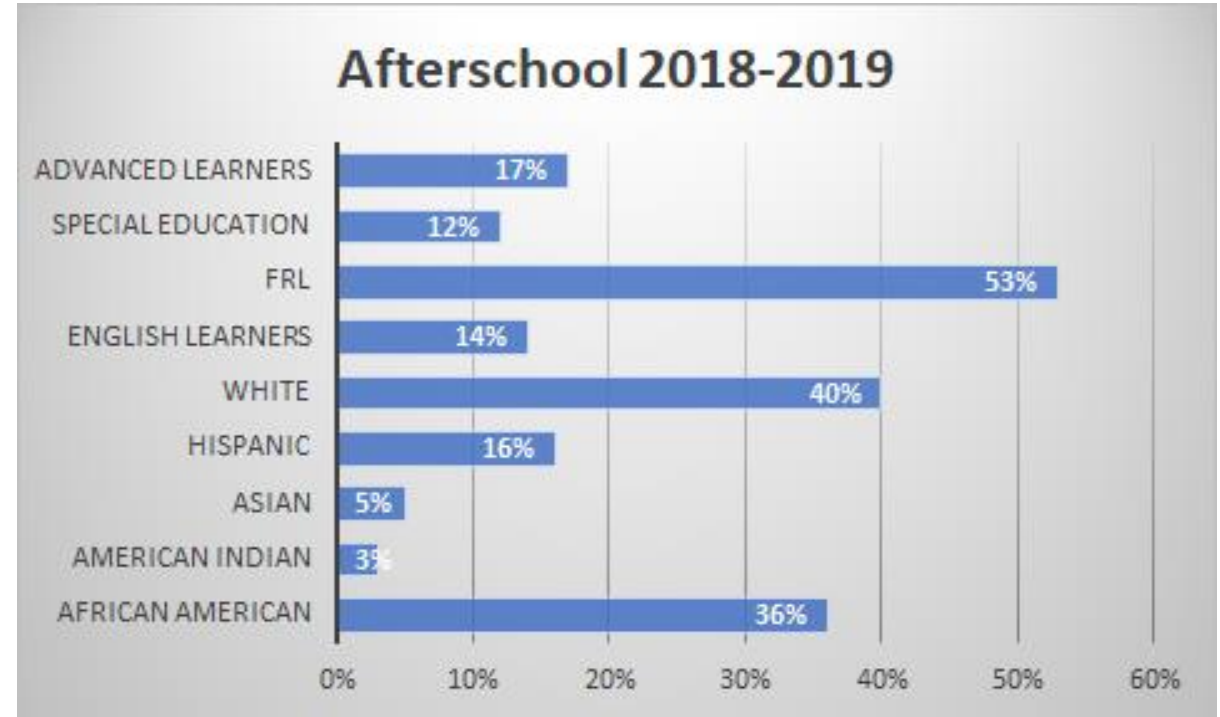
How do the following encourage or prevent students' entrance and/or retention on College and Career Pathways?

How do the following encourage or prevent students' entrance and/or retention in Advanced Academic opportunities?

APPENDICES

APPENDIX

Data Check
Early Literacy and Math

2018-2019

Kindergarten Concepts of Math Assessment (KCoM) Hi5 Impact

	Fall	Winter	Spring

Task 1
Forward Counting

Task 1 - Forward Counting
Task 2 - One More
Task 3 - Counting a Collection
Task 4 - Numeral ID
Task 5 - Ordering Numerals
Task 6 - Backward Counting
Task 7 - One Less

	Fall	Winter	Spring
Afr. Am High 5	30% 18% 43%	74%	88%
Afr. Am No Hig..	40% 16% 31%	17% 68%	82%
Am. Ind. High 5	48% 41%	23% 69%	76%
Am. Ind. No Hig..	15% 51% 15%	32% 17% 45%	74%
As./P.I. High 5	30% 14% 43%	15% 16% 66%	86%
As./P.I. No High..	34% 51%	80%	93%
Hisp. High 5	42% 19% 24%	17% 23% 55%	74%
Hisp. No High 5	15% 50%	28% 18% 50%	15% 73%
Wht High 5	32% 18% 40%	16% 70%	88%
Wht No High 5	20% 17% 57%	84%	94%

Task Score: 0   1   2   3   4

Check | *Data Check-Points*
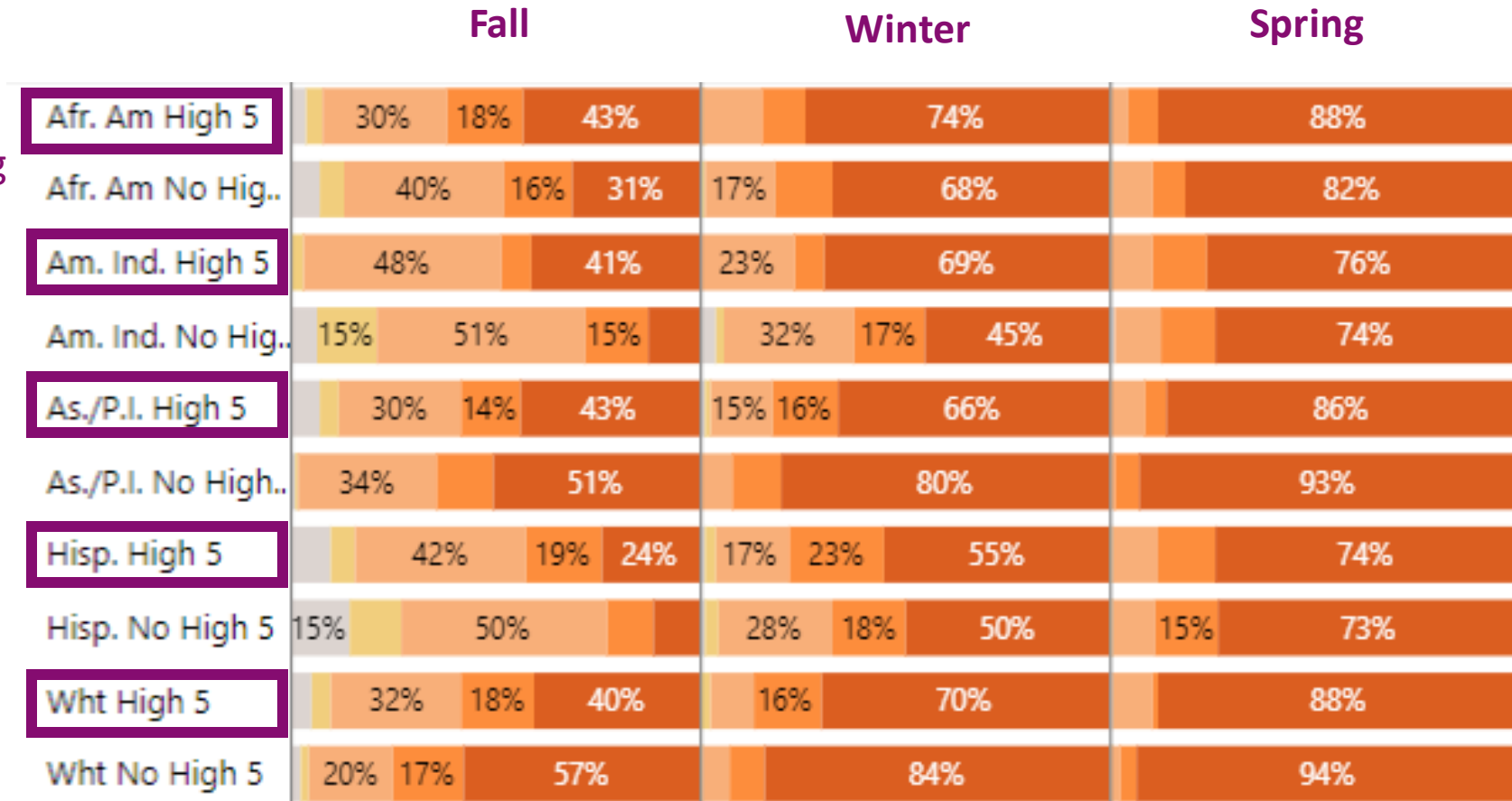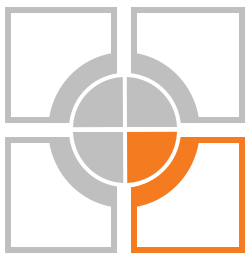
Kindergarten Readiness: FAST earlyReading Proficiency

FAST earlyReading								
	Fall 2017-18		Spring 2017-18		Fall 2018-19		Spring 2018-19	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**2831**	**61%**	**2450**	**46%**	**2628**	**63%**	**2401**	**50%**
Grade								
Kindergarten	2831	61%	2450	46%	2628	63%	2401	50%
Race/Ethnicity								
African American	1004	48%	932	34%	909	53%	830	38%
American Indian	80	40%	79	27%	83	43%	92	17%
Asian	185	69%	176	49%	184	65%	178	51%
Hispanic	414	38%	220	25%	399	44%	222	23%
White	1148	81%	1043	63%	1053	79%	1079	67%
Student Groups								
English Learner	581	36%	414	30%	516	42%	389	32%
Special Ed	254	39%	242	26%	211	38%	236	18%
High 5	780	57%	593	36%	782	62%	611	39%

APPENDIX

Data Check
MCA

2018-2019

MCA-III Reading Proficiency by Student Group 2016-2019

MCA-III Math Proficiency by Student Group 2016-2019

Growth and Achievement on MCA Reading 2016-2019

Legend:
- Falling Behind
- Borderline, Catching Up
- Behind, but above average
- Ahead, but below average growth
- Borderline, Slipping Back
- Moving Ahead

	2016	2017	2018	2019
Moving Ahead	28%	27%	31%	30%
Ahead, but below average growth	4%	4%	4%	4%
Borderline, Catching Up	8%	8%	8%	8%
Borderline, Slipping Back	13%	14%	14%	15%
Behind, but above average	9%	8%	9%	8%
Falling Behind	38%	39%	35%	36%

Growth and Achievement on MCA Reading 2016-2019

All Students

	2016	2017	2018	2019
Moving Ahead	28%	27%	31%	30%
Ahead, but below average growth	4%	4%	4%	4%
Borderline, Catching Up	8%	8%	8%	8%
Borderline, Slipping Back	13%	14%	14%	15%
Behind, but above average	9%	8%	9%	8%
Falling Behind	38%	39%	35%	36%

American Indian

	2016	2017	2018	2019
Moving Ahead	13%	15%	17%	14%
Ahead, but below average growth	1%	0%	1%	0%
Borderline, Catching Up	11%	9%	10%	10%
Borderline, Slipping Back	9%	7%	9%	10%
Behind, but above average	11%	13%	14%	13%
Falling Behind	55%	57%	48%	52%

African American

	2016	2017	2018	2019
Moving Ahead	14%	14%	15%	16%
Ahead, but below average growth	1%	1%	1%	1%
Borderline, Catching Up	10%	10%	11%	10%
Borderline, Slipping Back	8%	8%	8%	9%
Behind, but above average	14%	12%	15%	12%
Falling Behind	54%	56%	50%	53%

Asian

	2016	2017	2018	2019
Moving Ahead	30%	27%	33%	34%
Ahead, but below average growth	3%	4%	3%	3%
Borderline, Catching Up	11%	8%	9%	10%
Borderline, Slipping Back	13%	13%	14%	15%
Behind, but above average	8%	7%	10%	8%
Falling Behind	36%	42%	32%	31%

Hispanic

	2016	2017	2018	2019
Moving Ahead	18%	17%	21%	19%
Ahead, but below average growth	1%	1%	1%	1%
Borderline, Catching Up	11%	12%	12%	11%
Borderline, Slipping Back	9%	9%	8%	12%
Behind, but above average	13%	13%	12%	12%
Falling Behind	49%	48%	46%	46%

White

	2016	2017	2018	2019
Moving Ahead	49%	46%	52%	49%
Ahead, but below average growth	8%	9%	8%	8%
Borderline, Catching Up	4%	4%	3%	3%
Borderline, Slipping Back	21%	23%	22%	24%
Behind, but above average	2%	2%	2%	2%
Falling Behind	17%	16%	13%	14%

Legend: ■ Falling Behind   ■ Behind, but above average   ■ Borderline, Slipping Back   ■ Borderline, Catching Up   ■ Ahead, but below average growth   ■ Moving Ahead

MCA-III Math Proficiency by Student Group 2013-2019

Growth and Achievement on MCA Math 2016-2019

Legend:
- Falling Behind
- Borderline, Catching Up
- Behind, but above average
- Ahead, but below average growth
- Borderline, Slipping Back
- Moving Ahead

	2016	2017	2018	2019
Moving Ahead	27%	25%	27%	26%
Ahead, but below average growth	5%	6%	5%	5%
Borderline, Catching Up	8%	7%	7%	7%
Borderline, Slipping Back	11%	12%	11%	11%
Behind, but above average	7%	7%	7%	7%
Falling Behind	41%	44%	43%	44%

Growth and Achievement on MCA Math 2016-2019

Legend:
- Falling Behind
- Borderline, Catching Up
- Behind, but above average
- Ahead, but below average growth
- Borderline, Slipping Back
- Moving Ahead

All Students

	2016	2017	2018	2019
Moving Ahead	27%	25%	27%	26%
Ahead, but below average growth	5%	6%	5%	5%
Borderline, Catching Up	8%	7%	7%	7%
Borderline, Slipping Back	11%	12%	11%	11%
Behind, but above average	7%	7%	7%	7%
Falling Behind	41%	44%	43%	44%

American Indian

	2016	2017	2018	2019
Moving Ahead	9%	7%	10%	8%
	1%	1%	1%	1%
	7%	9%	6%	5%
	6%	6%	7%	8%
	10%	10%	11%	11%
Falling Behind	66%	66%	66%	67%

African American

	2016	2017	2018	2019
Moving Ahead	12%	10%	11%	10%
	1%	1%	1%	1%
	9%	8%	8%	8%
	7%	7%	6%	6%
	11%	11%	11%	11%
Falling Behind	60%	63%	63%	64%

Asian

	2016	2017	2018	2019
Moving Ahead	33%	30%	33%	29%
	6%	5%	5%	5%
	10%	8%	7%	8%
	10%	11%	12%	14%
	6%	5%	7%	8%
Falling Behind	34%	40%	36%	36%

Hispanic

	2016	2017	2018	2019
Moving Ahead	19%	17%	17%	16%
	2%	2%	2%	2%
	12%	10%	10%	10%
	9%	11%	8%	8%
	9%	9%	9%	8%
Falling Behind	48%	52%	55%	55%

White

	2016	2017	2018	2019
Moving Ahead	49%	46%	48%	47%
	11%	13%	12%	10%
	4%	3%	4%	3%
	17%	18%	18%	18%
	2%	2%	2%	2%
Falling Behind	17%	19%	17%	20%

83

APPENDIX

Data Check
Discipline and Chronic Absence

2018-2019

Overall Disciplinary Responses

	SY17		SY18		SY19	
	Count	Rate	Count	Rate	Count	Rate
Suspension	6,172	7.2%	6,857	7.7%	6,394	7.5%
Out of School Removal	1,219	2.1%	1,460	2.5%	996	2.0%
In School Removal	1,387	2.3%	1,160	2.1%	1,308	2.3%
Other Responses	8,750	8.0%	5,342	6.2%	5,543	6.0%
Consultation with Law Enforcement	525	1.0%	454	0.9%	389	0.8%

Notes: Data includes all disciplinary incidents that occurred during the 2018-19 school year and were recorded before 8/12/2019. Disciplinary incidents only include completed records, except for "Consultation with Law Enforcement," which includes draft records.

Suspension Rate by Student Group

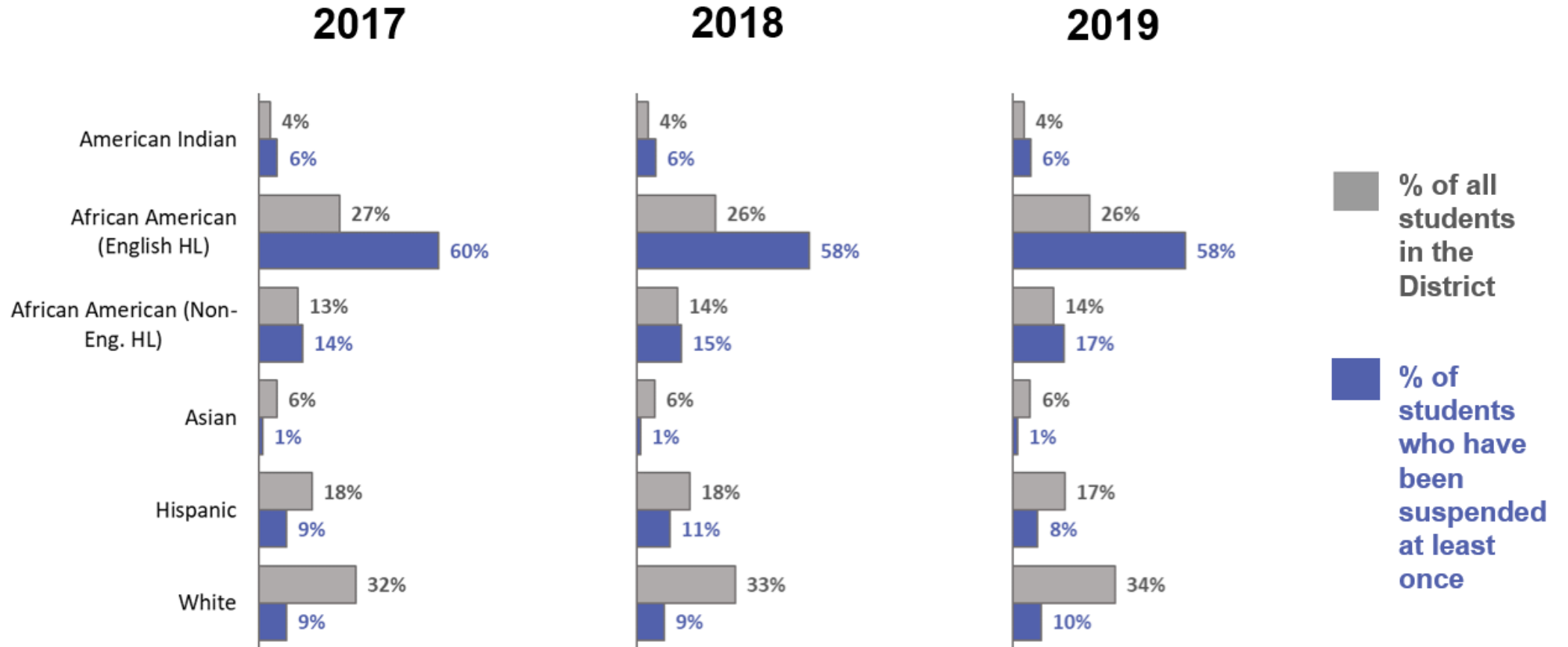Percent of students suspended at least once by **SY17** v. **SY18** v. **SY19**
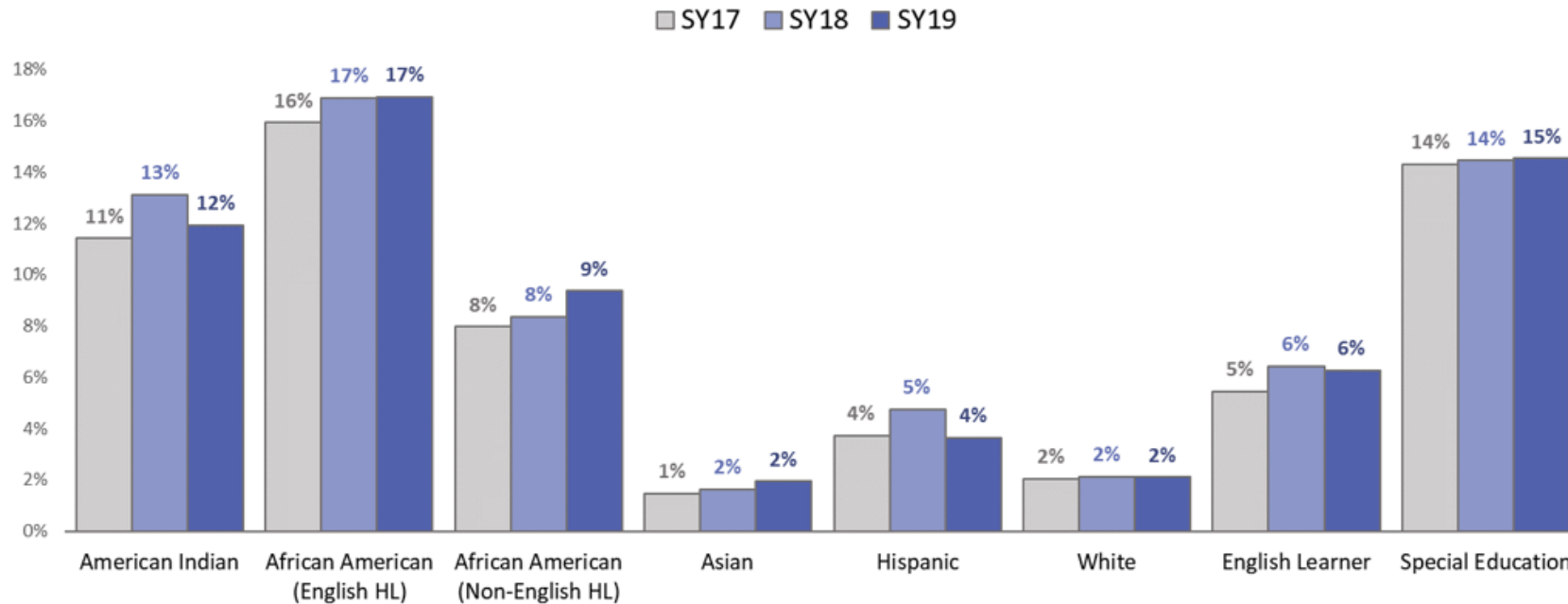
Student population includes all students enrolled in the district during the school year.

Data includes all disciplinary incidents that occurred during the school year and were recorded before 8/12/2019.

Suspension Disproportionality

87

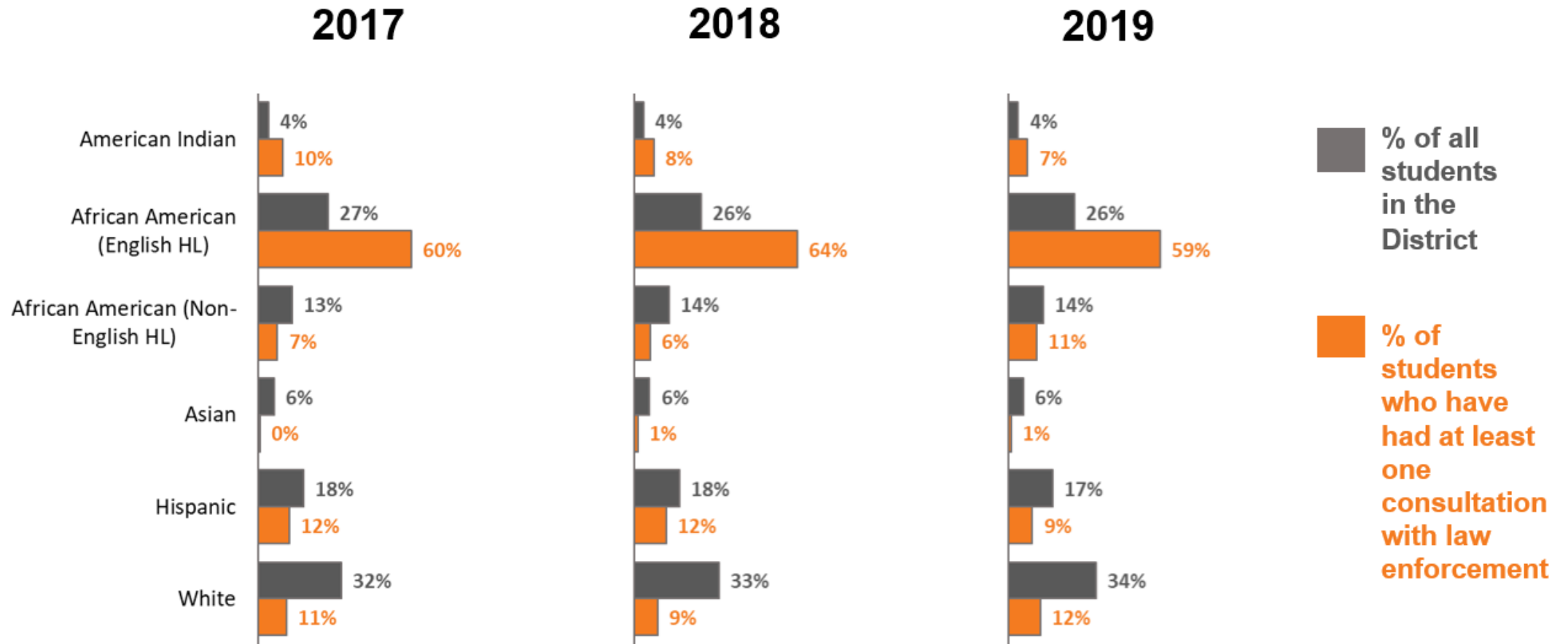Consultation with Law Enforcement Disproportionality

Table for Suspension Rate by Student Group

Check

Percent of students suspended at least once during the school year in **SY17** v. **SY18** v. **SY19**

	SY2017		SY2018		SY2019	
	N	% Suspended	N	% Suspended	N	% Suspended
All Students	**42,081**	**7.2%**	**41,060**	**7.7%**	**40,202**	**7.5%**
American Indian	1,630	11.4%	1,509	13.1%	1,492	11.9%
African American (English HL)	11,351	15.9%	10,741	16.9%	10,258	16.9%
African American (Non-English HL)	5,489	8.0%	5,569	8.3%	5,450	9.4%
Asian	2,534	1.5%	2,445	1.6%	2,325	1.9%
Hispanic	7,421	3.7%	7,247	4.8%	6,953	3.6%
White	13,619	2.0%	13,549	2.1%	13,724	2.1%
English Learner	9,266	5.4%	8,596	6.4%	7,901	6.3%
Special Education	7,710	14.3%	7,617	14.4%	7,468	14.5%

Student population includes all students enrolled in the district during the school year.

Data includes all disciplinary incidents that occurred during the school year and were recorded before 8/12/2019.

Table for Suspension Rate by Grade

Percent of students suspended at least once during the school year in **SY17** v. **SY18** v. **SY19**

	SY2017		SY2018		SY2019	
	N	% Suspended	N	% Suspended	N	% Suspended
All Students	42,081	7.2%	41,060	7.7%	40,202	7.5%
EC Age 3	64	0.0%	66	0.0%	66	0.0%
EC Spec Ed	1,365	0.1%	1,225	0.0%	1,270	0.2%
EC High 5 Age 4	1,261	0.2%	1,211	0.2%	1,179	0.2%
K	3,239	1.5%	3,192	1.3%	3,172	1.4%
Gr 1	3,224	2.8%	3,091	2.2%	3,042	2.8%
Gr 2	3,282	4.5%	3,060	4.6%	2,884	3.6%
Gr 3	3,314	4.5%	3,115	5.0%	2,931	5.0%
Gr 4	3,171	6.8%	3,024	5.2%	2,913	6.1%
Gr 5	3,036	5.4%	3,003	6.1%	2,859	6.7%
Gr 6	2,750	14.4%	2,780	14.9%	2,700	13.7%
Gr 7	2,720	15.3%	2,723	15.6%	2,656	15.5%
Gr 8	2,611	15.4%	2,715	19.1%	2,662	15.9%
Gr 9	2,890	10.9%	2,785	12.1%	2,834	10.6%
Gr 10	2,922	9.5%	2,825	10.6%	2,720	10.4%
Gr 11	2,825	7.6%	2,829	8.7%	2,763	9.4%
Gr 12	3,370	5.4%	3,416	4.7%	3,551	6.1%

Student population includes all students enrolled in the district during the school year.

Data includes all disciplinary incidents that occurred during the school year and were recorded before 8/12/2019.

Attendance – Chronic Absence

Notes about the attendance data:

- Chronic absence is defined as **90% or less** daily attendance – *this reflects a statewide change from the previous definition, which did not include 90% as chronically absent*

- Each quarter's attendance rate is calculated separately – not cumulative for the year

- Only students who are actively enrolled at the end of the quarter are included in the data displayed here

- Each quarter is not necessarily comparing the same students, as students move into and out of the District each quarter

- Both excused and unexcused absences are counted as absences in this report; however, truancy rates are calculated only using unexcused absences

- Chronic absence is determined using percent daily attendance; a student can have tardies and/or miss less than half the school day and still be counted present for the day

- MPS is funded based on student membership – or days enrolled – not based on daily attendance rates
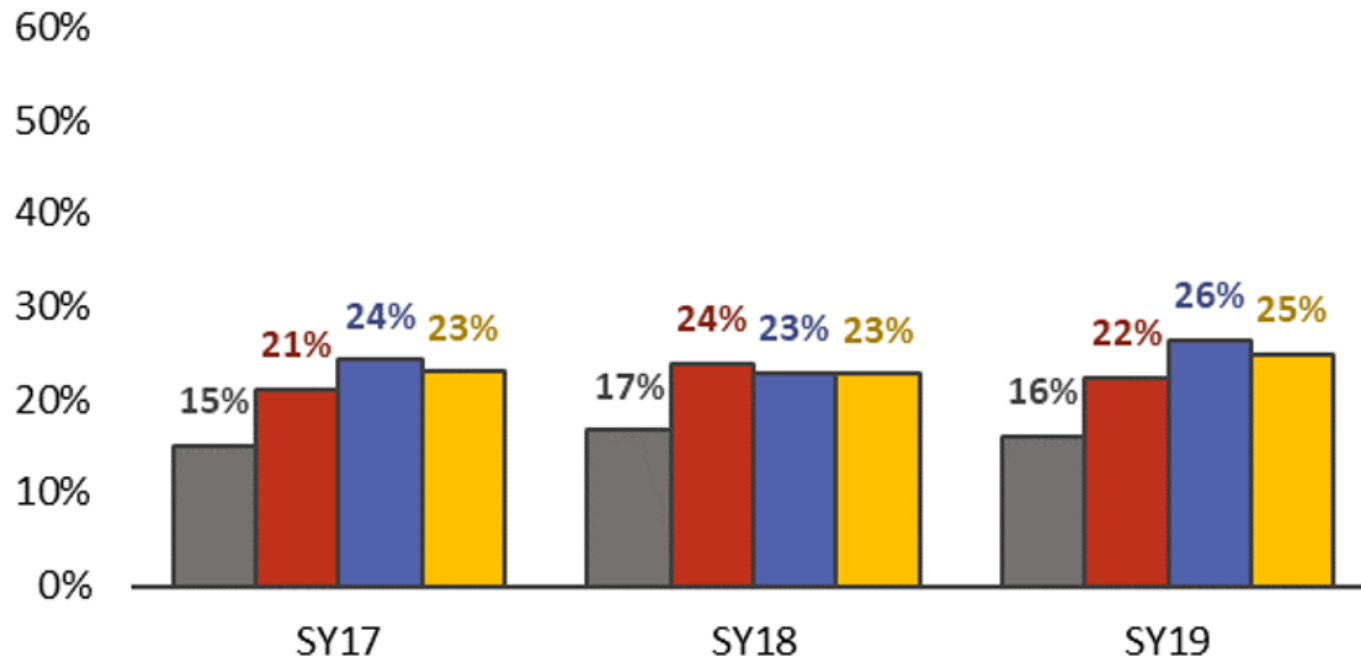
Attendance: Chronic Absence

Percent of all students who were chronically absent (90% or lower attendance) each quarter of each year SY17 – SY19

■ Quarter 1   ■ Quarter 2   ■ Quarter 3   ■ Quarter 4

All Students

	SY17	SY18	SY19
Quarter 1	15%	17%	16%
Quarter 2	21%	24%	22%
Quarter 3	24%	23%	26%
Quarter 4	23%	23%	25%

Attendance: Chronic Absence by Student Group

Percent of students who were chronically absent (90% or lower attendance) in each year, by population

Legend: SY17 (gray), SY18 (light purple), SY19 (dark purple)

Group	SY17	SY18	SY19
All Students	18%	20%	20%
American Indian	47%	51%	51%
African American (English HL)	31%	35%	35%
African American (Non-English HL)	14%	16%	20%
Asian	10%	12%	13%
Hispanic	17%	20%	21%
White	8%	9%	9%
English Learner	15%	17%	19%
Special Education	30%	32%	32%

Note: Only students enrolled for at least 95 days are included. This chart shows full year attendance, not quarterly.

Attendance: Chronic Absence by Grade (K-5)

Percent of students who were chronically absent (90% or lower attendance) each quarter of each year, by grade
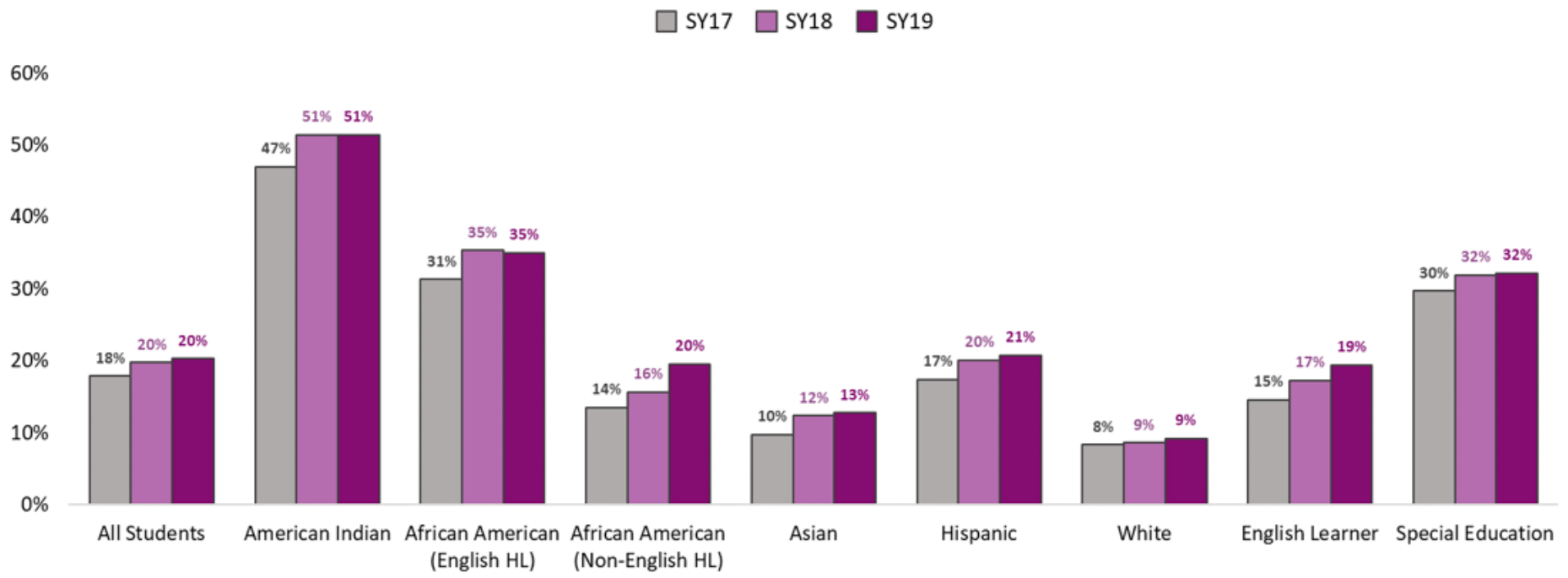
■ Quarter 1 ■ Quarter 2 ■ Quarter 3 ■ Quarter 4

Kindergarten
SY17: 14%, 21%, 22%, 22%
SY18: 14%, 24%, 21%, 20%
SY19: 14%, 22%, 27%, 19%

1st Grade
SY17: 12%, 17%, 18%, 21%
SY18: 12%, 21%, 18%, 17%
SY19: 11%, 18%, 25%, 18%

2nd Grade
SY17: 11%, 16%, 17%, 20%
SY18: 11%, 18%, 17%, 16%
SY19: 10%, 16%, 23%, 17%

3rd Grade
SY17: 10%, 17%, 17%, 20%
SY18: 12%, 21%, 18%, 17%
SY19: 10%, 16%, 21%, 15%

4th Grade
SY17: 10%, 15%, 16%, 17%
SY18: 11%, 17%, 16%, 16%
SY19: 10%, 15%, 22%, 17%

5th Grade
SY17: 9%, 14%, 15%, 18%
SY18: 10%, 18%, 16%, 15%
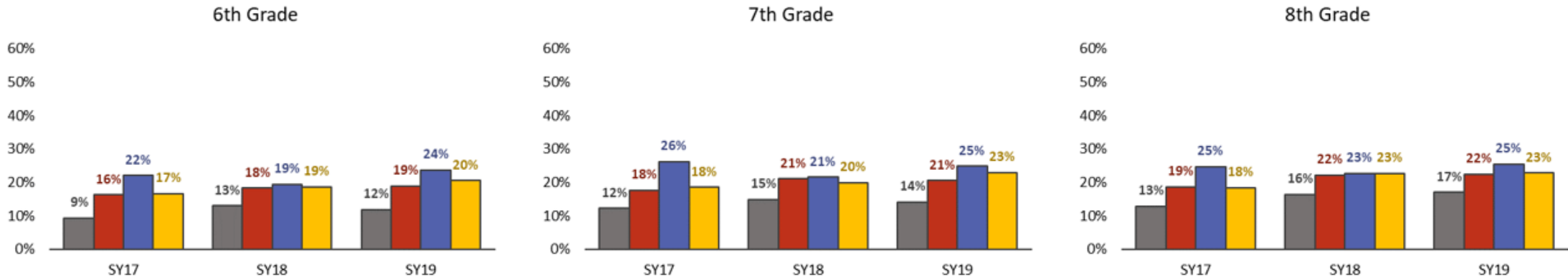SY19: 11%, 16%, 21%, 16%

94

Attendance: Chronic Absence by Grade (6-8)

Percent of students who were chronically absent (90% or lower attendance) each quarter of each year, by grade

■ Quarter 1   ■ Quarter 2   ■ Quarter 3   ■ Quarter 4

6th Grade

	SY17	SY18	SY19
Quarter 1	9%	13%	12%
Quarter 2	16%	18%	19%
Quarter 3	22%	19%	24%
Quarter 4	17%	19%	20%

7th Grade

	SY17	SY18	SY19
Quarter 1	12%	15%	14%
Quarter 2	18%	21%	21%
Quarter 3	26%	21%	25%
Quarter 4	18%	20%	23%

8th Grade

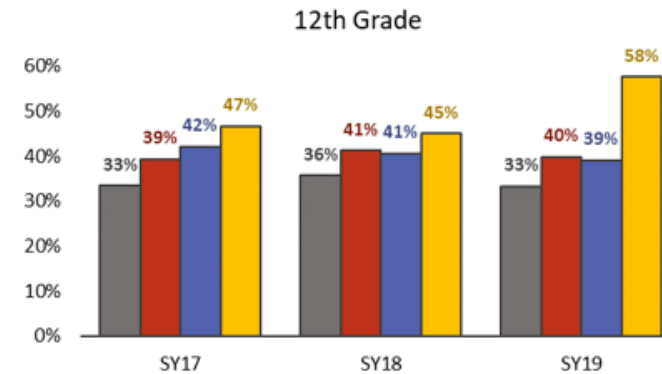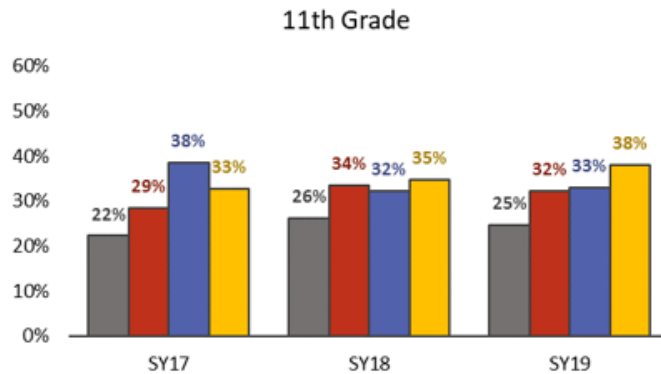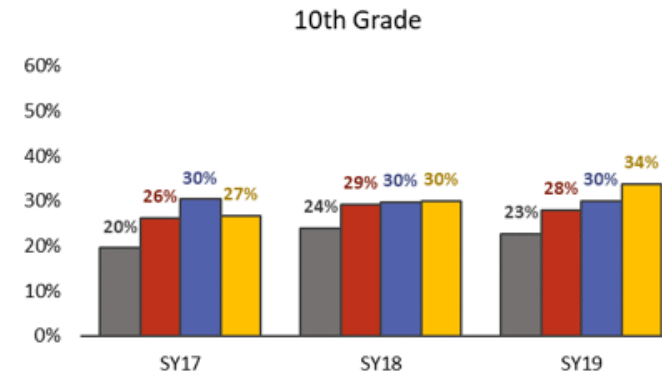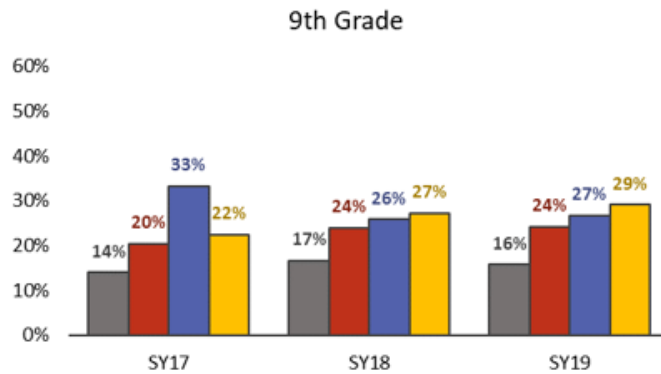|	SY17	SY18	SY19
Quarter 1	13%	16%	17%
Quarter 2	19%	22%	22%
Quarter 3	25%	23%	25%
Quarter 4	18%	23%	23%

Attendance: Chronic Absence by Grade (9-12)

Percent of students who were chronically absent (90% or lower attendance) each quarter of each year, by grade

■ Quarter 1   ■ Quarter 2   ■ Quarter 3   ■ Quarter 4

9th Grade

10th Grade

11th Grade

12th Grade

Attendance: Table for Chronic Absence by Student Group

	Q1 SY17 N	Q1 SY17 % Chron. Absent	Q2 SY17 N	Q2 SY17 % Chron. Absent	Q3 SY17 N	Q3 SY17 % Chron. Absent	Q4 SY17 N	Q4 SY17 % Chron. Absent	Q1 SY18 N	Q1 SY18 % Chron. Absent	Q2 SY18 N	Q2 SY18 % Chron. Absent	Q3 SY18 N	Q3 SY18 % Chron. Absent	Q4 SY18 N	Q4 SY18 % Chron. Absent	Q1 SY19 N	Q1 SY19 % Chron. Absent	Q2 SY19 N	Q2 SY19 % Chron. Absent	Q3 SY19 N	Q3 SY19 % Chron. Absent	Q4 SY19 N	Q4 SY19 % Chron. Absent
All Students	36,645	15%	36,354	21%	37,471	24%	37,122	29%	37,218	17%	37,013	24%	36,935	23%	36,725	23%	36,394	16%	36,177	22%	36,006	26%	35,663	25%
African American (English HL)	9,162	23%	9,315	33%	9,456	35%	9,268	37%	9,180	27%	9,098	37%	9,021	36%	8,865	38%	8,686	25%	8,618	34%	8,585	41%	8,441	38%
African American (Non-English HL)	4,706	15%	4,672	13%	4,946	16%	4,998	20%	5,031	15%	5,007	18%	5,018	16%	5,047	20%	4,959	13%	4,866	18%	4,838	22%	4,774	34%
American Indian	1,355	38%	1,291	46%	1,322	49%	1,274	50%	1,319	42%	1,261	53%	1,261	50%	1,244	52%	1,264	42%	1,252	48%	1,238	55%	1,200	49%
Asian	2,304	9%	2,260	13%	2,312	16%	2,301	15%	2,273	11%	2,240	18%	2,250	16%	2,243	17%	2,206	10%	2,161	15%	2,154	19%	2,154	18%
Hispanic	6,627	15%	6,472	21%	6,707	25%	6,649	22%	6,450	16%	6,611	25%	6,598	22%	6,581	22%	6,282	17%	6,293	24%	6,284	25%	6,258	23%
White	12,491	8%	12,344	14%	12,728	18%	12,632	13%	12,965	8%	12,796	15%	12,787	15%	12,745	12%	12,997	9%	12,987	14%	12,907	17%	12,836	13%
English Learner	7,951	13%	7,888	16%	8,409	19%	8,422	20%	7,581	16%	7,577	21%	7,614	18%	7,797	20%	7,023	15%	6,929	21%	6,944	23%	7,047	27%
Special Education	5,246	25%	5,273	33%	5,968	34%	6,471	31%	6,227	26%	6,266	34%	6,359	32%	6,522	31%	6,076	26%	6,129	32%	6,235	35%	6,343	32%

Note: *Only students actively enrolled at the end of the quarter are included. Each quarter's attendance rate is calculated separately.*

Attendance: Table for Chronic Absence by Grade

| | Q1 SY17 | | Q2 SY17 | | Q3 SY17 | | Q4 SY17 | | Q1 SY18 | | Q2 SY18 | | Q3 SY18 | | Q4 SY18 | | Q1 SY19 | | Q2 SY19 | | Q3 SY19 | | Q4 SY19 | |
	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent
All Students	36,645	15%	36,354	21%	37,471	24%	37,122	23%	37,218	17%	37,013	24%	36,935	23%	36,725	23%	36,394	16%	36,177	22%	36,006	26%	35,663	25%
EC Age 3	59	34%	58	40%	55	27%	55	45%	53	9%	54	24%	55	29%	58	34%	57	32%	58	32%	60	50%	59	32%
EC Spec Ed	186	52%	233	42%	864	13%	957	12%	765	8%	819	12%	858	10%	945	8%	722	8%	777	12%	822	15%	876	11%
EC High 5 Age 4	1,046	26%	1,043	37%	1,064	33%	1,057	36%	1,021	26%	1,029	40%	1,062	35%	1,038	33%	987	23%	993	32%	998	40%	983	32%
Kindergarten	2,962	14%	2,881	21%	2,974	22%	2,973	22%	2,956	14%	2,938	24%	2,925	21%	2,931	20%	2,937	14%	2,914	22%	2,886	27%	2,866	19%
1st Grade	2,977	12%	2,888	17%	2,986	18%	2,956	21%	2,880	12%	2,877	21%	2,846	18%	2,835	17%	2,845	11%	2,838	18%	2,820	25%	2,800	18%
2nd Grade	3,042	11%	2,947	16%	3,039	17%	3,032	20%	2,069	11%	2,058	18%	2,051	17%	2,040	16%	2,702	10%	2,695	16%	2,682	23%	2,660	17%
3rd Grade	3,042	10%	2,953	17%	3,036	17%	3,009	20%	2,925	12%	2,893	21%	2,874	18%	2,875	17%	2,748	10%	2,727	16%	2,715	21%	2,686	15%
4th Grade	2,942	10%	2,840	15%	2,932	16%	2,923	17%	2,835	11%	2,801	17%	2,791	18%	2,783	16%	2,728	10%	2,708	15%	2,689	22%	2,676	17%
5th Grade	2,820	9%	2,751	14%	2,827	15%	2,808	18%	2,817	10%	2,814	18%	2,811	16%	2,805	18%	2,687	11%	2,663	16%	2,650	21%	2,637	16%
6th Grade	2,560	9%	2,543	16%	2,541	22%	2,525	17%	2,587	13%	2,562	18%	2,556	19%	2,548	19%	2,499	12%	2,494	19%	2,484	24%	2,471	20%
7th Grade	2,530	12%	2,510	18%	2,508	26%	2,497	18%	2,511	15%	2,507	21%	2,522	21%	2,509	20%	2,479	14%	2,460	21%	2,455	25%	2,445	23%
8th Grade	2,581	13%	2,584	19%	2,369	25%	2,353	18%	2,478	16%	2,482	22%	2,499	23%	2,492	23%	2,478	17%	2,484	22%	2,484	25%	2,477	23%
9th Grade	2,399	14%	2,512	20%	2,543	33%	2,492	22%	2,474	17%	2,449	24%	2,474	26%	2,441	27%	2,527	16%	2,507	24%	2,483	27%	2,457	29%
10th Grade	2,482	20%	2,546	26%	2,529	30%	2,477	27%	2,511	24%	2,488	29%	2,473	30%	2,442	30%	2,427	23%	2,397	28%	2,386	30%	2,333	34%
11th Grade	2,385	22%	2,481	29%	2,475	38%	2,391	33%	2,505	26%	2,469	34%	2,448	32%	2,358	33%	2,492	25%	2,460	32%	2,427	33%	2,368	38%
12th Grade	2,880	33%	2,776	39%	2,729	42%	2,817	47%	3,031	36%	2,973	42%	2,890	41%	2,789	45%	3,079	33%	3,004	40%	2,955	39%	2,869	58%

APPENDIX
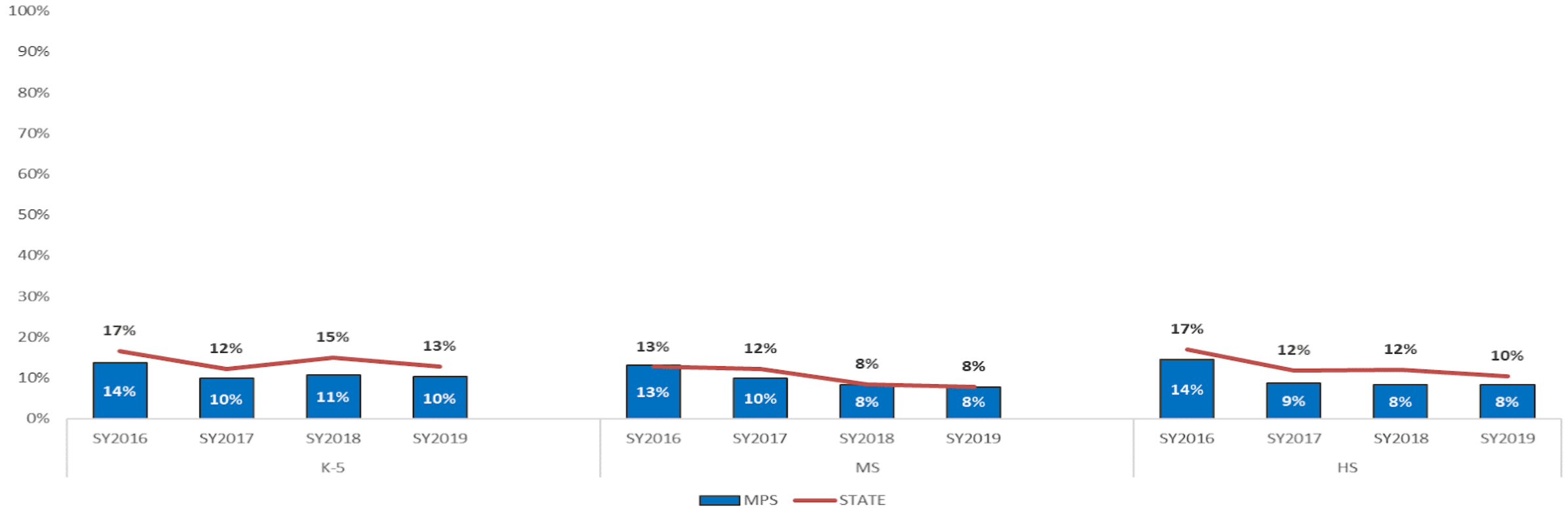
Data Check
ACCESS

2018-2019

Data Check | ACCESS

ACCESS Proficiency Overall by Grade Configuration 2016-2019

Percent of Students who Met or Exceeded EL Proficiency on 2016-2019 ACCESS
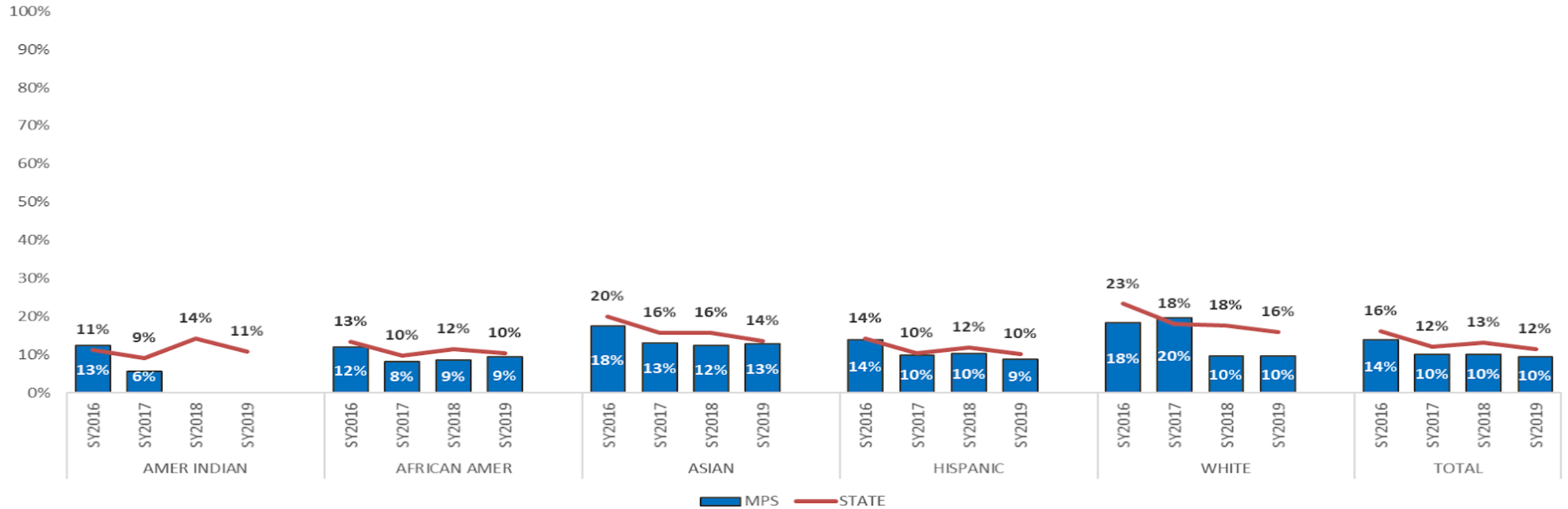OVERALL
by Grade Configuration

Data Check | ACCESS

ACCESS Proficiency Overall by Ethnicity 2016-2019

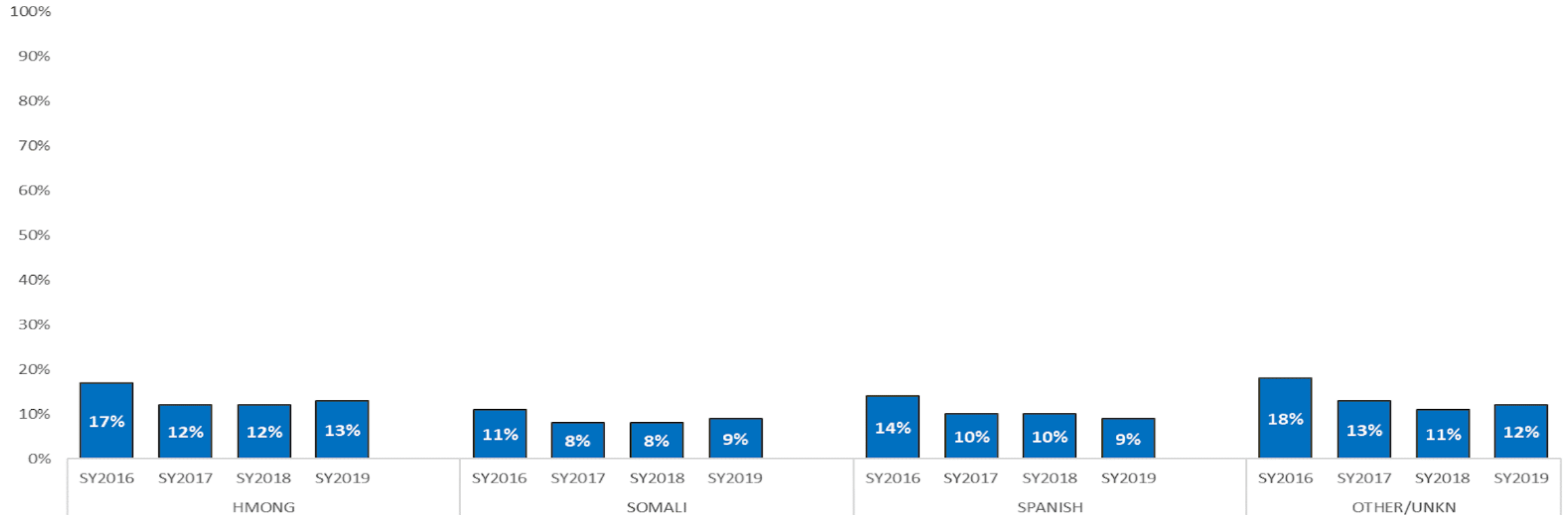Percent of Students who Met or Exceeded EL Proficiency on 2016-2019 ACCESS OVERALL by Ethnicity

Data Check | ACCESS

ACCESS Proficiency Overall by Home Language 2016-2019

Percent of Students who Met or Exceeded EL Proficiency on 2016-2019 ACCESS
OVERALL
by Home Language

HMONG
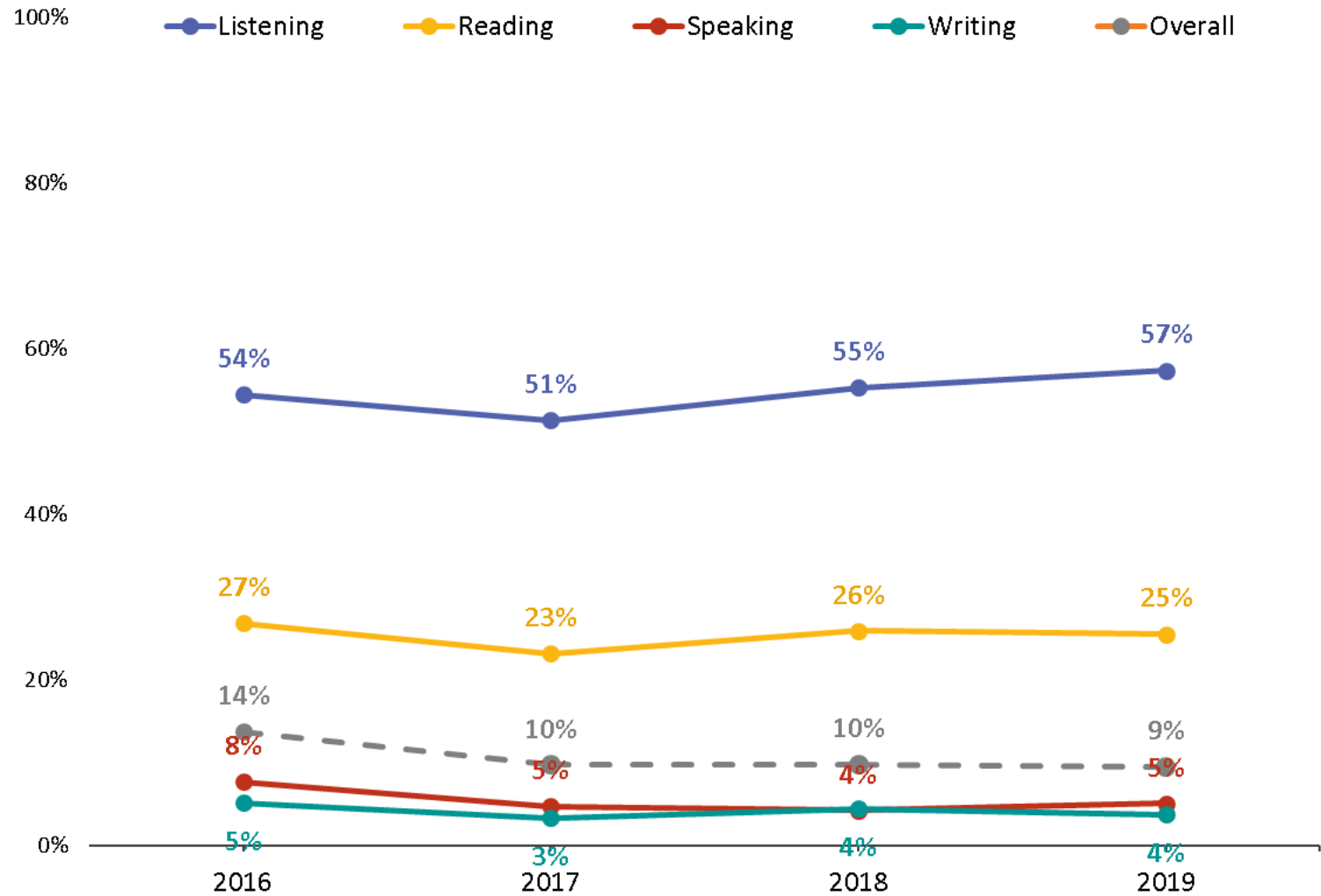- SY2016: 17%
- SY2017: 12%
- SY2018: 12%
- SY2019: 13%

SOMALI
- SY2016: 11%
- SY2017: 8%
- SY2018: 8%
- SY2019: 9%

SPANISH
- SY2016: 14%
- SY2017: 10%
- SY2018: 10%
- SY2019: 9%

OTHER/UNKN
- SY2016: 18%
- SY2017: 13%
- SY2018: 11%
- SY2019: 12%

Data Check | ACCESS Proficiency Overall

	School Year 2016		School Year 2017		School Year 2018		School Year 2019	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**7,640**	**14%**	**7,442**	**10%**	**6,968**	**10%**	**6,285**	**9%**
Grade Configuration								
K-5	4,461	14%	4,223	10%	3,769	11%	3,336	10%
Middle School	1,481	13%	1,507	10%	1,438	8%	1,272	8%
High School	1,698	14%	1,717	9%	1,761	8%	1,680	8%
Race/Ethnicity								
American Indian	32	13%	18	6%	Less than 5		Less than 5	
African American	2,861	12%	3,120	8%	3,065	9%	2,771	9%
Asian	789	18%	673	13%	574	12%	527	13%
Hispanic	3,757	14%	3,489	10%	3,276	10%	2,883	9%
White	201	18%	147	20%	52	10%	103	10%
Student Groups								
English Learner								
Receiving EL Services	7,471	13%	7,393	10%	6,926	10%	6,242	10%
Waived EL Services	169	62%	54	26%	42	2%	46	2%
Special Ed	947	3%	939	3%	978	2%	919	2%
Free/Reduced Lunch	7,147	13%	6,910	10%	6,400	10%	5,618	9%
Home Language								
HMONG	618	17%	513	12%	438	12%	392	13%
SOMALI	2,497	11%	2,754	8%	2,722	8%	2,470	9%
SPANISH	3,915	14%	3,600	10%	3,257	10%	2,916	9%
OTHER/UNKN	610	18%	575	13%	551	11%	507	12%

Data Check | ACCESS

ACCESS Proficiency by Domains 2016-2019

Legend: Listening, Reading, Speaking, Writing, Overall

	2016	2017	2018	2019
Listening	54%	51%	55%	57%
Reading	27%	23%	26%	25%
Overall	14%	10%	10%	9%
Speaking	8%	5%	4%	5%
Writing	5%	3%	4%	4%

104

Data Check | ACCESS Listening Proficiency

	School Year 2016		School Year 2017		School Year 2018		School Year 2019	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**7,808**	**54%**	**7,647**	**51%**	**7,113**	**55%**	**6,441**	**57%**
Grade Configuration								
K-5	4,503	60%	4,270	58%	3,802	63%	3,363	63%
Middle School	1,512	59%	1,537	55%	1,463	60%	1,285	70%
High School	1,793	37%	1,845	32%	1,848	35%	1,796	37%
Race/Ethnicity								
American Indian	32	56%	18	67%	Less than 5		Less than 5	
African American	2,936	47%	3,219	45%	3,142	51%	2,859	56%
Asian	801	63%	684	60%	580	61%	530	59%
Hispanic	3,835	57%	3,582	54%	3,338	59%	2,948	58%
White	204	66%	149	74%	52	56%	103	51%
Student Groups								
English Learner								
Receiving EL Services	7,637	54%	7,595	51%	7,070	55%	6,398	58%
Waived EL Services	171	81%	57	82%	43	23%	46	15%
Special Ed	998	34%	977	33%	1,026	39%	965	42%
Free/Reduced Lunch	7,297	54%	7,087	51%	6,532	55%	5,755	57%
Home Language								
HMONG	628	65%	521	64%	442	62%	393	62%
SOMALI	2,563	46%	2,843	44%	2,796	50%	2,553	56%
SPANISH	3,995	58%	3,694	55%	3,319	59%	2,981	58%
OTHER/UNKN	622	57%	589	49%	556	54%	514	55%

Data Check | ACCESS Reading Proficiency

	School Year 2016		School Year 2017		School Year 2018		School Year 2019	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**7,780**	**27%**	**7,629**	**23%**	**7,081**	**26%**	**6,409**	**25%**
Grade Configuration								
K-5	4,499	25%	4,270	21%	3,795	24%	3,360	26%
Middle School	1,511	24%	1,536	21%	1,463	22%	1,285	19%
High School	1,770	35%	1,828	29%	1,823	33%	1,767	29%
Race/Ethnicity								
American Indian	32	28%	18	17%	Less than 5		Less than 5	
African American	2,923	23%	3,210	21%	3,125	24%	2,834	26%
Asian	800	35%	684	32%	577	34%	530	33%
Hispanic	3,821	27%	3,573	23%	3,326	26%	2,941	23%
White	204	38%	149	35%	52	27%	103	26%
Student Groups								
English Learner								
Receiving EL Services	7,611	26%	7,577	23%	7,037	26%	6,366	26%
Waived EL Services	169	78%	57	49%	44	14%	46	17%
Special Ed	983	10%	972	10%	1,019	10%	954	11%
Free/Reduced Lunch	7,276	27%	7,073	23%	6,501	26%	5,724	25%
Home Language								
HMONG	628	34%	522	32%	439	33%	393	32%
SOMALI	2,553	22%	2,835	20%	2,778	24%	2,529	26%
SPANISH	3,981	28%	3,684	24%	3,307	26%	2,974	23%
OTHER/UNKN	618	34%	588	29%	557	29%	513	33%

Data Check | ACCESS Speaking Proficiency

	School Year 2016		School Year 2017		School Year 2018		School Year 2019	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**7,690**	**8%**	**7,495**	**5%**	**7,003**	**4%**	**6,320**	**5%**
Grade Configuration								
K-5	4,487	12%	4,251	8%	3,790	7%	3,349	9%
Middle School	1,490	3%	1,513	1%	1,441	2%	1,273	2%
High School	1,713	0%	1,736	0%	1,772	0%	1,701	0%
Race/Ethnicity								
American Indian	32	0%	18	0%	Less than 5		Less than 5	
African American	2,879	8%	3,151	5%	3,084	4%	2,788	6%
Asian	792	9%	680	5%	577	6%	528	4%
Hispanic	3,785	7%	3,503	4%	3,289	4%	2,900	4%
White	202	9%	148	4%	52	8%	103	8%
Student Groups								
English Learner								
Receiving EL Services	7,521	7%	7,445	5%	6,961	4%	6,277	5%
Waived EL Services	169	24%	55	4%	42	0%	46	2%
Special Ed	957	2%	955	1%	994	2%	928	2%
Free/Reduced Lunch	7,193	8%	6,958	5%	6,430	4%	5,647	5%
Home Language								
HMONG	621	10%	519	6%	441	5%	392	3%
SOMALI	2,512	8%	2,782	5%	2,739	4%	2,486	5%
SPANISH	3,944	7%	3,613	4%	3,270	4%	2,933	4%
OTHER/UNKN	613	8%	581	6%	553	5%	509	8%

Data Check | ACCESS Writing Proficiency

	School Year 2016		School Year 2017		School Year 2018		School Year 2019	
	N	% Proficient	N	% Proficient	N	% Proficient	N	% Proficient
All Students	**7,697**	**5%**	**7,528**	**3%**	**7,018**	**4%**	**6,332**	**4%**
Grade Configuration								
K-5	4,472	2%	4,241	2%	3,780	4%	3,343	3%
Middle School	1,498	5%	1,528	2%	1,453	1%	1,276	1%
High School	1,727	13%	1,764	6%	1,785	7%	1,716	8%
Race/Ethnicity								
American Indian	32	3%	18	0%	Less than 5		Less than 5	
African American	2,887	4%	3,162	2%	3,089	3%	2,795	3%
Asian	795	8%	679	7%	578	9%	528	8%
Hispanic	3,780	5%	3,526	3%	3,298	5%	2,905	3%
White	203	5%	148	7%	52	4%	103	1%
Student Groups								
English Learner								
Receiving EL Services	7,528	5%	7,479	3%	6,975	4%	6,289	4%
Waived EL Services	169	24%	54	11%	43	0%	46	0%
Special Ed	965	2%	958	1%	995	2%	934	1%
Free/Reduced Lunch	7,201	5%	6,981	3%	6,443	4%	5,658	4%
Home Language								
HMONG	624	9%	516	7%	441	9%	393	8%
SOMALI	2,521	4%	2,793	2%	2,745	3%	2,491	3%
SPANISH	3,939	5%	3,639	3%	3,279	5%	2,938	3%
OTHER/UNKN	613	7%	580	6%	553	5%	510	6%

Data Check | ACCESS

ACCESS Growth Overall by Home Language 2018-2019

Percent of Students who Met or Exceeded Growth Target 2018-2019 ACCESS by Home Language
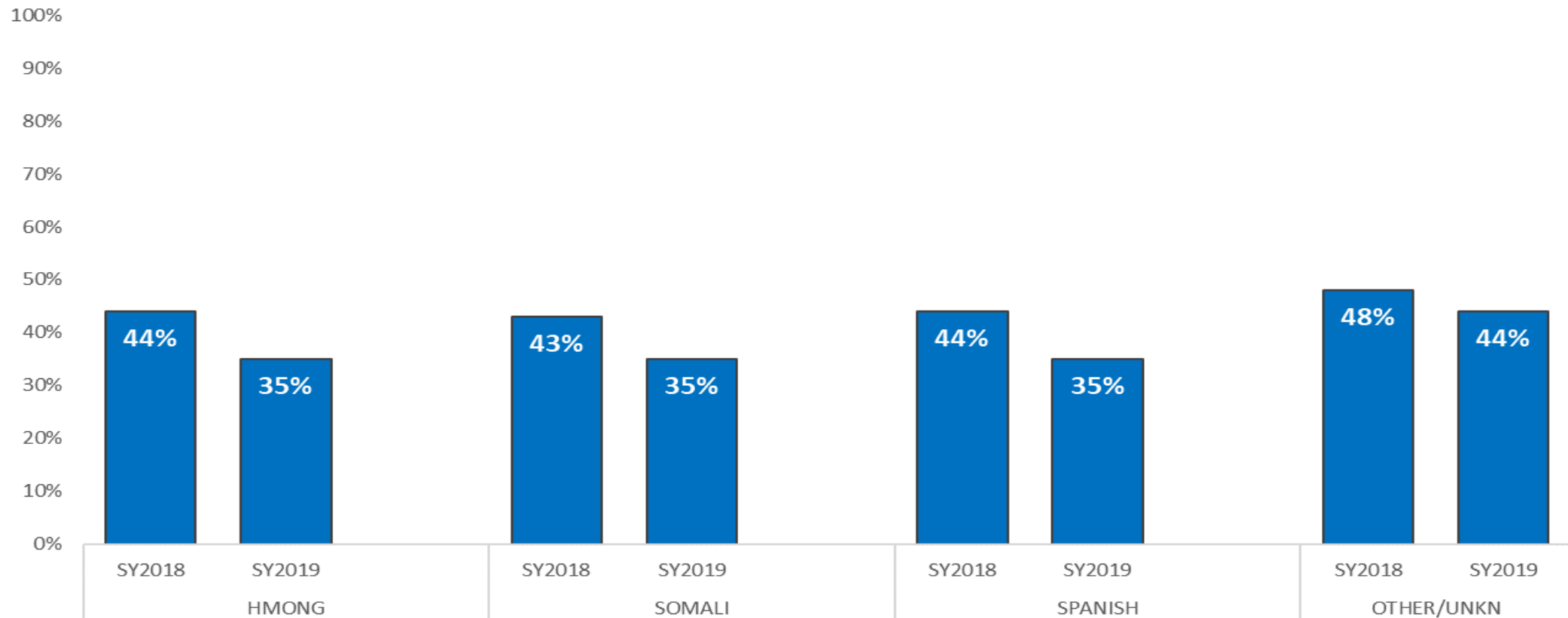
Data Check | ACCESS Growth Overall

	School Year 2018		School Year 2019	
	N	% Met Growth Target	N	% Met Growth Target
All Students	**5,948**	**44%**	**5,534**	**35%**
Grade Configuration				
K-5	2,982	53%	2,627	44%
Middle School	1,328	34%	1,205	26%
High School	1,638	34%	1,718	26%
Race/Ethnicity				
American Indian	Less than 5		Less than 5	
African American	2,585	43%	2,483	35%
Asian	490	47%	443	36%
Hispanic	2,843	45%	2,575	35%
White	30	43%	47	43%
Student Groups				
English Learner				
Receiving EL Services	5,870	44%	5,440	36%
Waived EL Services	78	21%	110	16%
Special Ed	1,031	21%	1,010	18%
Free/Reduced Lunch	5,401	44%	4,897	35%
Home Language				
HMONG	393	45%	350	35%
SOMALI	2,327	43%	2,243	34%
SPANISH	2,829	45%	2,568	35%
OTHER/UNKN	391	48%	373	44%

APPENDIX

Data Check
Advanced Courses
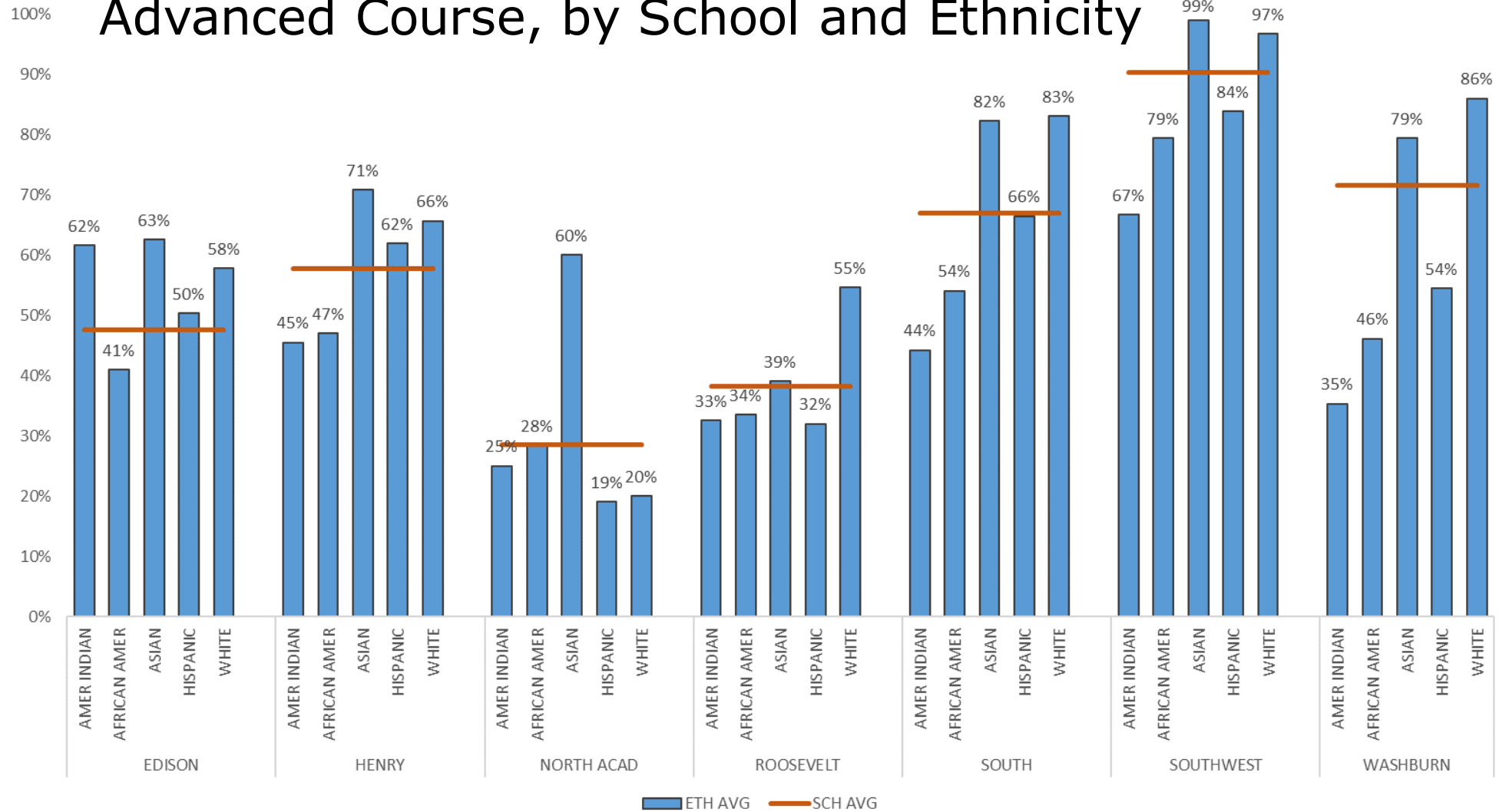
2018-2019

Data Check | Advanced Courses
Percent of Students Taking and Passing at least one Advanced Course, by School
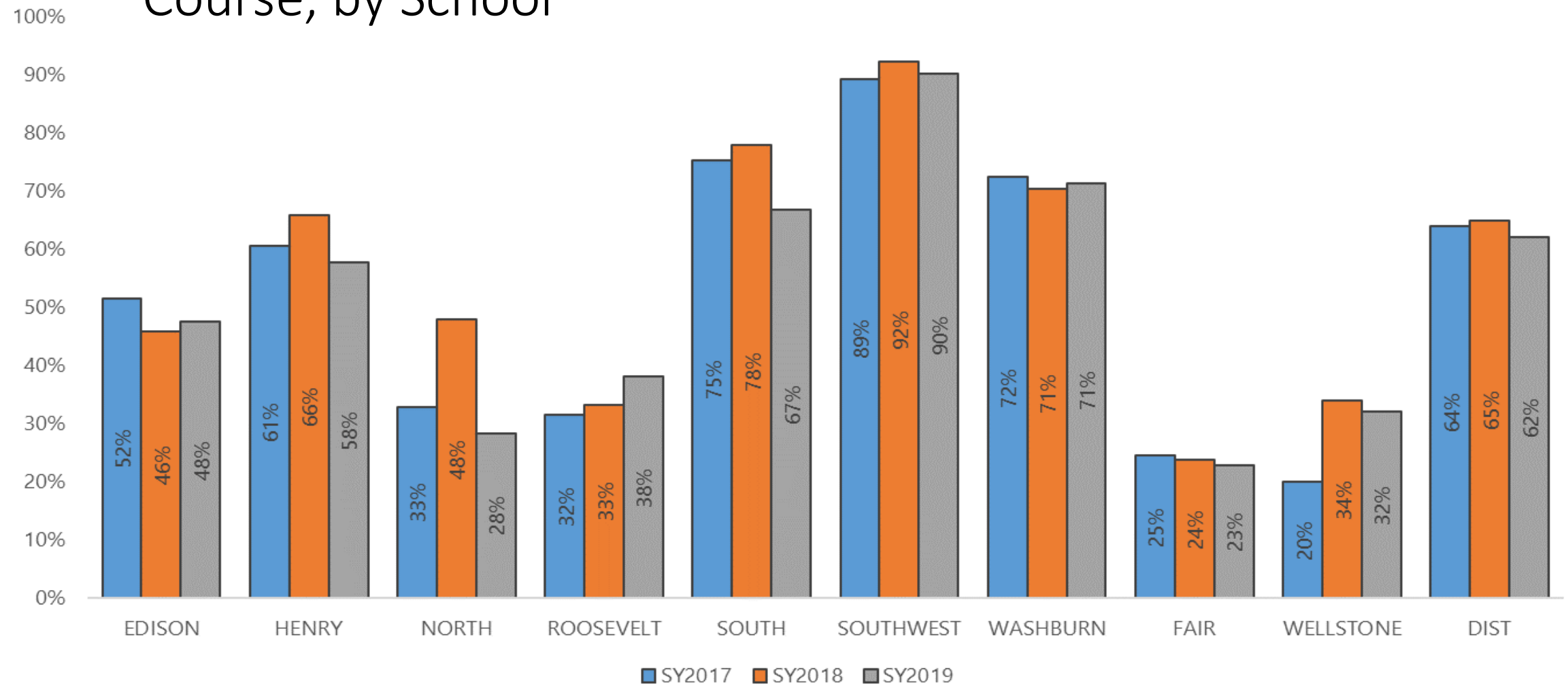
Data Check | Advanced Courses

Percent of Students Taking and Passing at least one Advanced Course, by School and Ethnicity
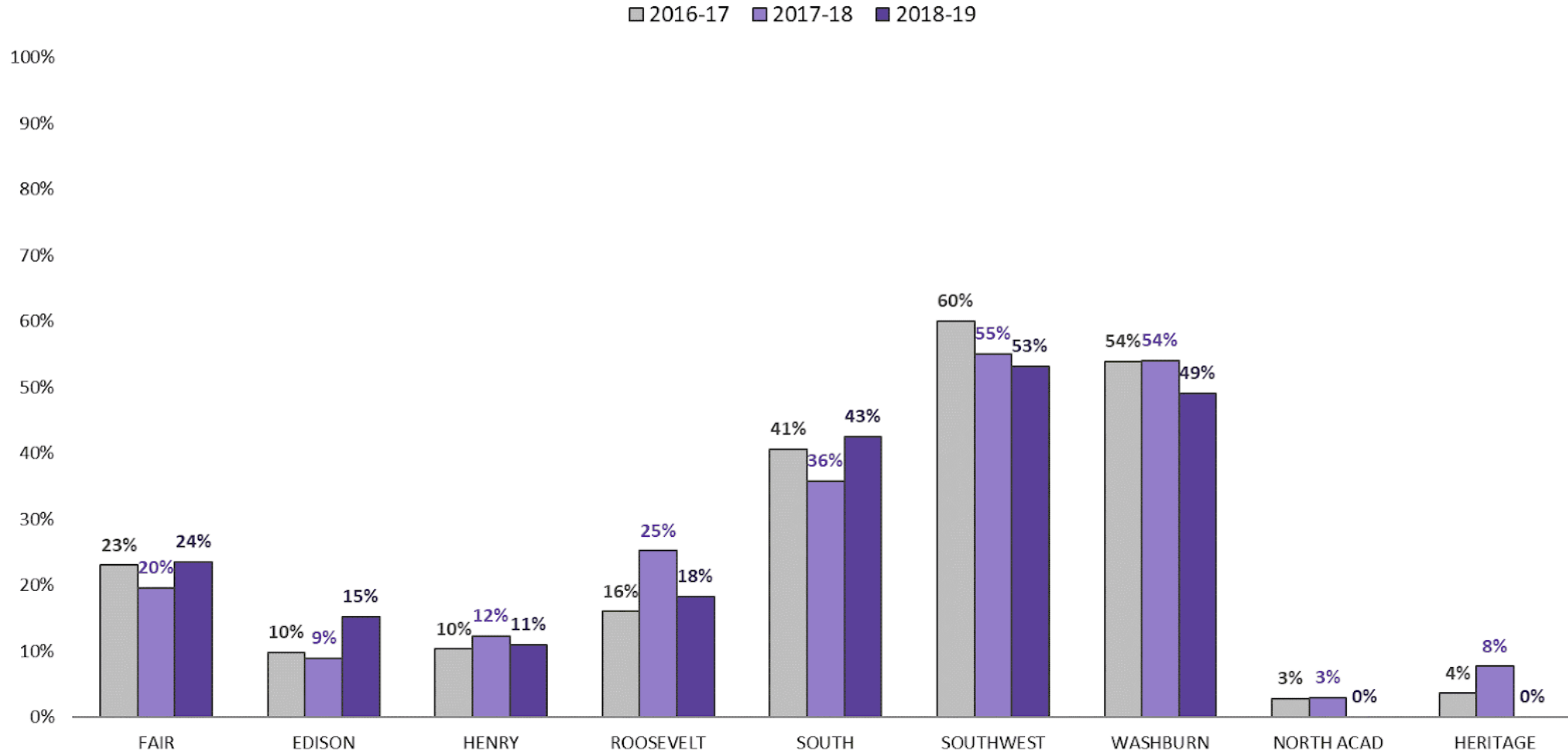
APPENDIX

Data Check

ACT

2018-2019

Data Check | ACT

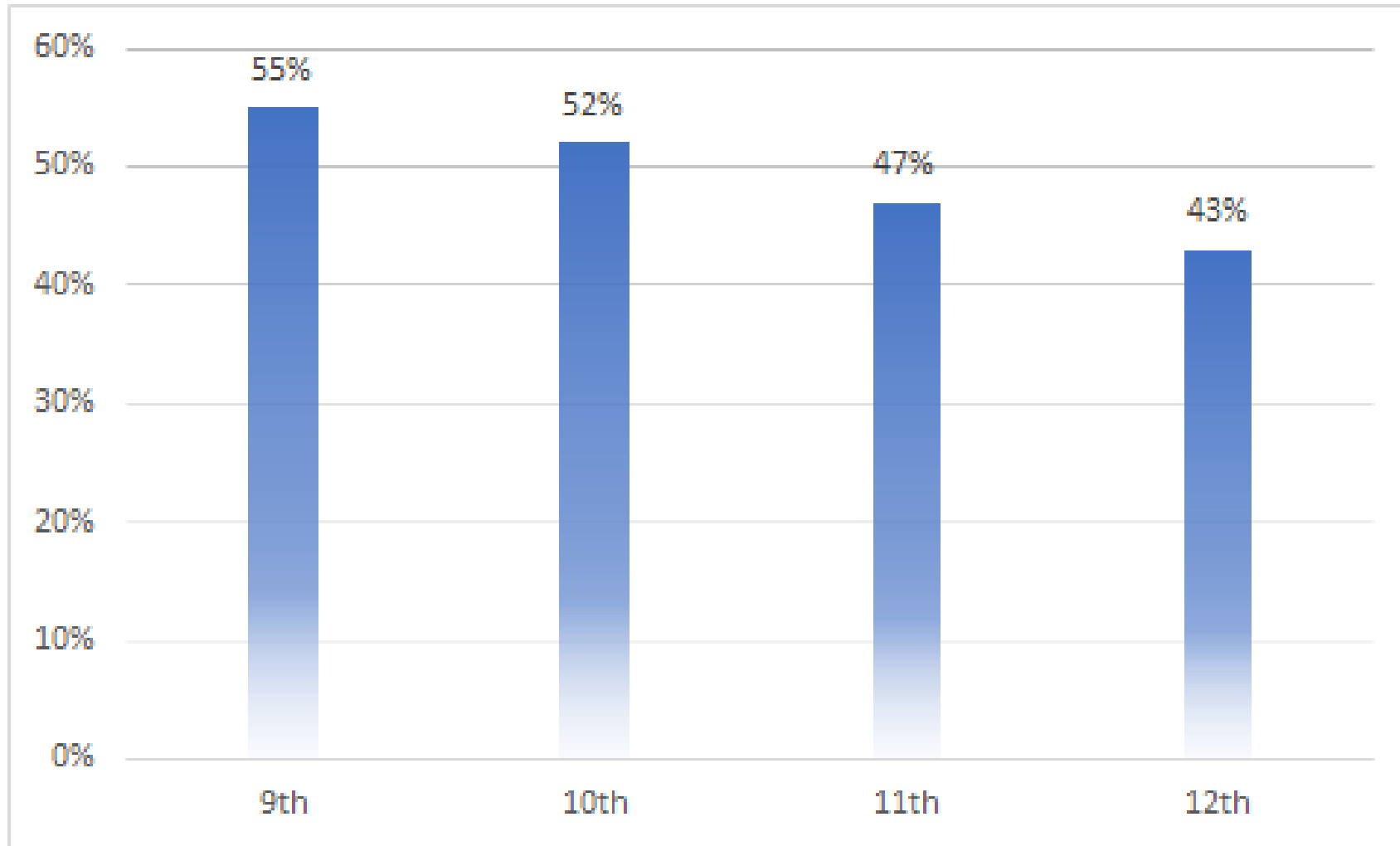## ACT for All: Percent of 11th Grade Students Scoring 21 or higher, by School

Legend: ■ 2016-17 ■ 2017-18 ■ 2018-19

School	2016-17	2017-18	2018-19
FAIR	23%	20%	24%
EDISON	10%	9%	15%
HENRY	10%	12%	11%
ROOSEVELT	16%	25%	18%
SOUTH	41%	36%	43%
SOUTHWEST	60%	55%	53%
WASHBURN	54%	54%	49%
NORTH ACAD	3%	3%	0%
HERITAGE	4%	8%	0%

APPENDIX

Data Check
On-Track

2018-2019

Data Check | *High School On-Track*

SY19 Q4 On-Track Grades 9-12

Note: *Only includes students actively enrolled at the end of the quarter*

113

Data Check | Early Warning System Indicator

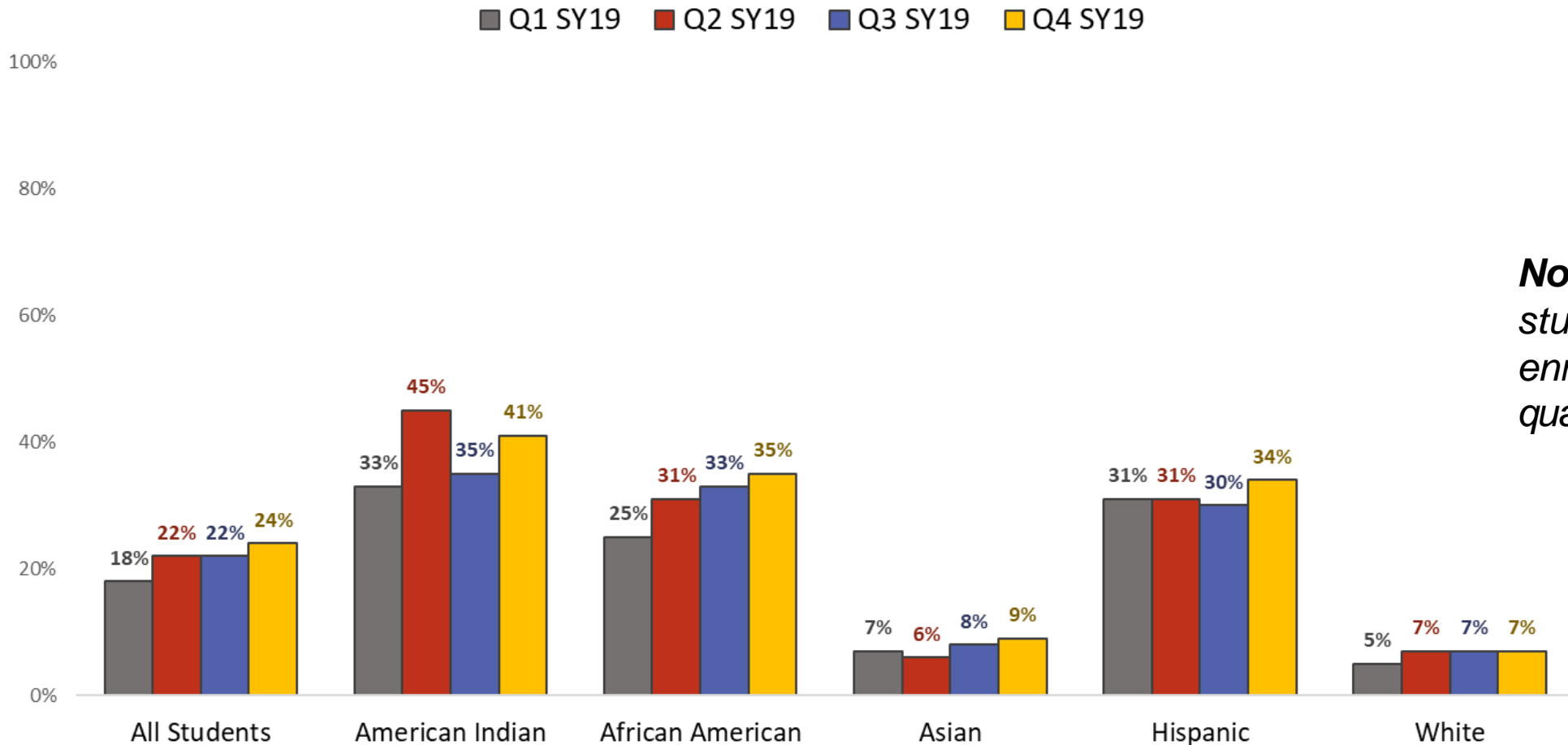Early Warning System indicator, On-Track at the end of each quarter, by student group
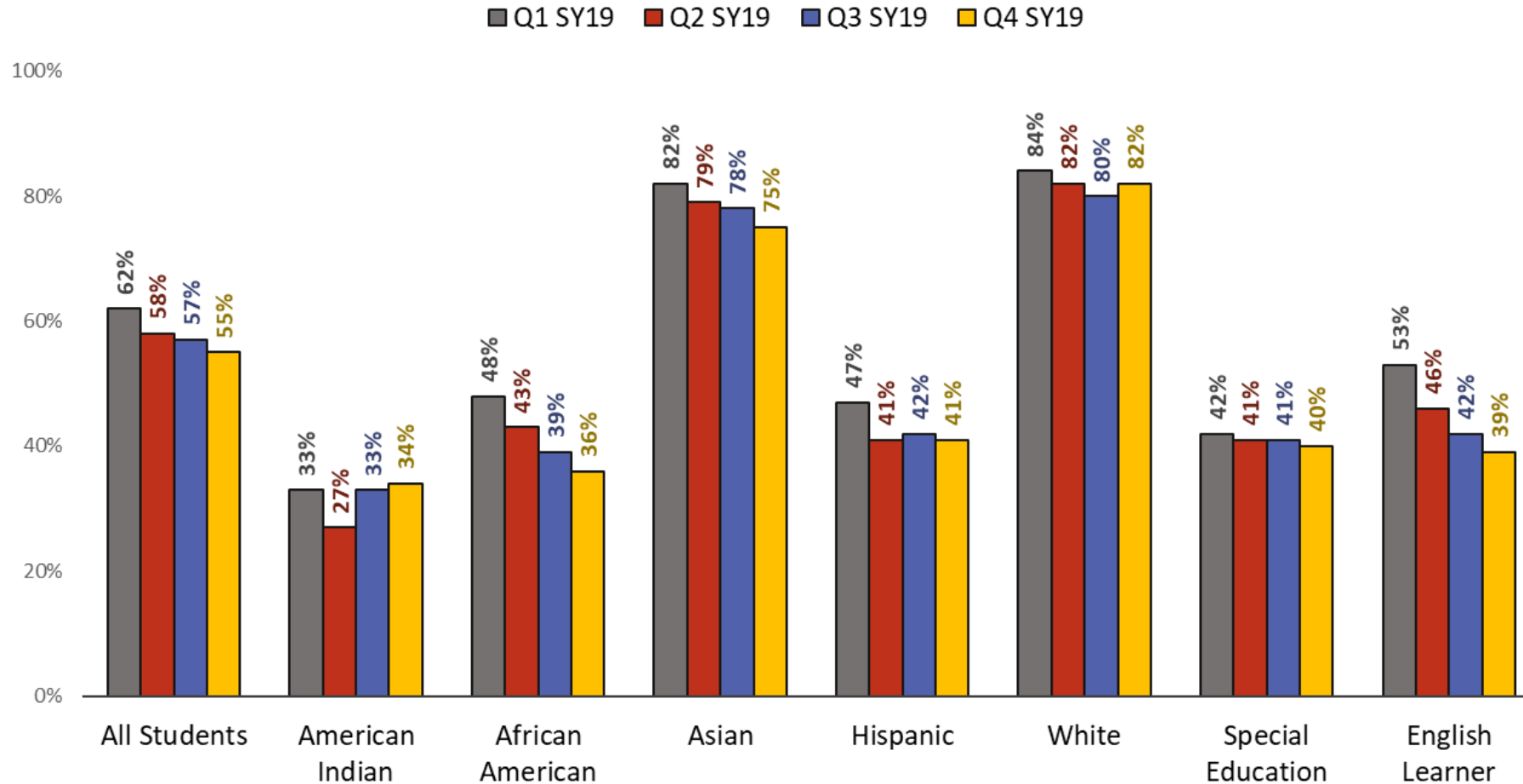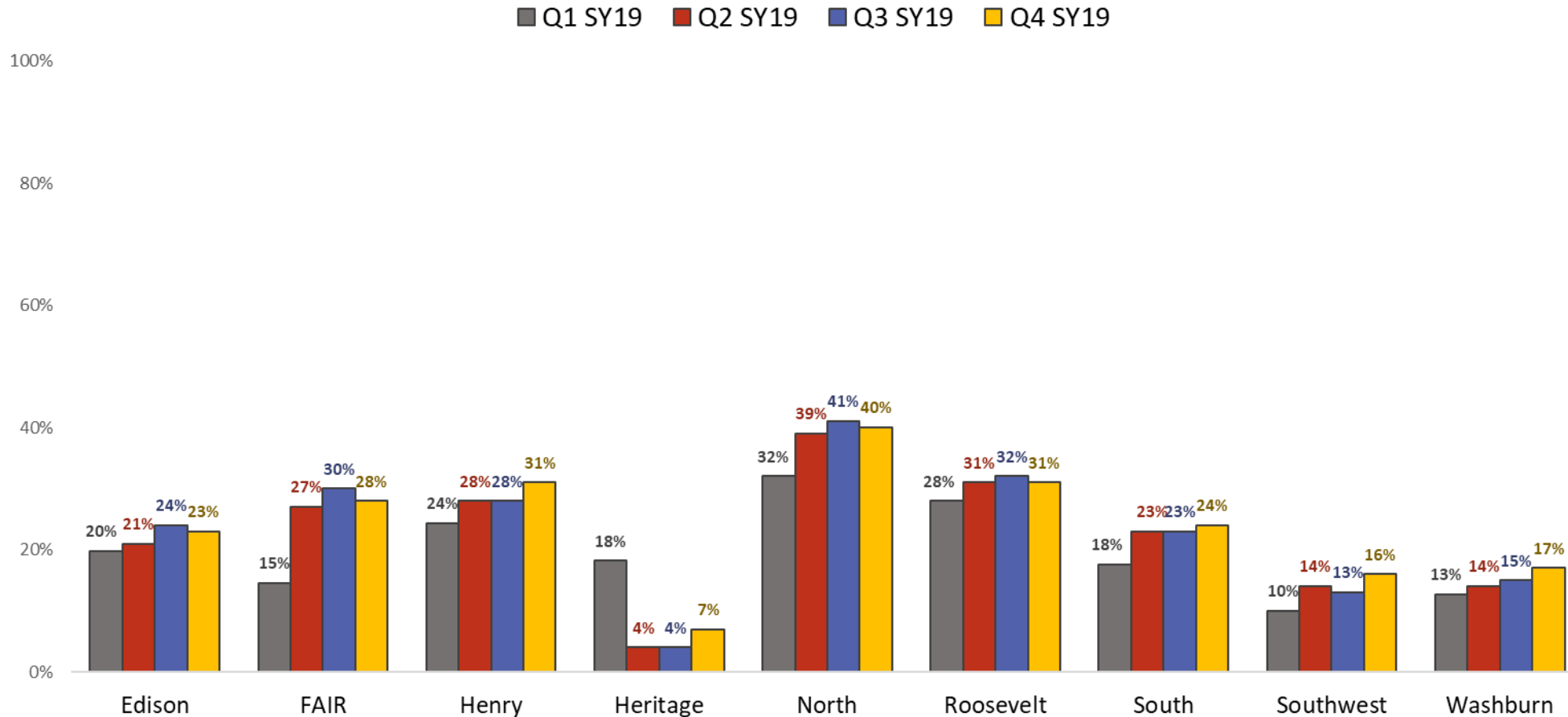

■ Q1 SY19 ■ Q2 SY19 ■ Q3 SY19 □ Q4 SY19

Note: *Only includes students actively enrolled at the end of the quarter*

Data Check | 9th Grade Core Course Failure Rates

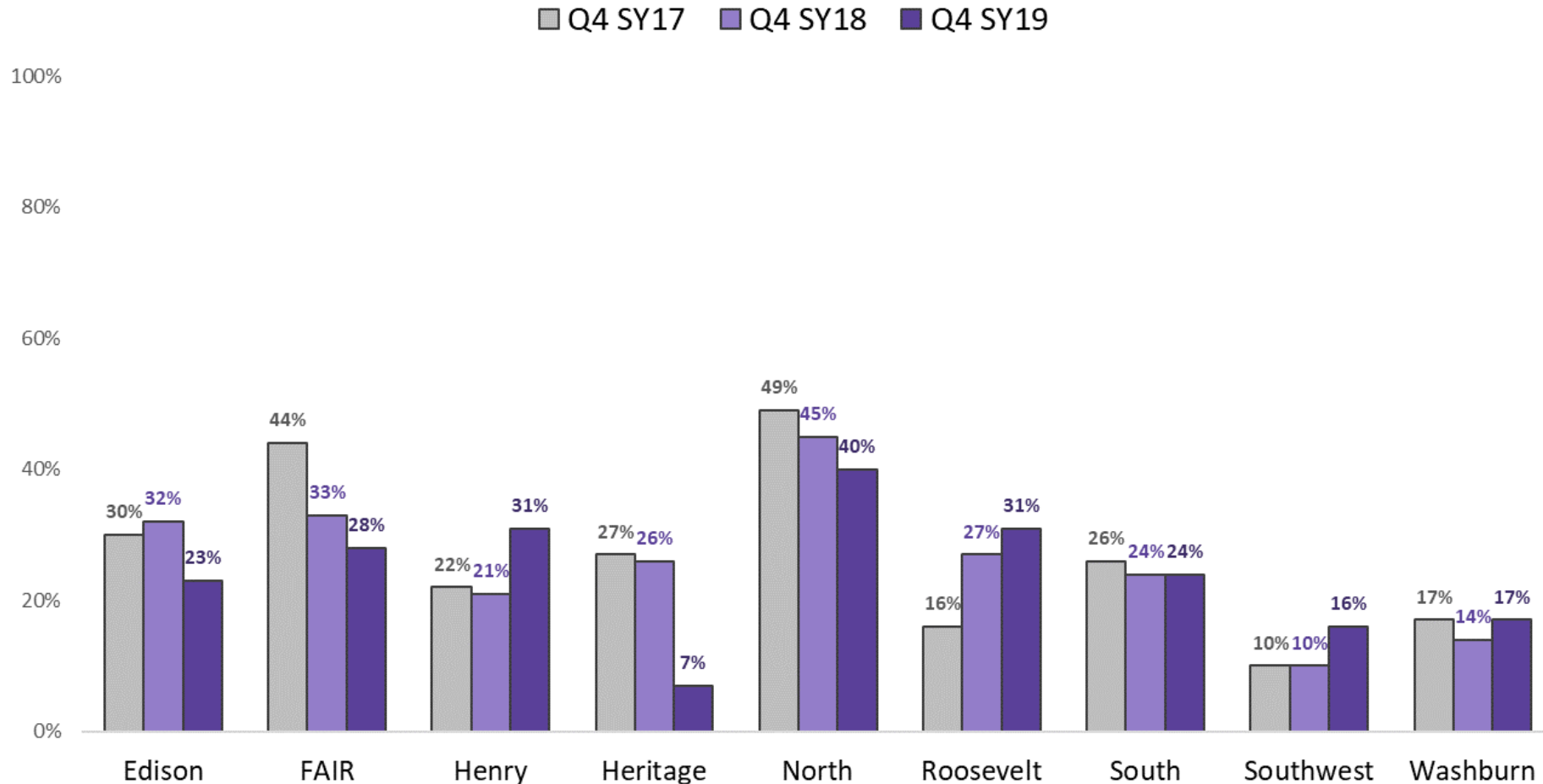Percent of 9th graders failing one or more core courses **in 2018-19**, by student group

Note: Only includes students actively enrolled at the end of the quarter

Data Check | 9th Grade Core Course Failure Rates

Percent of 9th graders failing one or more core courses **in 2018-19**, by school

Q1 SY19 Q2 SY19 Q3 SY19 Q4 SY19

Note: Only includes students actively enrolled at the end of the quarter

Edison: 20%, 21%, 24%, 23%
FAIR: 15%, 27%, 30%, 28%
Henry: 24%, 28%, 28%, 31%
Heritage: 18%, 4%, 4%, 7%
North: 32%, 39%, 41%, 40%
Roosevelt: 28%, 31%, 32%, 31%
South: 18%, 23%, 23%, 24%
Southwest: 10%, 14%, 13%, 16%
Washburn: 13%, 14%, 15%, 17%

Data Check | 9th Grade Core Course Failure Rates

Percent of 9th graders failing one or more core courses **Quarter 4**, by school

☐ Q4 SY17 ☐ Q4 SY18 ■ Q4 SY19

Note: *Only includes students actively enrolled at the end of the quarter*

School	Q4 SY17	Q4 SY18	Q4 SY19
Edison	30%	32%	23%
FAIR	44%	33%	28%
Henry	22%	21%	31%
Heritage	27%	26%	7%
North	49%	45%	40%
Roosevelt	16%	27%	31%
South	26%	24%	24%
Southwest	10%	10%	16%
Washburn	17%	14%	17%

Data Check | 9th Grade Core Course Failure Rates

The following table includes data on 9th grade students from Quarter 4 SY19

				Q4 Core Course Failure Rates								Q4 On-Track Categories			
	N	Math	N	ELA	N	Soc Stud	N	Science	N	One or more		N	Priority	Focus	On Track
All Students	**2247**	**14%**	**2123**	**13%**	**2309**	**13%**	**2324**	**17%**	**2457**	**24%**		**2457**	**29%**	**16%**	**55%**
Race/Ethnicity															
American Indian	60	33%	59	22%	67	25%	63	25%	76	41%		76	57%	9%	34%
African American	823	23%	787	21%	852	22%	861	26%	942	35%		942	44%	21%	36%
Asian	161	6%	154	4%	162	4%	163	6%	169	9%		169	12%	13%	75%
Hispanic	379	15%	294	19%	394	17%	396	25%	417	34%		417	39%	20%	41%
White	824	4%	829	3%	834	4%	841	4%	853	7%		853	10%	9%	82%
Special Populations															
Special Education	182	24%	183	18%	258	25%	258	27%	371	29%		371	43%	17%	40%
English Learner	463	18%	333	20%	483	16%	488	23%	523	32%		523	37%	24%	39%
School															
Edison	211	15%	184	7%	210	11%	216	19%	226	23%		226	29%	27%	44%
FAIR	61	10%	61	11%	62	10%	64	17%	64	28%		64	28%	28%	44%
Henry	234	17%	236	19%	231	22%	245	15%	261	31%		261	41%	18%	42%
Heritage	27	7%	27	7%	27	0%	27	4%	27	7%		27	7%	15%	78%
North	103	31%	105	27%	113	28%	108	31%	118	40%		118	53%	19%	29%
Roosevelt	226	14%	189	13%	229	15%	231	29%	253	31%		253	36%	10%	53%
South	424	15%	412	13%	438	12%	440	13%	454	24%		454	27%	13%	60%
Southwest	478	9%	475	10%	499	10%	499	12%	526	16%		526	19%	15%	66%
Washburn	399	8%	389	8%	417	6%	412	13%	418	17%		418	20%	12%	68%

***Note:** Only includes students actively enrolled at the end of the quarter*

APPENDIX

Data Check
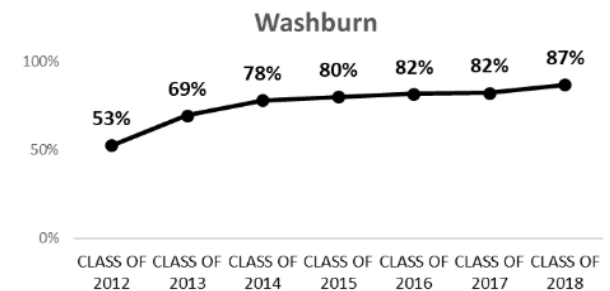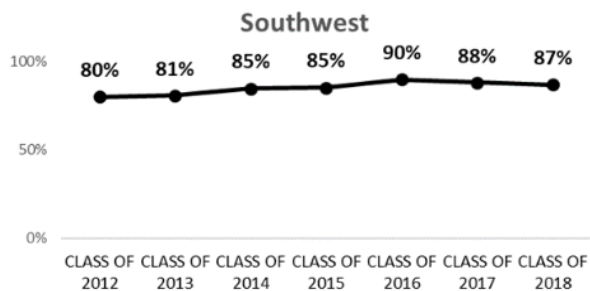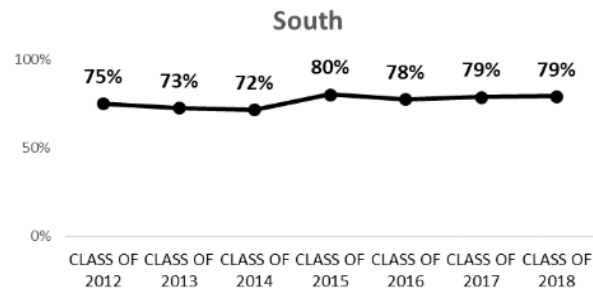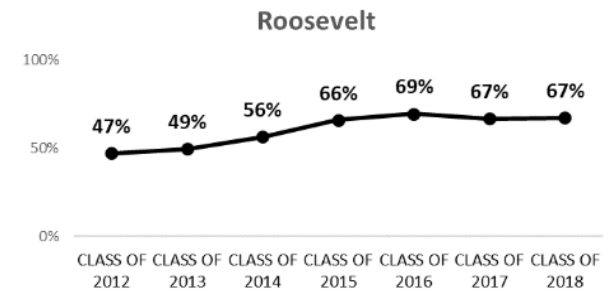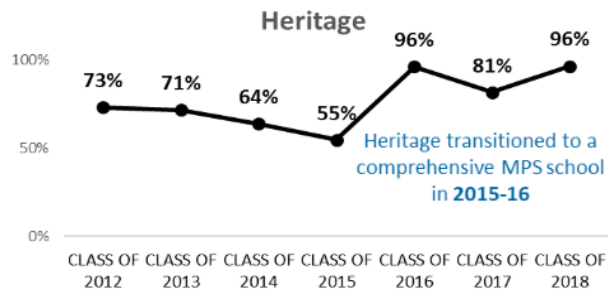*Graduation Rate*

2018-2019

Four-Year Graduation Rate Trend

	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018	
	N	% Grad	N	% Grad	N	% Grad	N	% Grad	N	% Grad	N	% Grad
All Students	2329	56%	2253	59%	2249	65%	2401	67%	2579	66%	2651	69%
Race/Ethnicity												
American Indian	84	38%	90	26%	80	36%	99	37%	105	30%	97	37%
Black	916	45%	890	48%	873	53%	941	60%	1042	57%	1078	62%
Asian	244	70%	240	79%	228	83%	202	86%	183	83%	210	87%
Hispanic	381	43%	339	45%	368	58%	401	51%	492	57%	475	57%
White	695	76%	686	77%	687	82%	747	85%	735	86%	780	87%
Pacific Islander	6		2		2		0		1		0	
Two or more races	3		6		11	55%	11	64%	21	76%	11	36%
Special Programs												
Non English Learner	1783	59%	1727	61%	1743	68%	1833	71%	1846	69%	748	75%
English Learner	546	45%	526	51%	506	56%	568	54%	733	58%	686	59%
Non Special Education	1953	62%	1885	66%	1831	71%	1958	75%	2080	73%	2199	75%
Special Education	376	25%	368	24%	418	39%	443	34%	499	39%	452	39%
Non Lunch Eligible	687	77%	644	82%	650	85%	679	89%	703	91%	748	89%
Lunch Eligible	1642	47%	1609	50%	1599	57%	1722	59%	1876	57%	1903	61%
Homeless	0		0		3		15	7%	29	7%	312	38%
Home Language												
English	1538	58%	1485	60%	1488	66%	1579	70%	1659	68%	1743	69%
Hmong	163	67%	154	83%	120	89%	110	86%	98	86%	108	82%
Somali	173	58%	196	56%	196	62%	238	67%	286	66%	333	70%
Spanish	333	39%	299	43%	314	55%	347	48%	421	54%	398	55%
Other/Unknown	122	62%	119	63%	131	66%	127	73%	115	68%	112	82%
African American by Home Language												
African American (English Home Langauge)	677	40%	631	44%	624	50%	643	56%	713	53%	709	54%
African American (Non-English Home Language)	242	57%	261	58%	256	60%	305	67%	345	66%	397	73%

Four-Year Graduation Rate Trend by School

Edison

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
49%	53%	59%	58%	57%	64%	60%

FAIR

FAIR became an MPS school in **2015-16**

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
76%	88%	88%	85%	94%	89%	79%

Henry

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
65%	75%	84%	87%	79%	80%	71%

Heritage

Heritage transitioned to a comprehensive MPS school in **2015-16**

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
73%	71%	64%	55%	96%	81%	96%

North/North Academy

The **Class of 2016** was the first cohort to start 9th grade at North Academy

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
44%	36%	41%	68%	80%	70%	58%

Roosevelt

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
47%	49%	56%	66%	69%	67%	67%

South

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
75%	73%	72%	80%	78%	79%	79%

Southwest

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
80%	81%	85%	85%	90%	88%	87%

Washburn

CLASS OF 2012	CLASS OF 2013	CLASS OF 2014	CLASS OF 2015	CLASS OF 2016	CLASS OF 2017	CLASS OF 2018
53%	69%	78%	80%	82%	82%	87%

Data Check | Graduation Rate Trend

Four-Year v. Seven-year Graduation Rate Trend

Four-Year   Seven-Year
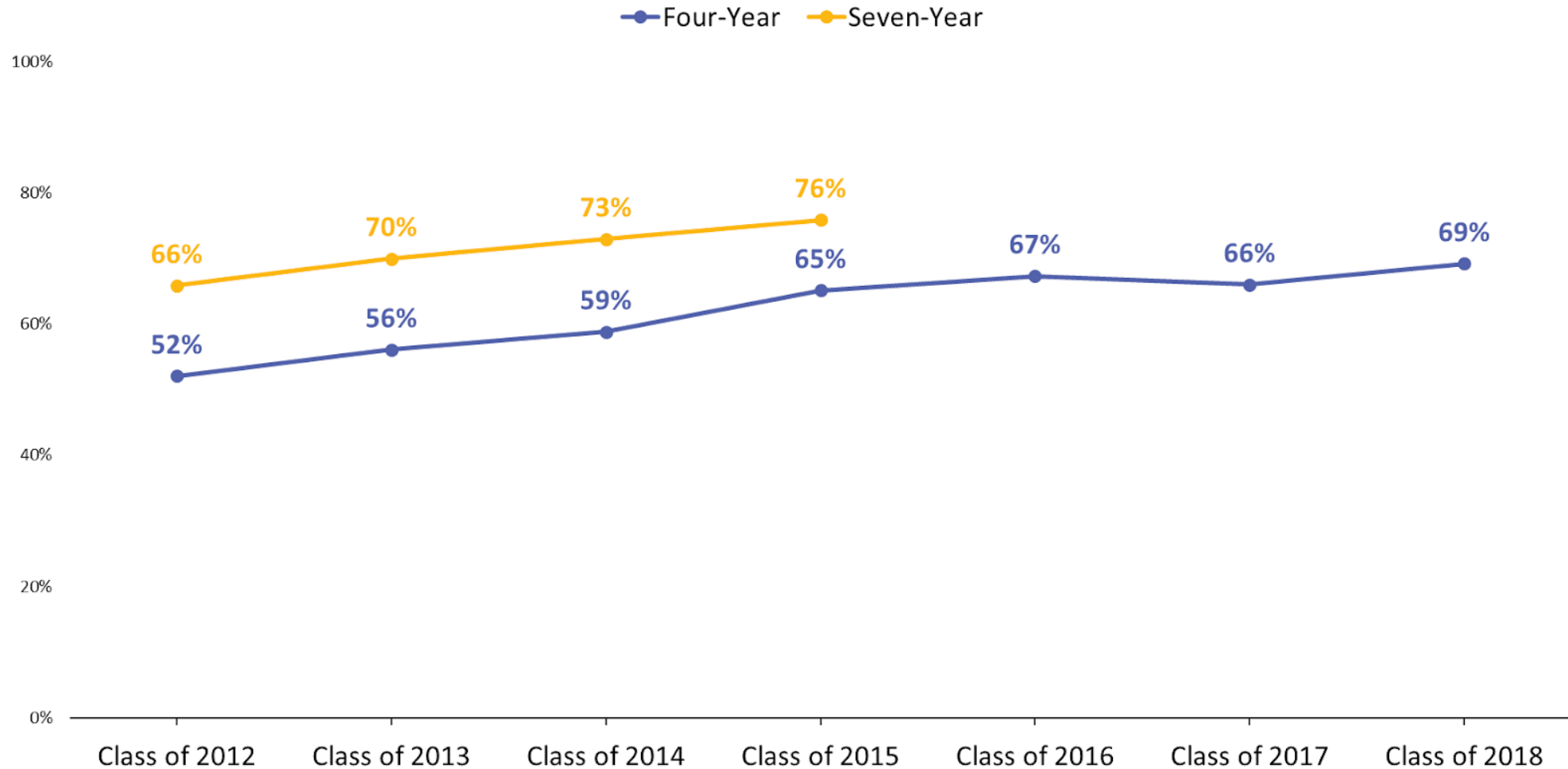
APPENDIX

Data Check
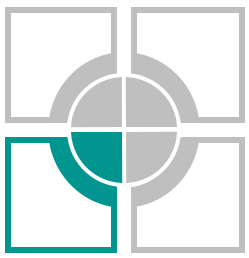*Professional Development*

2018-2019

TABLE 4

August 21 Average Responses: *We are interested in learning about your feelings before participating in PD today, relative to your feelings after participating in PD today. Please indicate your level of agreement or disagreement with these statements after today's PD, compared to your level of agreement or disagreement before today's PD.*[1]

	Average response before today's PD.	Average response after today's PD.	Change from before to after today's PD.
I feel confident supporting MTSS at my site(s)	2.88	3.05	0.17
I understand the district's four strategic priorities (MTSS, Literacy, SEL, and Equity)	3.09	3.24	0.15
I feel confident supporting Literacy at my site(s)	3.14	3.28	0.14

TABLE 5

August 22 Average Responses: *We are interested in learning about your feelings before participating in PD today, relative to your feelings after participating in PD today. Please indicate your level of agreement or disagreement with these statements after today's PD, compared to your level of agreement or disagreement before today's PD.*[2]

	Average response before today's PD.	Average response after today's PD.	Change from before to after today's PD.
I feel confident supporting MTSS at my site(s)	2.92	3.13	0.21
I feel confident supporting Literacy at my site(s)	3.15	3.35	0.20
I understand the district's four strategic priorities (MTSS, Literacy, SEL, and Equity)	3.08	3.28	0.20

128

Professional Development: Social Studies

August 21 Responses: *To what extent do you agree or disagree with these statements about your overall experience today?*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the day was well organized.	1%	0%	25%	74%
Overall, my experience today helped me develop as a professional.	3%	3%	32%	62%
Overall, my experience today made me feel valued as a professional.	3%	1%	31%	65%
I was able to attend sessions relevant to my role.	3%	3%	25%	70%
I'm leaving with something new I can apply directly in my role.	3%	1%	31%	65%
Today's professional development was a good use of my time.	3%	3%	30%	65%

August 22 Responses: *To what extent do you agree or disagree with these statements about your overall experience today?*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the day was well organized.	0%	0%	25%	75%
Overall, my experience today helped me develop as a professional.	0%	0%	25%	75%
Overall, my experience today made me feel valued as a professional.	0%	0%	22%	78%
I was able to attend sessions relevant to my role.	0%	0%	22%	78%
I'm leaving with something new I can apply directly in my role.	2%	0%	22%	77%
Today's professional development was a good use of my time.	0%	0%	23%	77%

August 21 Average Responses: *We are interested in learning about your feelings before participating in PD today, relative to your feelings after participating in PD today. Please indicate your level of agreement or disagreement with these statements after today's PD, compared to your level of agreement or disagreement before today's PD.[1]*

	Average response before today's PD.	Average response after today's PD.	Change from before to after today's PD.
I feel confident supporting MTSS at my site(s)	2.92	3.15	0.23
I understand the district's four strategic priorities (MTSS, Literacy, SEL, and Equity)	3.01	3.22	0.21
I feel confident supporting Literacy at my site(s)	3.03	3.17	0.14

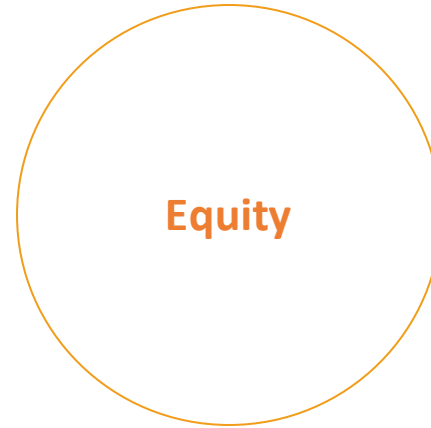APPENDIX

Strategic Priorities
Deliverables

2018-2019

Strategic Priority Deliverables   2018-2019

Multi-Tiered Systems of Support

8 Deliverables | 75% Complete
25% In Progress

Equity

30 Deliverables | 94% Complete
3% In Progress
3% On Hold

Social Emotional Learning

22 Deliverables | 73% Complete
27% In Progress

Balanced Literacy

21 Deliverables PK-5 | 66% Complete
34% In Progress

17 Deliverables 6-12 | 59% Complete
41% In Progress

Strategic Priority Deliverables   2018-2019
MTSS

Establish MTSS workgroups	Complete
Finalize tools to support school implementation of the 2018-19 core components in the MTSS Toolkit	Complete
Develop trainings for The Source aligned to the 2018-19 core components in the MTSS Toolkit	Complete
Finalize the core components for 2019-20 in the MTSS Toolkit	Complete
Develop guidance to support schools with planning their budgets in alignment with 2019-20 MTSS core components	Complete
Develop tools to support school implementation of the 2019-20 core components in the MTSS Toolkit: focus on behavior, SEL, and Tier 2 academic interventions	In Progress – SEL embedded
Develop professional development plan for 2019-20 school year that aligns with the 2019-20 core components in the MTSS Toolkit.	Complete
Finalize tools to support school implementation of the 2019-20 core components in the MTSS Toolkit: focus on behavior, SEL, and Tier 2 academic interventions	In Progress

Strategic Priority Deliverables 2018-2019
Social Emotional Learning

Adult SEL: Adult SEL Core Components	Complete
Adult SEL: Cohort feedback on Adult SEL Core Components	Complete
Adult SEL: Revised PD plan to reflect new opportunities for integrated SEL & Equity team offerings	Complete
Adult SEL: MPS 3 Signature Practices	Complete
Adult SEL: 3 Signature Practices Core Component complete and in Toolkit	Complete
Adult SEL: Draft Universal MPS Climate & SEL Learning Walk Tool	In Progress
Adult SEL: Adult SEL Core Components in use in Cohort 1 sites	Complete
Adult SEL: MPS Climate & SEL Learning Walk Tool	In Progress

Strategic Priority Deliverables   2018-2019
Social Emotional Learning (cont.)

DI: Internal vetting of Caring School Community (parts 1 and 2)	Complete
DI: MS Second Step new material launch at interested sites	Complete
DI: MPS DI menu K-8 completed	Complete
DI: Draft 3 Signature Practices for the Classroom (inc. Morning Gathering) with Practice Profile	In Progress
DI: Revised PD plan reflecting long-term training opportunities for DI menu	Complete

Strategic Priority Deliverables   2018-2019
Social Emotional Learning (cont.)

SEL Integration: Equity & SEL Standards Project Plan and Timeline	Complete
SEL Integration: Anchor Standards	Complete
SEL Integration: Equity & SEL Anchor/Benchmark Standards & Lesson Writing Teams (Cohort 1 and Central Office Academic Integration)	Completed Yr 1 of 5-yr Process

Strategic Priority Deliverables   2018-2019
Social Emotional Learning (cont.)

Other: Cohort 3-year plan	Complete
Other: SEL Advisory Committee begins quarterly meeting schedule	Complete
Other: Cohort 2, Year 1 Launch	Complete
Other: PPE participant SEL feedback utilization plan focus on Parent Handbook	In Progress
Other: Draft Cohort 2, Year 2 DI Plan	In Progress
Other: Cohort 1, Year 3 Integration Plan	In Progress – through School PLCs

Strategic Priority Deliverables   2018-2019
Equity

Revise professional development plan to reflect integration of SEL & Equity team offerings	Complete
Complete EDIA for Human Resources and draft HR hiring template	Complete
Draft EDIA plan for Community Education	On Hold – Student Placement EDIA Chosen
Provide professional development to staff across MPS both face-to-face and through The Source	Complete
Recruit and train parent evaluators for Parent Participatory Evaluation	Complete
Revise strategies for 2018-19 in the Equity Toolkit to include developing restorative mindsets	Complete
Convene Advisory Council for the Achievement & Integration Plan	Complete
Launch Equity Leadership Institute for district leadership	Complete
Schools complete quarter 1 activities as required by agreement with Office for Civil Rights and Minnesota Department of Human Rights	Complete
Initiate Adult Equity & SEL at Davis workgroup & begin regular experiential offerings to central office staff	Complete

Strategic Priority Deliverables 2018-2019 Equity (cont.)

Deliverable	Status
Repeat crosswalk for SEL Implementation Toolkit with Equity Toolkit, and revise if needed	Complete
Provide professional development to staff across MPS both face-to-face and through The Source	Ongoing
Revise Equity Framework and include action items for division plan	In Progress
Support Parent Evaluators engaged in Parent Participatory Evaluation to collect 1,000 parent voices	Complete
Schools and departments complete Equity Considerations for Budgeting process	Complete
Receive and approve plans from Racially Identifiable Schools for 2019-20 use of Achievement & Integration funding	Complete
Gather feedback through Parent Participatory Evaluation on Parent Handbook	Complete
Schools complete Q2 activities as required by agreement with OCR and MDHR	Complete
Provide professional development to staff across MPS both face-to-face and through The Source	Ongoing
Present revised Achievement & Integration budget to the Board of Education	Complete

134

Finalize professional development plan to reflect integration of SEL & Equity team offerings	Complete
Schools complete Q3 activities as required by agreements with OCR and MDHR	Complete
Provide professional development to staff across MPS, both face-to-face and through The Source	Ongoing
Develop professional development plan for 2019-20 school year	Complete
Finalize content for 2019-20 in Equity Toolkit	Complete
Report on Cohort 1, Year 2 action research	Complete
Evaluate progress resulting from Human Capital and Athletics EDIAs	Complete
Schools complete Q4 activities as required by agreements with OCR and MDHR	Complete

135

Strategic Priority Deliverables   2018-2019
PK – 5 Literacy

Deliverable	Status
Support and monitor school's improvement cycles around school improvement strategies	Ongoing
Introduce Balanced Literacy Toolkit to Instructional Leadership Teams to guide improvement work	In Progress – More schools chose the MTSS toolkit for their SIP
Design and deliver PD, in partnership with Multilingual department	Complete
Provide Benchmark materials	Complete
Revise Literacy Logic Model	In Progress – in conjunction with the 5-yr Lit. Plan
Support Core 5 Lexia implementation	In Progress – Sites piloting
Develop support plans for North Star identified sites	Ongoing
Support North Star identified sites with school improvement activities	Ongoing
Support schools with monitoring and adjusting their school improvement plans	Ongoing
Identify core components for 2019-20 Balanced Literacy Toolkit	Complete
Design and deliver professional development, in partnership with Multilingual department	Complete

Strategic Priority Deliverables   2018-2019
PK – 5 Literacy (cont.)

Provide technical support to schools for Benchmark materials	In Progress
Implement and monitor the Literacy Logic Model	In Progress – Logic Model/Five Year Literacy Plan complete
Monitor Lexia data and usage	In Progress
Develop tools to support school implementation of 2019-20 core components in the Balanced Literacy Implementation Toolkit	Ongoing
Develop plan for professional development for June and the 2019-20 school year	In Progress
Finalize tools to support school implementation of the 2019-20 core components in the Balanced Literacy Implementation Toolkit	Complete
Design and deliver professional development for 2019-2020	In Progress
Submit state-mandated annual reporting	Complete
Evaluate the Literacy Logic Model	In Progress
Evaluate Lexia implementation	In Progress

Strategic Priority Deliverables   2018-2019
6 – 12 Literacy

Support North Star identified sites with school improvement activities	In Progress – part of a 3 year long process as defined in Yr1 of MTSS
Design and deliver PD on Writing Across the Disciplines and MTSS	Complete
Begin text adoption process for ELA core	Complete – Phase 1
Review and revise Literacy Logic Model	Complete
Continue pilot of core program for cross-disciplinary literacy support for differentiation in Tier 1 core instruction	In Progress
Support 6-12 teachers with implementing district reading intervention program, including coaching and administering RI assessment	Complete
Design and deliver professional development on Writing Across the Disciplines and MTSS	Ongoing
Gather feedback from teachers on text adoption for ELA core	In Progress
Implement and monitor the Literacy Logic Model	In Progress
Share data from pilot of core program for cross-disciplinary literacy support for differentiated Tier 1 core instruction	Complete

Strategic Priority Deliverables   2018-2019
6 – 12 Literacy (cont.)

Support 6-12 teachers with implementing district reading intervention program, including review of mid-year data and engaging in data cycles with teachers and administrators	Complete
Analyze and process feedback from teachers on the text adoption for ELA core; and order text	In Progress
Implement and monitor the Literacy Logic Model	In Progress
Distribute new text to teachers following ELA core adoption	Complete
Evaluate the Literacy Logic Model	Complete
Review and share end-of-year data from the 6-12 reading intervention programs	In Progress
Create implementation plan for 6-12 reading intervention programs for 2019-20	In Progress – pending contracts with vendor