



Committee of the Whole

Mid-Year Data Review and Academic Updates

Tuesday, May 24, 2022



Committee of the Whole

Superintendent Ed Graff

Senior Academic Officer, Dr. Aimee Fearing

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"How did Rich Strike, an 81-1 long shot, win the Kentucky Derby?"

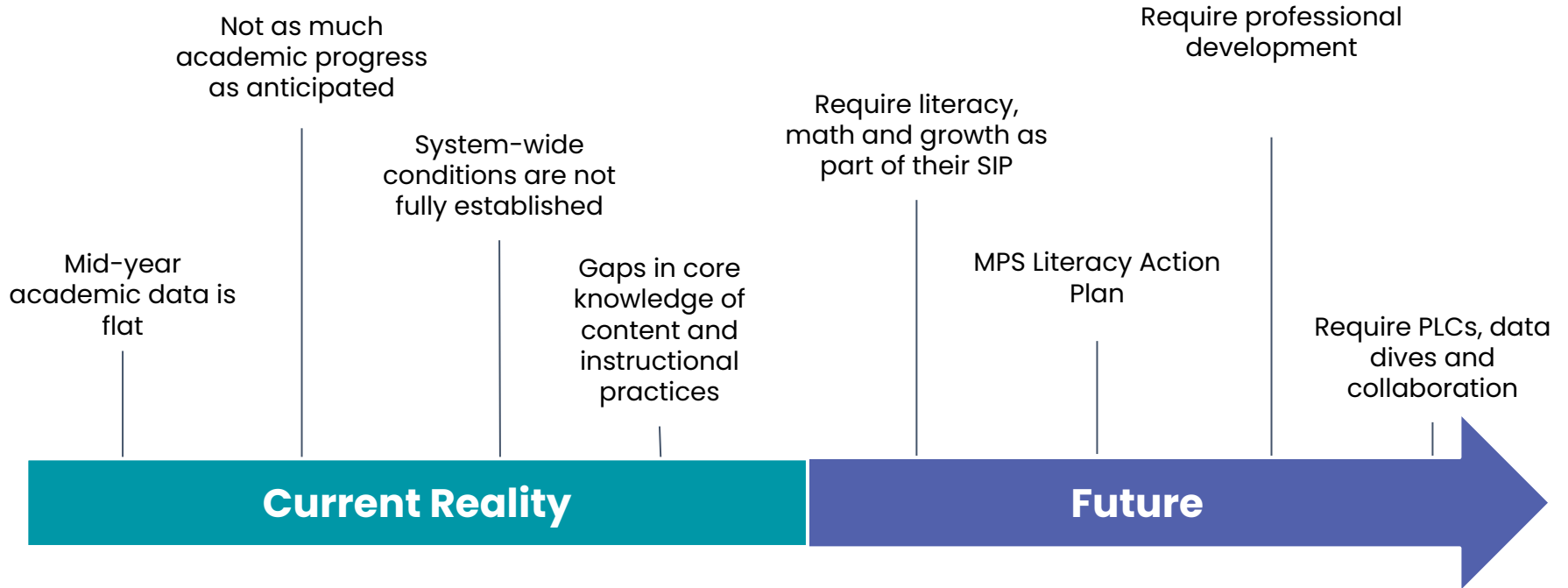
-*Star Tribune*, Howard Sinker, May 8, 2022



<https://www.mediaite.com/sports/watch-the-overhead-view-of-rich-strikes-stunning-rally-to-win-the-kentucky-derby-will-completely-blow-your-mind/>

<https://www.startribune.com/watch-this-how-rich-strike-won-the-kentucky-derby-81-1-odds/600171488/>

Key Messages



Mid-Year Data Review

Executive Director, REAA

Sarah Hunter

2021-22 Pre-K Data Summary

Individual Growth and Development Indicators (IGDIs) Pre-K Screener

- The percent of **Pre-K students** proficient as measured by IGDI Picture Naming (vocabulary) **decreased from 24% to 19% from fall to winter.**
- The percent of **Pre-K students** proficient as measured by IGDI Rhyming (phonological awareness) **increased from 23% to 32% from fall to winter.**
- The percent of **Pre-K students** proficient as measured by IGDI Sound ID **decreased from 40% to 38% from fall to winter.**
- The percent of **Pre-K students** proficient as measured by IGDI Which One Doesn't Belong (comprehension) **increased from 33% to 49% from fall to winter.**

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

Note that the difficulty of the IGDI measure increases each season.

2021-22 K-1 Reading Assessment Data Summary

- Percent of **kindergarten students proficient** (as measured by FAST earlyReading) **decreased** from 59% to 40% from fall to winter.
 - Largest decreases by subgroup were for White students (80% to 55%) and African American students (43% to 24%).
- Percent of **first grade students proficient** (as measured by FAST earlyReading) was **relatively flat** overall from fall to winter.

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

2021-22 K-1 Mathematics Assessment Data Summary

- Percent of **kindergarten students** proficient on Kindergarten Concepts of Math:
 - Three aspects of number subtest **increased from 40% to 58% from fall to winter**
 - Structuring numbers subtest **decreased from 67% to 51% from fall to winter**
- Percent of **first grade students** proficient as measured by Concepts of Math:
 - Three aspects of number subtest **were flat from fall to winter**
 - Structuring numbers subtest **increased from 4% to 23% from fall to winter**

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

FAST aReading and aMath Data Summary for Grades 2–8

- Percent of **students proficient in aReading and aMath was flat** for both fall and winter of the 21–22 school year, as well as over the past three winters (41% math and 49% reading).
- Percent of **students meeting or exceeding growth** from fall to winter (as measured by **FAST aReading**) **increased** from 51% to 54%.
- Percent of students **meeting or exceeding growth** (as measured by **FAST aMath**) **increased** from 56% to 59%.
 - Largest increases by subgroup were for American Indian students (45% to 54%) and African American students (46% to 51%).

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

2021-22 Istation Data Summary

- Percent of **all students proficient was flat** from both fall to winter of the 21-22 school year.
 - **Significant decrease in percent of Asian American students that are proficient** from fall to winter (38% to 24%).
 - **Increase in percent of students who attend High 5 that are proficient** from fall to winter (27% to 36%)

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

On-Track Data Summary

- **Fewer students on track** at end of Quarter 2 in both grade 9 and grades 6-8 than in the prior two years
- On-track data for 9th grade students shows the following gaps:
 - 66% White
 - 61% Asian American
 - 33% Hispanic/Latin American
 - 26% African American
 - 16% American Indian
 - 24% of students receiving SPED services
 - 33% of students receiving EL services

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

Graduation Rate Data Summary

- **Four-year graduation rate for MPS remained at 74%** for the class of 2021.
- **Statewide graduation rates dropped** by 1 percentage point from 84% to 83%.
- Grad rates for **White, Asian, and Black students remained flat** from 2020 to 2021.
- Grad rate for **Hispanic/Latin American students decreased by 7** percentage points from 67% to 60% from 2020 to 2021.
- Grad rate for **American Indian students increased** from 33% to 47% from 2020 to 2021.

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

Student Engagement Data Summary- Attendance

- **Percent of students who were chronically absent increased** overall for 2021-22.
- The largest increases in chronic absenteeism by subgroup (Quarter 2)
 - Non-English home language African American Students (primarily Soma increased by 34%.
 - Hispanic/Latin American increased by 29%.
 - American Indian increased by 28%.
 - English learners increased by 26%.

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

Goal 2: Student Well-being

Every student's physical and mental well-being is addressed as an integral part of their education.

Note that chronic absence is defined as missing **10% or more** of daily school attendance.

Student Suspension Data Summary

- **Overall, suspension are down in MPS***
 - Total suspensions Q1-Q2
 - 18-19 SY: 3,088
 - 19-20 SY: 2,739
 - 21-22 SY: 1,134
- Significant disproportionality in suspension for African American and American Indian students continues:
 - African American students make up **36% of the student population** but make up **68% of students receiving suspensions.**
 - American Indian students make up **4% of the student population** but make up **10% of students receiving suspensions.**

Suspensions for the 2020-21 school year are not included in the summary as these rates are significantly lower due to distance learning.

Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.

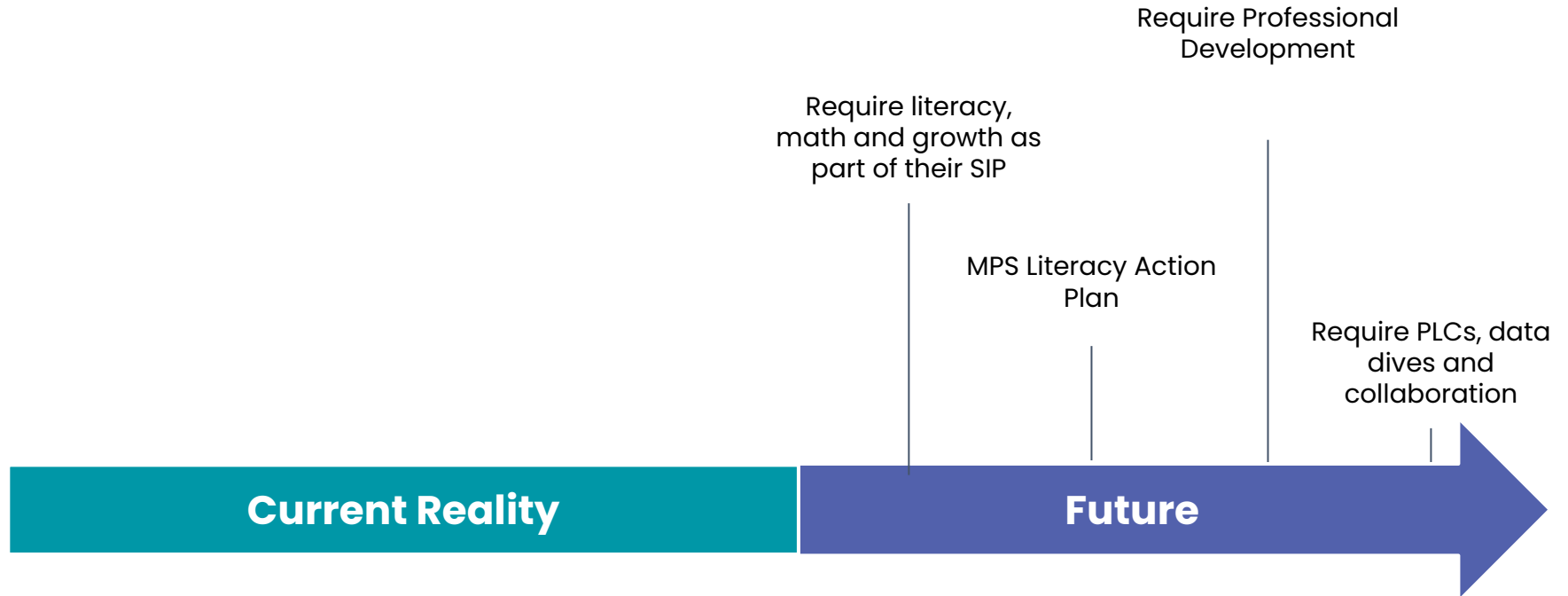
Goal 2: Student Well-being

Every student's physical and mental well-being is addressed as an integral part of their education.

Academics

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Future Forward



Current Reality and Future Forward

2021-22 School Year

Cannot Control

Can Control

Interrupted Learning

2022-23 School Year

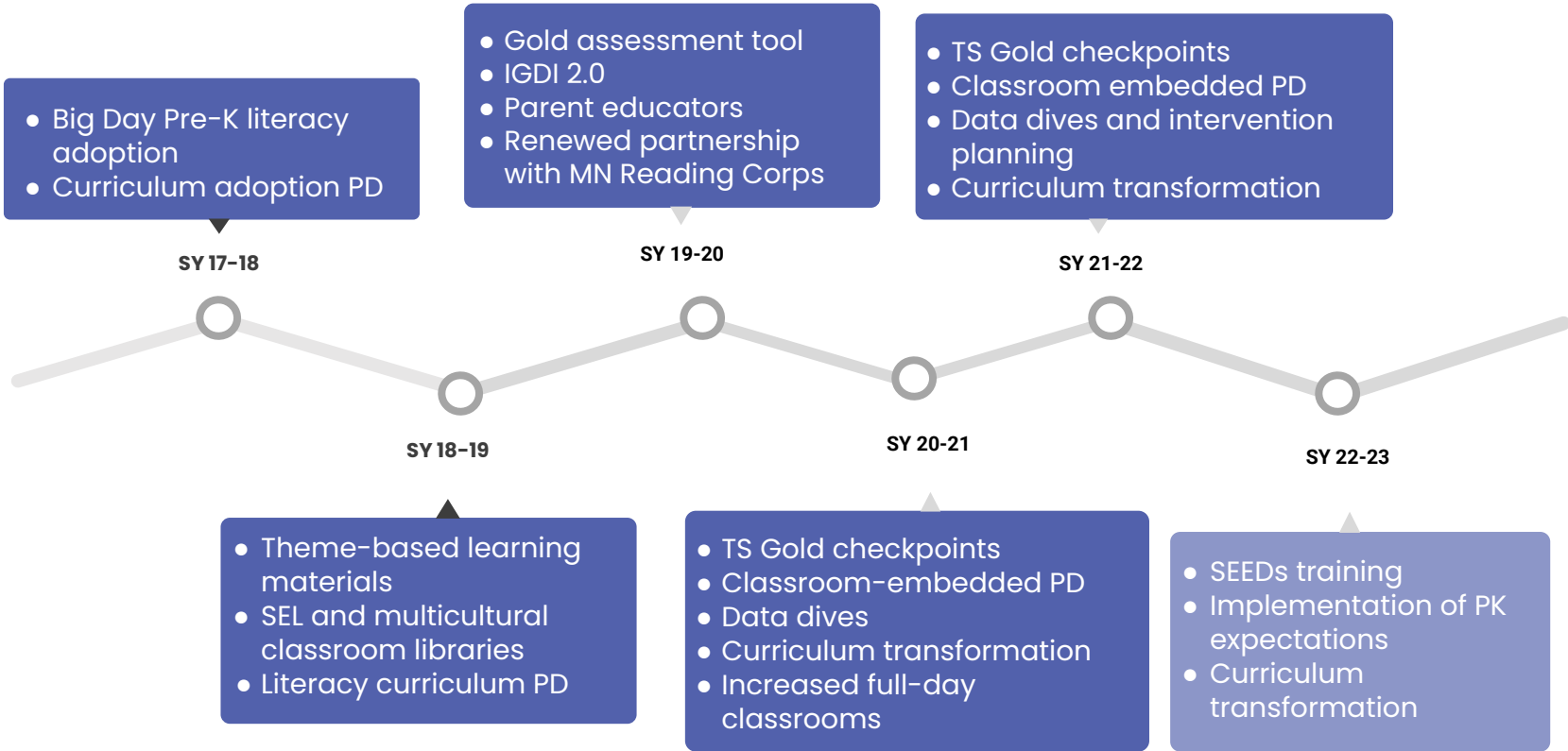
MTSS

Literacy

Math

Climate & Culture

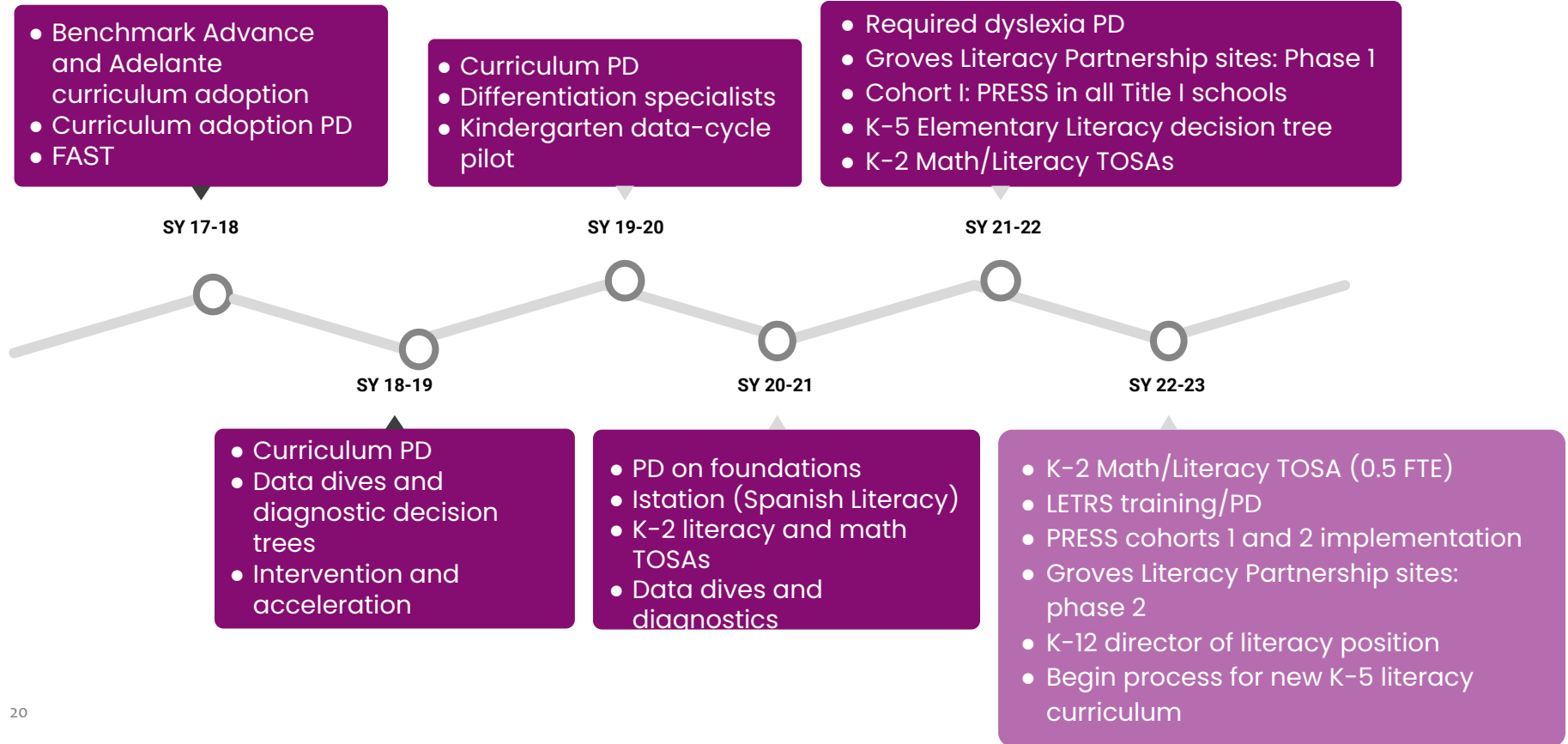
Pre-K Literacy Timeline



Pre-K and ECSE

What do we know?	Why do we see what we see?	Focus for 2022-23 SY
<p>Pre-K services: For MPS schools, 78% meeting or exceeding literacy expectations based on Teaching Strategies Gold (TS Gold) assessment.</p>	<p>Strong implementation of Pre-K expectations, data dives and progress monitoring of vocabulary growth.</p>	<ol style="list-style-type: none">1. All Pre-K and ECSE teachers, AEs and SEAs trained in TS Gold to identify students needing differentiation.2. Build additional opportunities for students to receive targeted intervention.3. Transition strategy for interventions and progress monitoring in kindergarten.

K-5 Literacy Timeline



K-5 Literacy Framework: Adult Practices

**Early
Literacy
Content
Knowledge**



**Strong
Literacy
Core
Instruction**



**Effective
Team
Collaboration**



**Literacy
Intervention
and
Acceleration**

K-5 Literacy: Multi-Tiered System of Support (MTSS)

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>K-5 literacy based on assessments is flat with some groups increasing and some declining.</p>	<ul style="list-style-type: none">• Interrupted student learning.• Interrupted professional development.• Lack of student learning time.	<ul style="list-style-type: none">• Collaboration with School Improvement to standardize practices around PLCs, data dives and coaching through K-2 TOSAs.• Continue and expand Groves Partnership, evaluation of student outcomes, and create a sustainability.• Begin MPS LETRS training.• Continue and expand PRESS and evaluation of student outcomes.• Implementation of updated elementary scheduling guidance.

Groves Literacy Partnership (GLP)

What is it?	Components to the Groves Framework?	2021-2022 MPS Partnership Sites
<p>Working with Groves Literacy Partnership team to deepen literacy instruction with teachers and schools.</p> <p>Four key components: <i>Coaching, Curriculum, Knowledge, and Accountability</i></p>	<ul style="list-style-type: none"> • Literacy curriculum • Data Based Decision Making • Multi-Tiered System of Support • Professional Collaboration • Ongoing Professional Development 	<ul style="list-style-type: none"> • Nellie Stone Johnson • Jenny Lind • Bethune Arts School • Northrup • Burroughs • Barton
School Teams		Impact on MPS
<p>Jenny Lind:</p> <ul style="list-style-type: none"> • Principal Pao Vue • Assistant Principal Mercedes Walker • K-2 Math/Literacy TOSA and Differentiation Specialist: Missy Toft • Interventionist and Groves Coordinator: Alicia Schull <p>Nellie Stone Johnson:</p> <ul style="list-style-type: none"> • Principal Kelly Wright 		<ul style="list-style-type: none"> • 65 Teachers participated in the Groves Literacy Partnership • 59 out of 65 Teachers will be certified in Groves Methodology by the end of the 21-22 SY • Certification entails: participation in weekly coaching, professional development, and participating in coursework from University of St. Thomas

PRESS: Pathway to Reading Excellence in School Sites

What is it?	Components to PRESS	MPS Partnership Sites
<ul style="list-style-type: none"> Developed by the Minnesota Center for Reading Research at the University of Minnesota Based on the Science of Reading For classroom teachers Additional coaching and support by MPS K-2 Math & Literacy TOSA's 	<p>Resources focused in:</p> <ul style="list-style-type: none"> reading interventions in tiers 1 and 2 data driven decision making developing foundational reading skills 	<ul style="list-style-type: none"> SY21-22 All Title I Sites Participating (exceptions for GLP sites and Anishinabe) SY22-23: All Non-Title Sites will be participating (exceptions for GLP sites)
School Team	Impact on MPS	
<ul style="list-style-type: none"> Pillsbury Principal Jessica Skowronek 	<ul style="list-style-type: none"> 17 out of 21 Title 1 Sites participated in PRESS Implementation 11 out of the 17 PRESS Sites participated in PRESS Site Visits Updated K-5 Literacy Decision Tree 324 K-5 classroom teachers trained in PRESS this year 25 hours of training for our K-2 Math & Literacy TOSA's 	

K-5 Literacy English Learner and Dual Language

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>Flat growth in aReading proficiency and incremental increase in percent of students meeting or exceeding expected growth.</p> <p>Flat growth in percent of students that scored a 4 or 5 in Istation from both fall and winter of the 20-21 school year.</p>	<ul style="list-style-type: none">• More PD needed on how to service students receiving EL services and how to read simultaneously.	<ul style="list-style-type: none">• PD focused on the Science of Reading, language development and Modified Guided Reading for all K-5 teachers• All students receiving ELD services have a target language goal• Student led conferences incorporating progress monitoring• Pilot of Spanish intervention and diagnostic materials

K-5 Literacy Special Education

What do we know?	Why do we see what we see?	Focus for 2022-23
Incremental increase in aReading growth from for students receiving SPED services (from 45% in 18-19 to 48% in 21-22)	More PD on specific reading interventions, progress monitoring and co-teaching	<ul style="list-style-type: none">● Reading Interventions provided by Professional Instructional Center● Access to additional academic programming in the summer● Continuity of staffing 1 teacher: 2 Special Education Assistants● Professional development on co-teaching● Perform drop-in visits to ensure research based, district supported instruction is in place district-wide

6-12 Literacy - ELA and Reading

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>Flat growth in aReading proficiency</p> <p>50% of students are proficient</p>	<p>Universal supports versus differentiated supports</p> <p>Lack of district-wide Tier II Intervention Curriculum for Adolescent Learners</p> <p>Interrupted access to professional development</p> <p>Students don't have access to practicing all components of literacy, inclusive of critical thinking of the content in all disciplines</p>	<ul style="list-style-type: none"> ● Continue and expand PRESS PD ● Continue and expand Disciplinary Literacy PD ● Reading teacher in every Middle School including K-8 sites ● All Middle schools will have a Tier 2 Secondary Literacy Intervention Curriculum: STARI ● Continue with Comprehensive Literacy State Development (CLSD) grant at Olson and Henry. ● Integrate AVID strategies throughout the school beyond the elective class.

K-5 Math

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>K-5 math assessment data show a decline in proficiency in all students.</p>	<p>Interrupted professional development.</p> <p>Last math curriculum adoption was in 2007</p> <p>Inconsistent implementation of current curriculum</p> <p>Inconsistent access to math interventions</p>	<ul style="list-style-type: none">● Continue OGAP PD● All K-5 sites field test a K-2 and 3-5 math curriculum● All K-2 Math/Literacy TOSAs attend monthly PD on on math curriculum● All K-5 sites required to use curriculum selected with integrity for the field test● All K-5 teachers and principals participate in PD provided by curriculum selected for field test

6-12 On Track and Graduation Rates

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>Fewer students on track at end of Quarter 2 in both grade 9 and grades 6-8 than in the prior two years</p> <p>Four-year graduation rate for MPS remained at 74% for the class of 2021.</p>	<p>Inconsistent grading practices</p> <p>Inconsistent knowledge and usage of On Track reports and data to determine tiering of student support</p>	<ul style="list-style-type: none">● Provide training for school leaders and ILT members on On-Track portal● Use On Track data consistently in PLCs● ILTs progress monitor PLCs use of On-track data● Teachers and support staff provide tiered interventions for students who are not on track● Grad Coaches

Student Engagement

What do we know?	Why do we see what we see?	Focus for 2022-23
<p>Chronic absences have increased significantly the 21-22 school year across the board</p> <p>Suspensions are down from previous years</p> <p>African American and American Indian students continue to be suspended at disproportionate rates</p>	<p>COVID continues to interrupt learning</p> <p>Quarantine and isolation processes are not consistent across buildings</p> <p>Removal of subjective behaviors as a reason for suspension</p> <p>Focus on level 3-5 behaviors</p> <p>Unmet social, emotional and educational needs of students</p> <p>Lack of consistent professional development on alternatives to suspension, anti-bias education and classroom climate</p>	<ul style="list-style-type: none"> • Culture & Climate team collaborate with Check & Connect and Indian Education to support universal best practices surrounding attendance and belonging related to Climate Framework • Culture & Climate team continue to support schools with best practices for climate setting and alternatives to suspension • Create District Internal Diversion Committee to review and analyze district suspension data and suspension practices, and develop best practices

REAA Next Steps

Assessments Spring Timeline

- All students in grades K-2 and 9 will complete the following assessments:
 - K and 1: FAST earlyReading and KCoM/CoM
 - Grade 2: FAST aReading and aMath
 - Grade 9: FASTtrack Reading (aReading and AUTOreading)
- FAST Screening Window goes from **April 25 – June 3**
- Students at our Dual Language sites will complete the Istation Spanish Literacy assessment during the **month of May**
- **MCA/MTAS and ACCESS Assessments**
 - **MCA/MTAS Reading, Math, and Science** data and **ACCESS** data will be released to the public on **August 25**

School Improvement Next Steps

- **ESSA Designations**

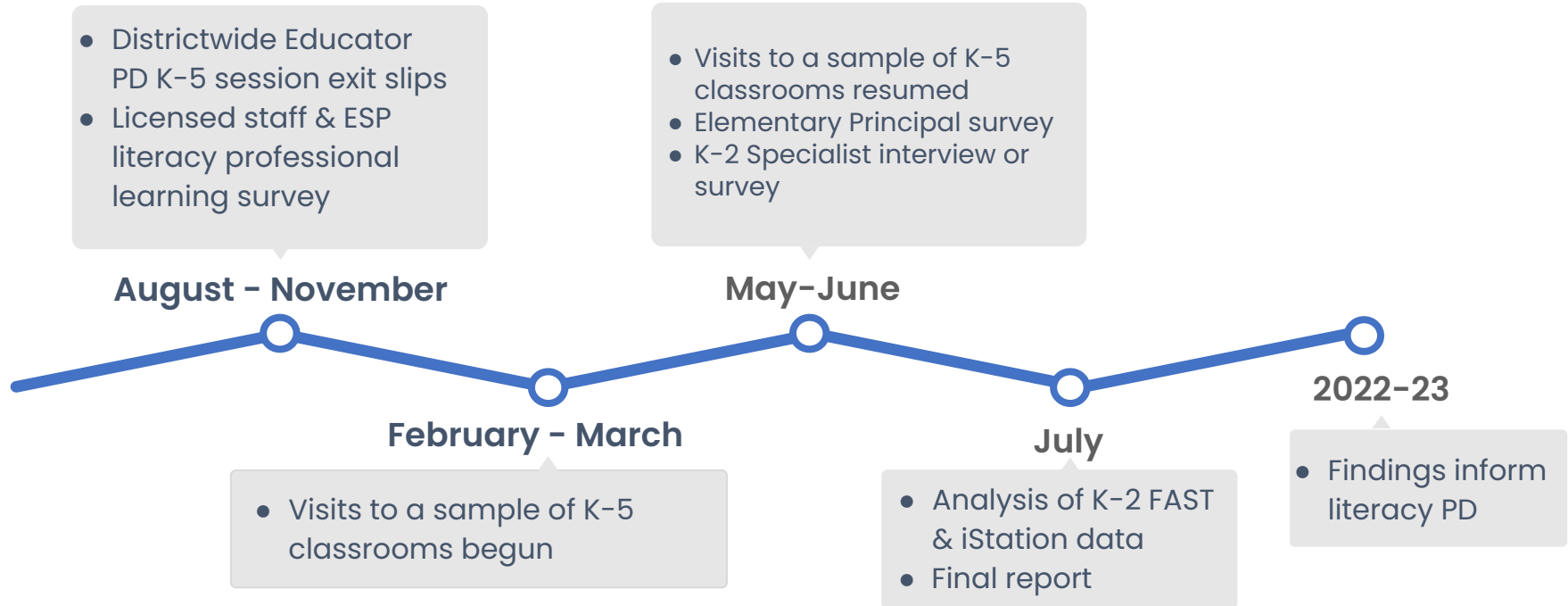
- The schools that are identified for support & improvement through the Every Student Succeeds Act (ESSA) and the associated North Star accountability system will be released in late **August**.
- Data from the Professional Learning Communities and Instructional Leadership Teams rubrics will be used to inform professional development for ILTs at the Leadership Institute in August

Professional Learning & Literacy Evaluation Update

Focus on our earliest learners in grades K-5, with an emphasis on K-2.

- Evaluating **alignment of literacy professional development, coaching, and expectations** for teacher and school practice.
- Exploring the **application of key literacy professional learning** intended outcomes (K-5) and potential correlations with student outcomes (K-2).
- Exploring whether and how district-approved **curricular resources support teachers' application of literacy professional learning** intended outcomes in grades K-5.

Professional Learning & Literacy Evaluation Update



Questions

Appendix

Strategic Plan

Vision

All students - regardless of their background, zip code, and individual needs - will receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

Mission

Minneapolis Public Schools exist to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.

Commitment

To achieve our vision, we will intentionally prioritize resources and actions to significantly improve the experiences and outcomes of Black students, Indigenous students, students of color and their families.

Strategic Plan

**As a community, we
value**

- **Equity, representation, and anti-racism**
- **Physical and emotional safety & well-being**
- **Relationships, trust, and communication**
- **Shared decision making and voice**
- **Transparency and accountability**
- **Evidence-based strategies**

Strategic Plan



Goal 1: Academic Achievement

Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.



Goal 3: Effective Staff

School and district staff approach all work centered on students and equity.



Goal 2: Student Well-being

Every student's physical and mental well-being is addressed as an integral part of their education.



Goal 4: School and District Climate

MPS is known by our community as welcoming, responsive, and connected.

Strategic Plan

Goal 1: Academics

Goal One – Academic Achievement

Goal 1: Academic Achievement – Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning in schools with students' experiences at home.

Draft Refined Strategies:

1. Provide standards-based core instruction with a focus on literacy and mathematics.
2. Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.
3. Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses
4. Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.
5. Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities

Academic Proficiency – Literacy

1.1: The percent of 2nd–8th grade students measured as proficient by Fall aReading FAST

	Pre- Pandemic (2019–20)	Current Year (2021–22)	2026–2027 Goal	Current Year Target +/-
Overall	49%	48%	63%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	51 percentage points	50 percentage points	33 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	29%	27%	49%	+22 percentage points
White Students	80%	77%	82%	+5 percentage points

Academic Proficiency – Math

1.2: The percent of 2nd-8th grade students measured as proficient by Fall aMath FAST

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	45%	40%	55%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	49 percentage points	52 percentage points	35 percentage points	Gap Reduction of 17 percentage points
Black, Indigenous and Students of Color	26%	18%	40%	+22 percentage points
White Students	75%	70%	75%	+5 percentage points

Academic Proficiency – Dual Language Spanish Literacy

1.3: Percent of students scoring 4 and above on iStation in the fall

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	21%	20%	35%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	13 percentage points	10 percentage points	1 percentage point	Gap reduction of 9 percentage points
Black, Indigenous and Students of Color	18%	18%	35%	+17 percentage points
White Students	31%	28%	36%	+8 percentage points

Academic Growth – Literacy

1.4: Percent of 2nd–8th grade students meeting or exceeding expected growth targets in reading as measured Fall to Winter growth on aReading

	Pre- Pandemic (2019–20)	Current Year (2021–22)	2026–2027 Goal	Current Year Target +/-
Overall	56%	TBD	66%	+10 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	20 percentage points	TBD	12 percentage points	Gap reduction of 8 percentage points
Black, Indigenous and Students of Color	48%	TBD	61%	+13 percentage points
White Students	68%	TBD	73%	+5 percentage points

Academic Growth – Math

1.5: Percent of 2nd–8th grade students meeting or exceeding expected growth targets in reading as measured by Fall to Winter growth on aMath

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	51%	TBD	61%	+10 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	10 percentage points	TBD	2 percentage points	Gap reduction of 8 percentage points
Black, Indigenous and Students of Color	47%	TBD	60%	+13 percentage points
White Students	57%	TBD	62%	+5 percentage points

Kindergarten Readiness – Literacy

1.6: % of Kindergarten students scoring in the proficient range as measured by Fall earlyReading

	Pre-Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	67%	59%	74%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	30 percentage points	40 percentage points	23 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	52%	41%	63%	+22 percentage points
White Students	82%	81%	86%	+5 percentage points

Kindergarten Readiness – Literacy High 5

1.6a: % of Kindergarten students who attended High 5 scoring in the proficient range as measured by Fall earlyReading

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall- Students who attended High 5	63%	55%	70%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students who attended High 5	16 percentage points	23 percentage points	11 percentage points	Gap reduction of 12 percentage points
Black, Indigenous and Students of Color who attended High 5	60%	51%	68%	+17 percentage points
White Students who attended High 5	76%	74%	79%	+5 percentage points

Kindergarten Readiness – Math

1.7: Percent of Kindergarten students measured as proficient by Three Aspects of Number subtest on Fall Kindergarten Concepts of Math (KCoM)

	Pre-Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	47%	40%	55%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	36 percentage points	35 percentage points	18 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	30%	25%	47%	+22 percentage points
White Students	66%	60%	65%	+5 percentage points

Kindergarten Readiness – Math High 5

1.7: Percent of Kindergarten students who attended High 5 measured as proficient by Three Aspects of Number subtest on the Fall Kindergarten Concepts of Math (KCoM)

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall- Students who attended High 5	36%	34%	49%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students who attended High 5	18 percentage points	18 percentage points	5 percentage points	Gap reduction of 13 percentage points
Black, Indigenous and Students of Color who attended High 5	33%	30%	48%	+18 percentage points
White Students who attended High 5	51%	48%	53%	+5 percentage points

Academic Achievement – Four Year Graduation Rate

1.8: Percent of students graduating in four years

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Pre-Pandemic Target +/-
Overall	74% (Class of 2020)	TBD	90%	16%
Achievement Gap between Black, Indigenous and Students of Color and White Students	20%	TBD	4%	Gap reduction of 16 percentage points
Black, Indigenous and Students of Color	68%	TBD	89%	21%
White Students	88%	TBD	93%	5%

Academic Achievement – Advanced Coursework

1.8: Percent of students passing one or more advanced courses

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	63%	TBD	78%	15%
Achievement Gap between Black, Indigenous and Students of Color and White Students	32%	TBD	16%	Gap reduction of 16 percentage points
Black, Indigenous and Students of Color	51%	TBD	72%	21%
White Students	83%	TBD	88%	5%

Goal One – Academic Achievement

Goal 1: Academic Achievement – Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning in schools with students' experiences at home.

Conditions necessary for Goal 1 strategies to be effective:

1. All schools follow an academic schedule and calendar that supports academic priorities as identified in CDD and strategic plan
2. Schools are staffed appropriately (manageable vacancy rates by employee group) in all course and thematic areas; funding and resources are sustainable and predictable
3. Additional time needed for required professional development
4. All teachers use district-approved curriculum and appropriate interventions
5. Stronger systems of accountability for low-performing staff and the HR staff needed to implement

MPS Literacy Action Plan

MPS Expectations: The Role of Schools

Accelerated literacy outcomes are **dependent** on **collective efficacy**, **culture of literacy** and implementation of the following:

- Core Content Knowledge
- Instructional Practices including Culturally Sustaining Practices
- Assessments and Data Driven Decisions
- Professional Learning Communities
- Established systems and structures
- Staffing at sites to support the implementation of the Literacy Action Plan
- Family Communication and Engagement

December 2021

Elementary

Core Content Knowledge

1. 2020 MN K-5 English Language Arts Standards **NEW**
2. Science of Reading **NEW**
 - a. Structured literacy
3. Components and elements of literacy instruction (such as, but not limited to, Structured Literacy)
4. Benchmark Advance / Adelante Curriculum
5. Lexia Core5
6. Dyslexia Characteristics **NEW**
7. Path to Reading Excellence in School Sites (PRESS) and Groves Method Literacy Curriculum (at designated sites) **NEW**
8. ILT
9. PLCs **NEW**

Instructional Practices

1. Culturally Sustaining:- culturally sustaining and revitalizing pedagogies, take an asset-based approach, viewing learners' home and community cultural practices as resources "to honor, explore, and extend" (Paris 2012, p. 94)
2. Evidence-based instruction- instructional strategies vetted through research and shows improvement in the academic achievement and gains of learners in all areas

Assessments and Data Driven Decisions

1. Screeners and Diagnostics (all schools implement) **NEW**
2. Updated K-5 Literacy Decision Trees
3. Interventions and Progress Monitoring

Elementary

Professional Learning Communities

1. Grade Level Teams meet at least 2x/month
2. Collaboration about long and short term planning between classroom teachers, SPED and EL

Established systems and structures

1. 140 (K)/145 (grades 1-5) minute literacy block (90 minutes uninterrupted). This includes dual language sites.
2. Literacy block includes all components of Readers and Writers Workshop and Foundational skills/word work using whole group, small group, and individual instruction
3. ELD instruction takes place during the literacy block in both monolingual and dual language contexts through co teaching and push in models.
4. Learners will have consistent access to book check out. For sites without a library media specialist, teachers will take learners during the independent reading portion of the literacy block. K-2 (once a week) and 3-5 (every other week).

Family Communication and Engagement

1. K-8 reporting on all literacy skills on the report card at the end of each quarter **NEW**
2. All families receive the learner's literacy information based on district wide screeners/diagnostics and intervention/extension plan. **NEW**

Secondary

Core Content Knowledge	<ol style="list-style-type: none">1. 2020 MN 6–12 English Language Arts Standards NEW2. Disciplinary literacy essential practices integrated into instruction to build learner content knowledge and engage learners in deeper learning NEW3. Lexia Power Up tier 1 and 2 supports4. Culturally and Historically Responsive Literacy NEW5. Path to Reading Excellence in School Sites (PRESS) tier 1 and 2 instructional strategies NEW6. Long term planning using backwards design in culturally and linguistically diverse classrooms7. Curriculum Transformation- adaptive and technical changes in curriculum and instruction to make instruction culturally sustaining8. Middle Years Program (MYP) (at designated sites)9. ILT10. PLCs NEW
Instructional Practices	<p>Culturally Sustaining:- culturally sustaining and revitalizing pedagogies, take an asset-based approach, viewing learners’ home and community cultural practices as resources “to honor, explore, and extend” (Paris 2012, p. 94)</p> <p>evidence-based instruction- instructional strategies vetted through research and shows improvement in the academic achievement and gains of learners in all areas</p>

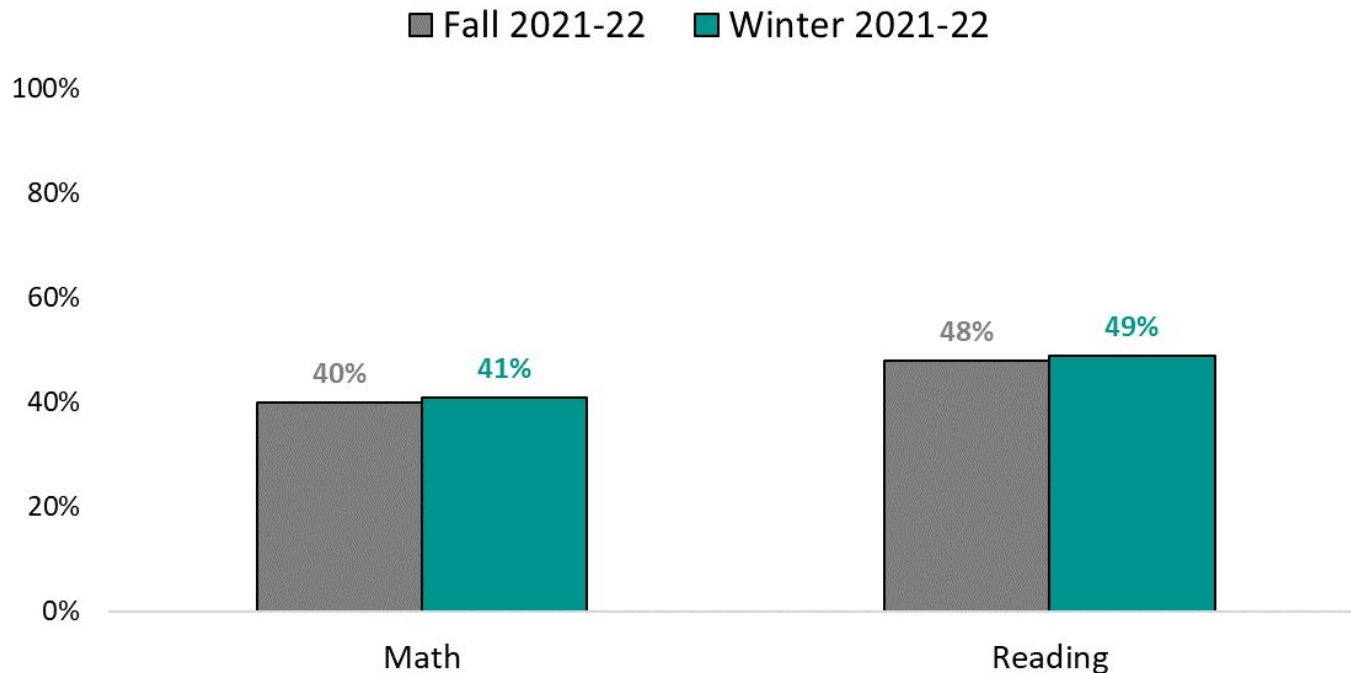
Secondary

<p>Assessments and Data Driven Decisions</p>	<p>Screeners (Grades 6-9) NEW and Diagnostics FASTBridge screening, diagnostic, and progress monitoring tools available to all 6-12 grade learners NEW All 6-9 grade learners take FASTtrack reading and sites use that data to engage in data dives All 10-12th grade learners who are newly enrolled in MPS take FASTtrack reading Updated Secondary Literacy Decision Tree NEW Middle School Reading Intervention Curriculum NEW Interventions and Progress Monitoring for Middle Schools Secondary literacy data dives (6-9) Fall, Winter, and Spring NEW Common district formative and summative assessments aligned to anchor standards and benchmarks Semester 1 and 2 NEW</p>
<p>Professional Learning Communities</p>	<p>Grade level or content department teams meet at least 2x/month Collaboration about long and short term planning between classroom teachers, SPED and EL ELD instruction takes place during Integrated ELA classes or stand alone ELD classes</p>
<p>Establishing systems and structures</p>	<p>Differentiated and tiered instruction during ELA block AVID sites select a schoolwide WICOR strategy to support their SIP literacy goal. NEW AVID Site Teams learn strategies to strengthen learners' intermediate and disciplinary literacies. NEW</p>
<p>Family Communication and Engagement</p>	<p>Mid-term progress reports End of quarter Report cards Each AVID site will host an AVID Family Workshop focused on literacy NEW</p>
<p>High Expectations and High Support</p>	<p>6-8 PRESS cohort for designated PRESS teachers NEW 6-12 Integrated ELA courses supported by ELA & Multilingual DPFs AVID Coordinators at AVID sites 1.0 FTE Middle School Reading Teacher at all Middle Schools NEW</p>

Additional K-8 FAST Data

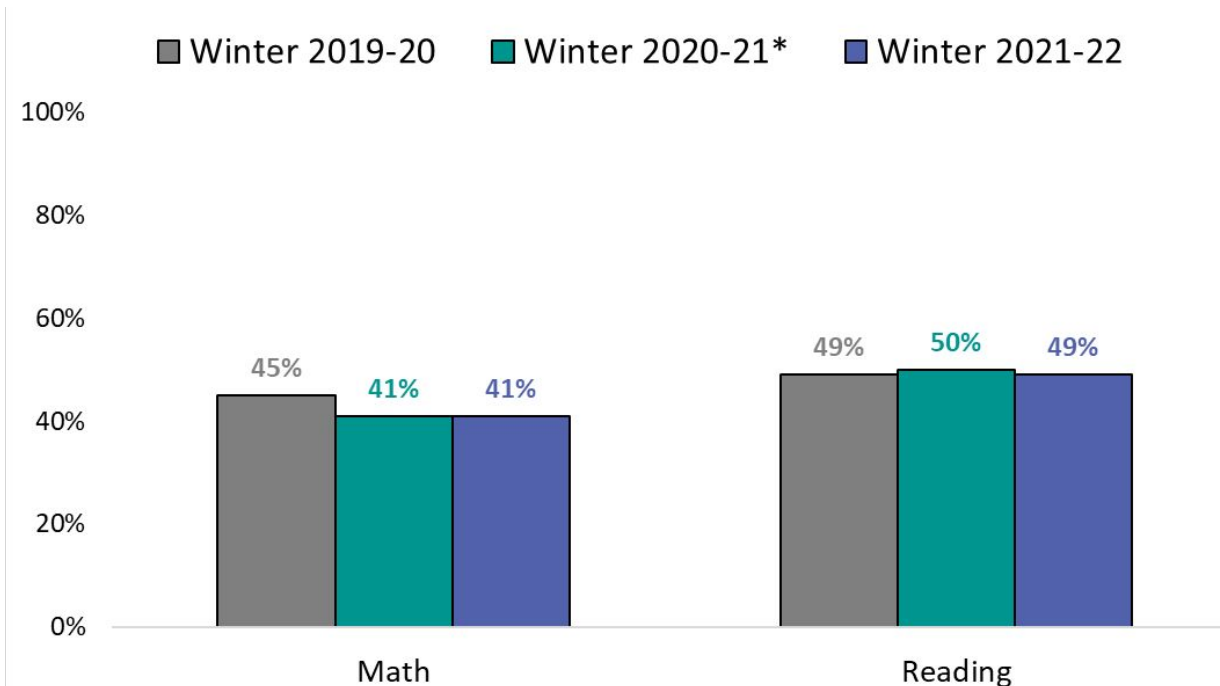
FAST Math and Reading Proficiency Grades 2-8 Fall to Winter 21-22

Percent of students in grades 2-8 proficient on FAST aMath and aReading Fall and Winter SY22



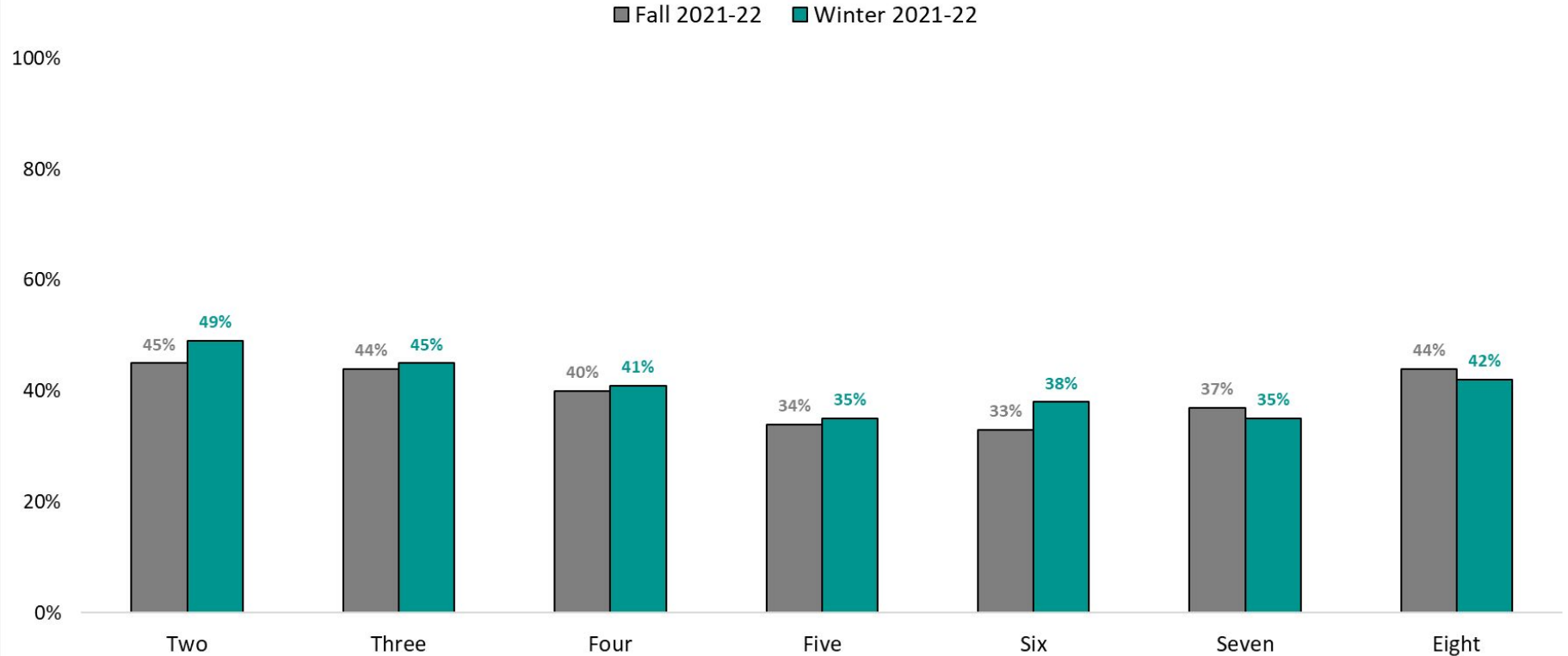
FAST Math and Reading Proficiency Grades 2-8

Percent of students in grades 2-8 proficient on FAST aMath and aReading Winter SY20, Winter SY21, and Winter SY22



FAST Math Proficiency by Grade Level Fall to Winter 21-22

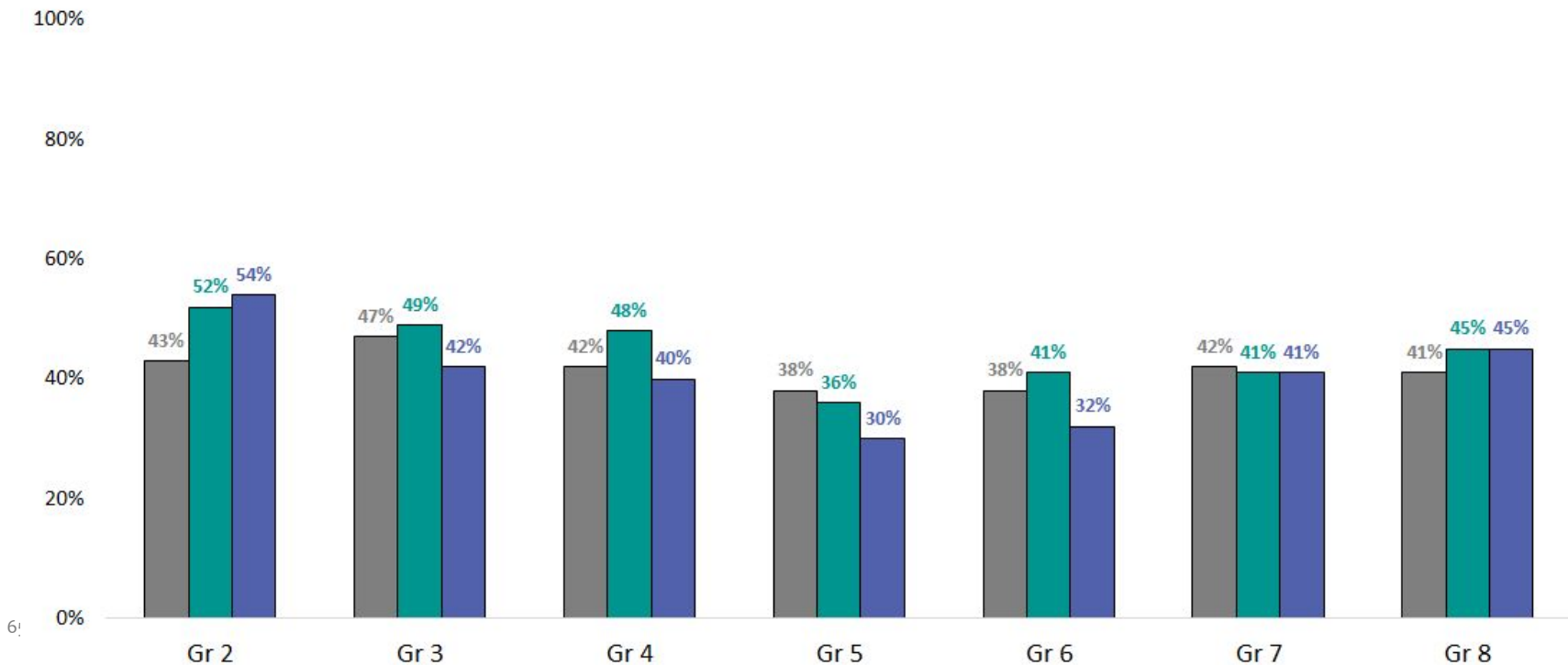
Percent of students proficient on FAST aMath Fall and Winter SY22



FAST Math Proficiency by Grade Level

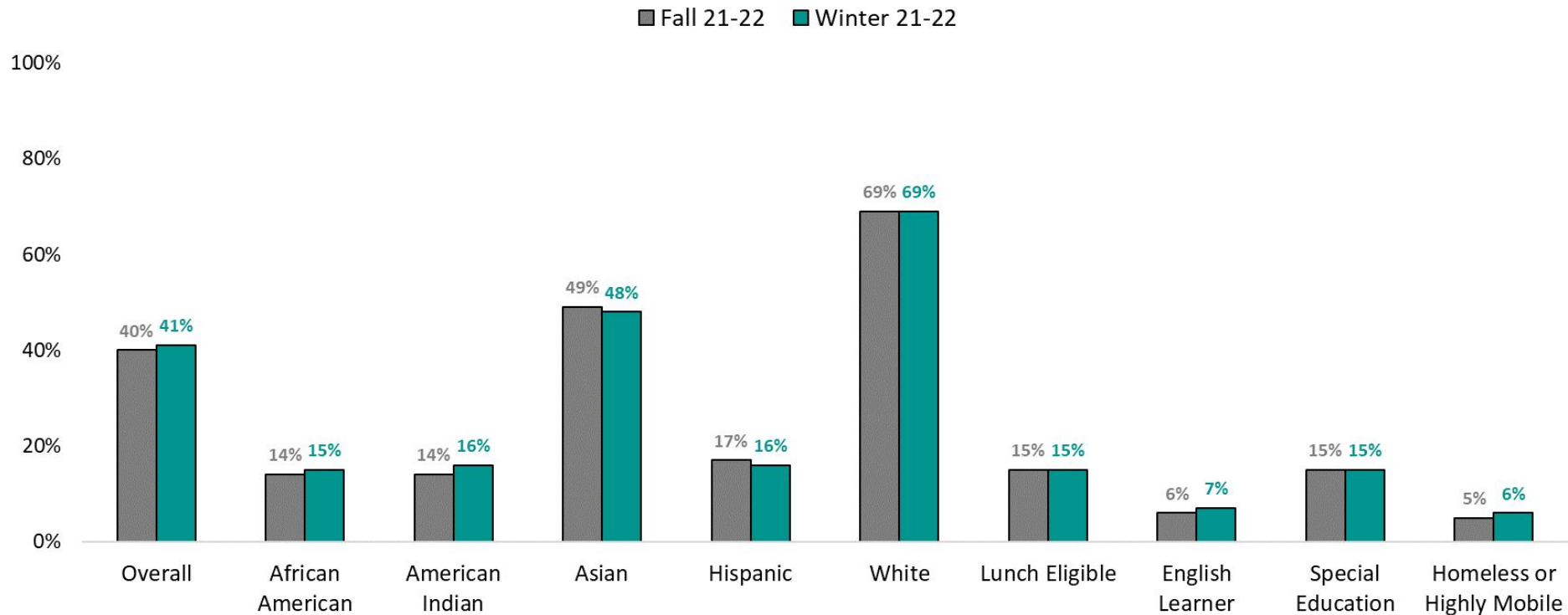
Percent of students proficient on FAST aMath Winter SY19, Winter SY20, and Winter SY21

■ Winter 2018-19 ■ Winter 2019-20 ■ Winter 2020-21



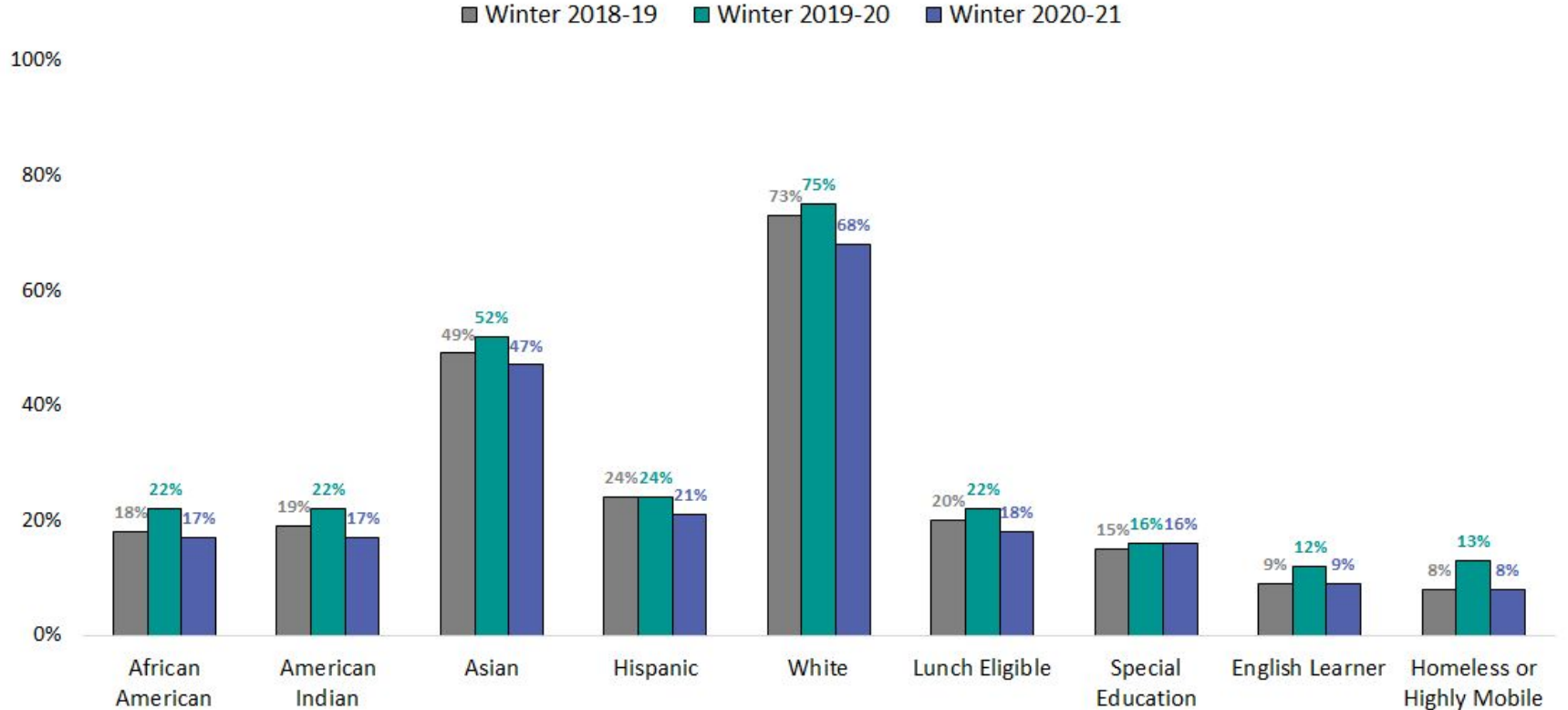
FAST Math Proficiency by Student Group Fall to Winter 21-22

Percent of students proficient on FAST aMath Fall and Winter SY22



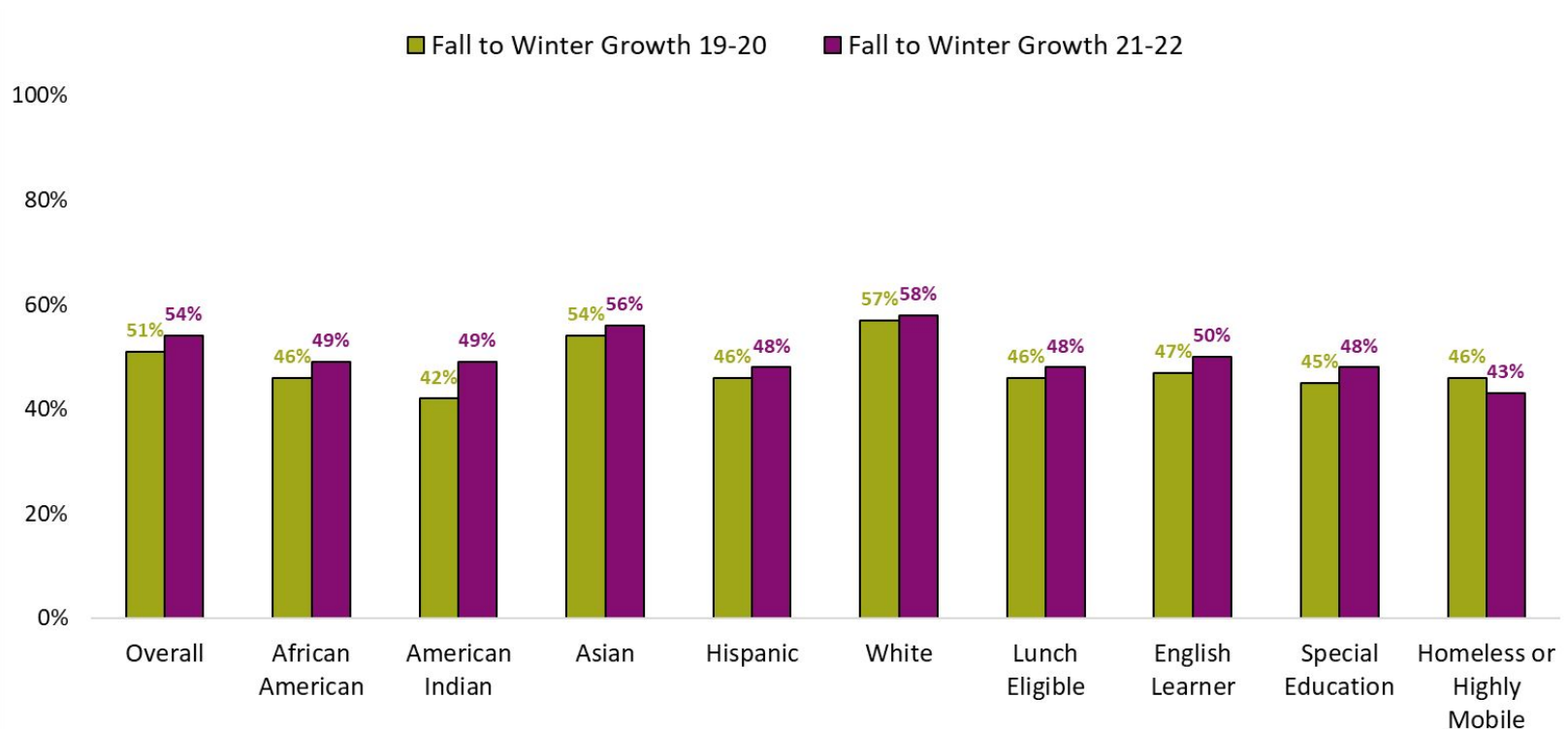
FAST Math Proficiency by Student Group

Percent of students proficient on FAST aMath Winter SY19, Winter SY20, and Winter SY21



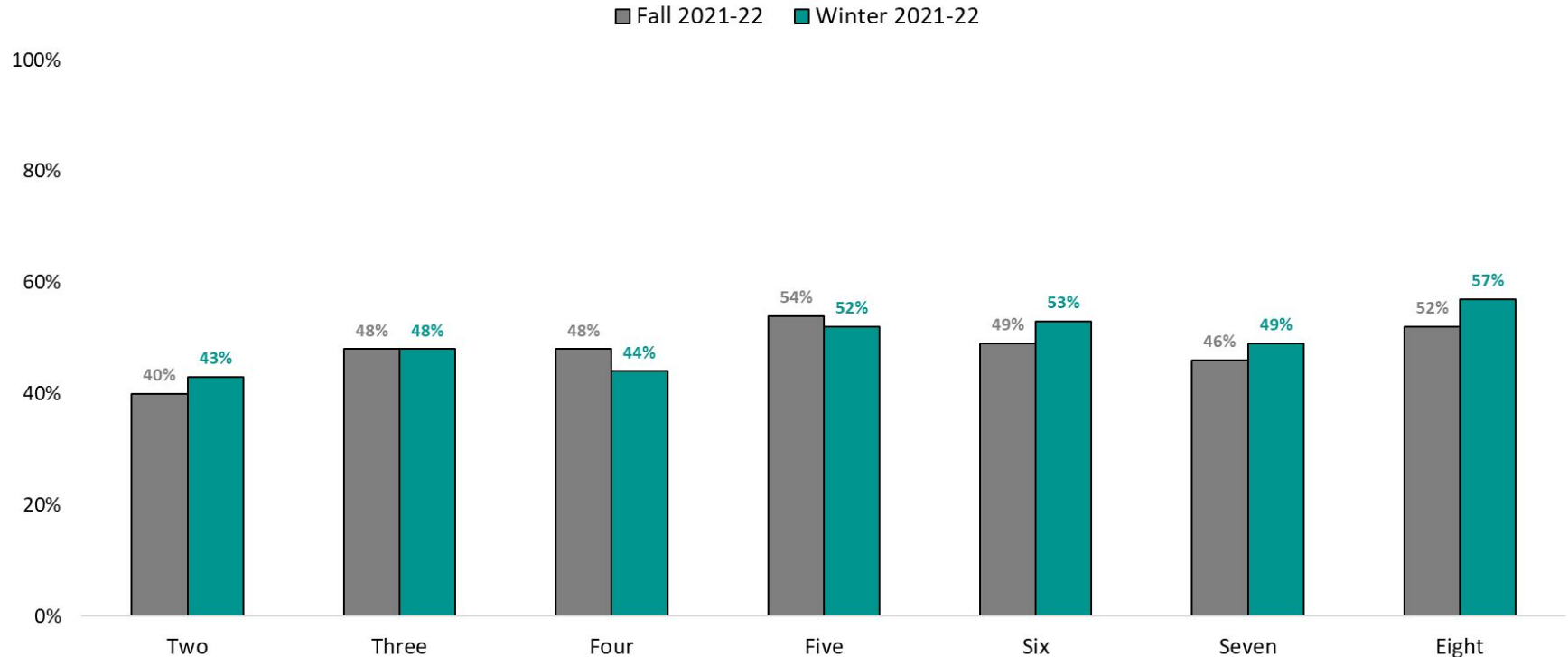
FAST Math Growth by Student Group

Percent of students meeting or exceeding expected growth on FAST aMath from Fall to Winter SY20 and SY22



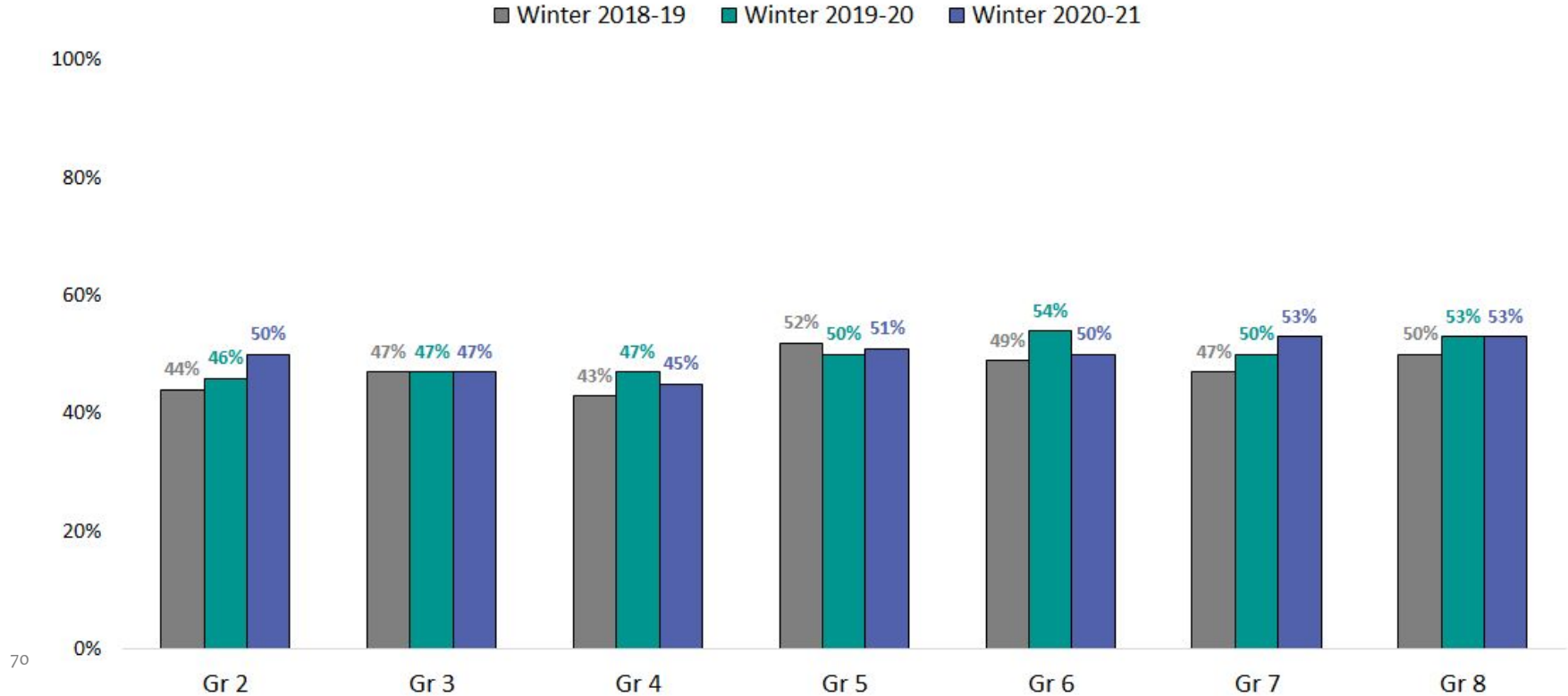
FAST Reading Proficiency by Grade Level Fall to Winter 21-22

Percent of students proficient on FAST aReading Fall and Winter SY22



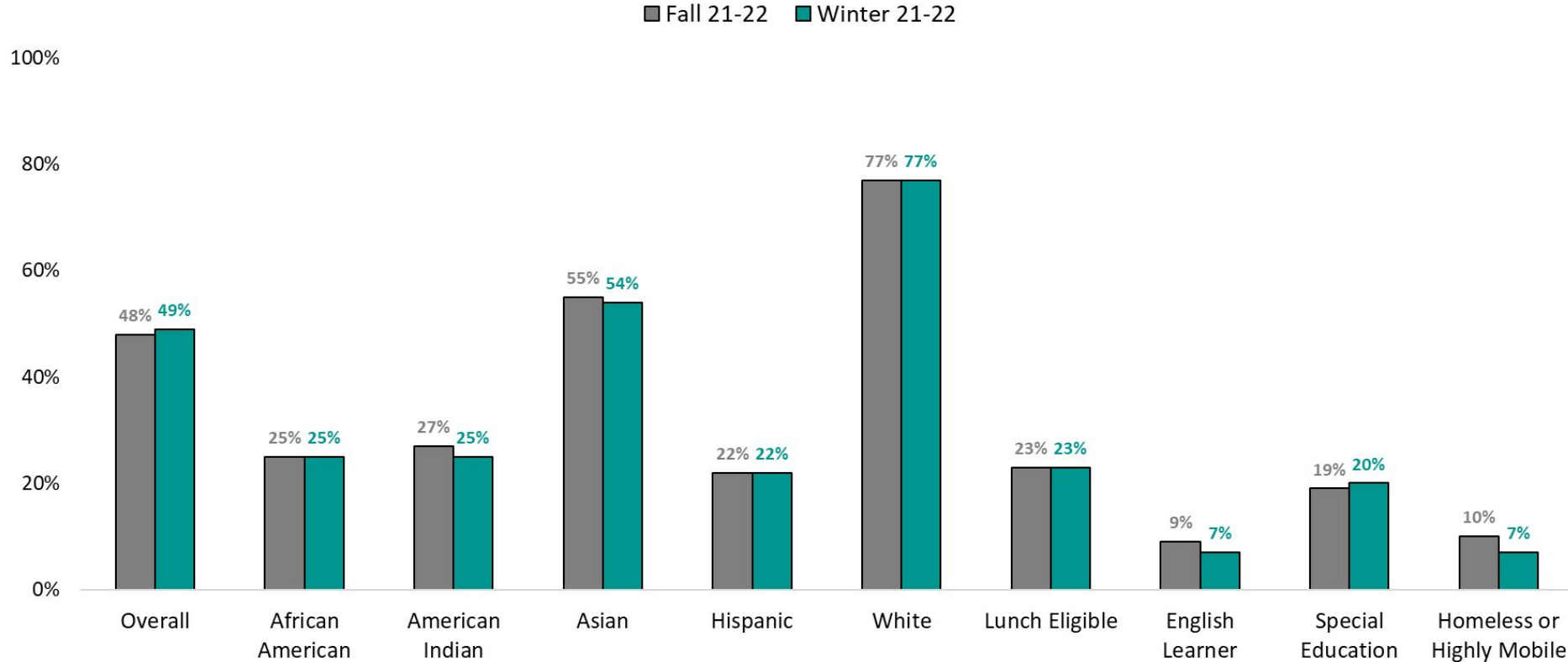
FAST Reading Proficiency by Grade Level

Percent of students proficient on FAST aReading Winter SY19, Winter SY20, and Winter SY21



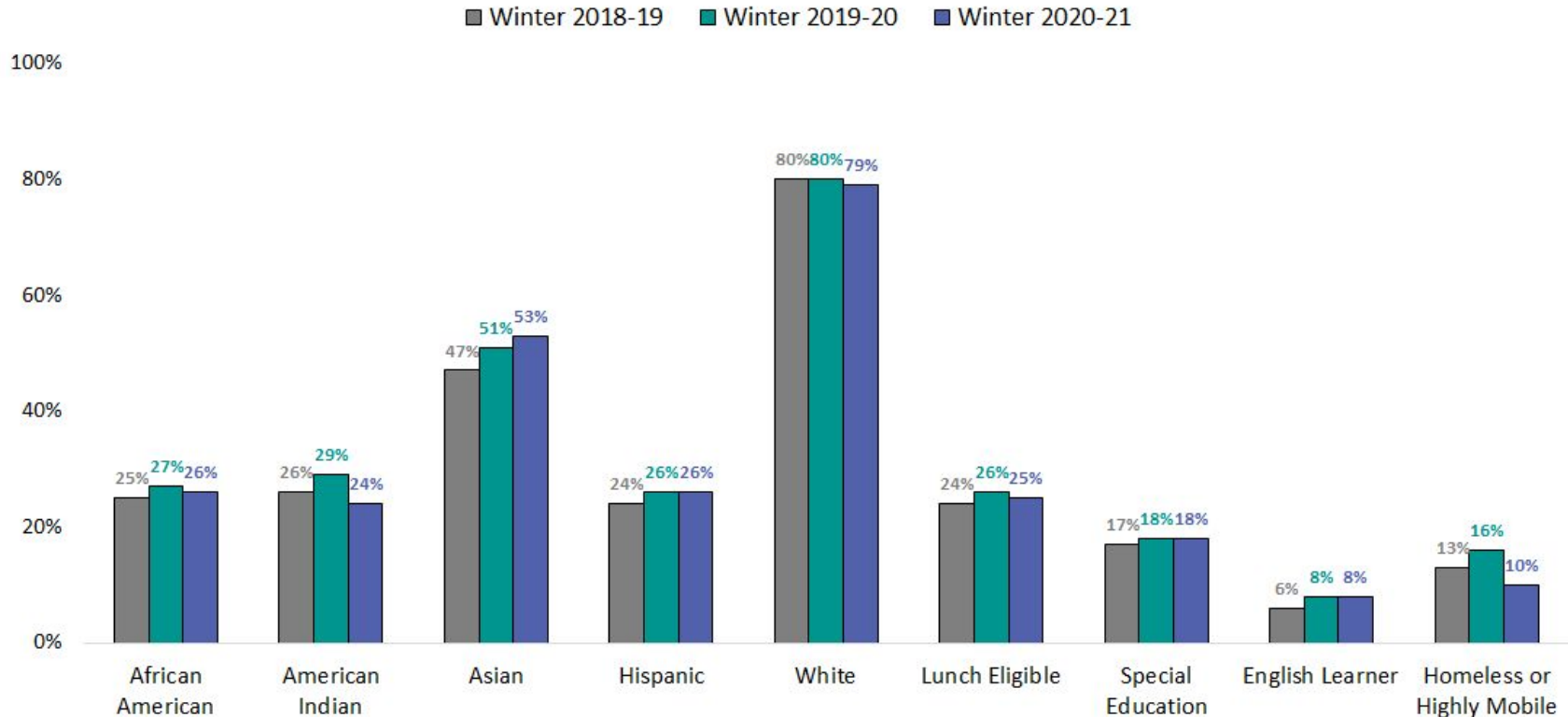
FAST Reading Proficiency by Student Group Fall to Winter 21-22

Percent of students proficient on FAST aReading Fall and Winter SY22



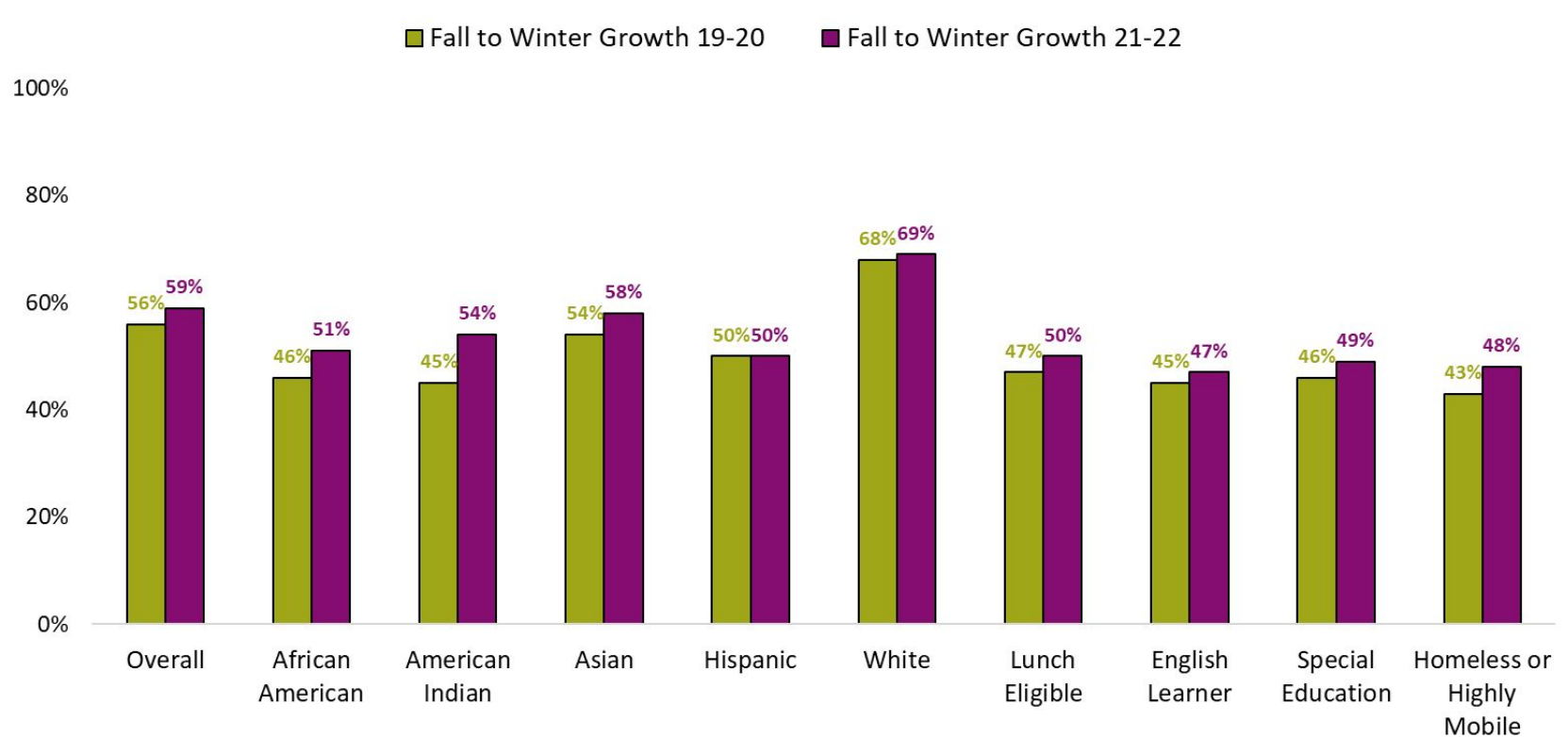
FAST Reading Proficiency by Student Group

Percent of students proficient on FAST aReading Winter SY19, Winter SY20, and Winter SY21



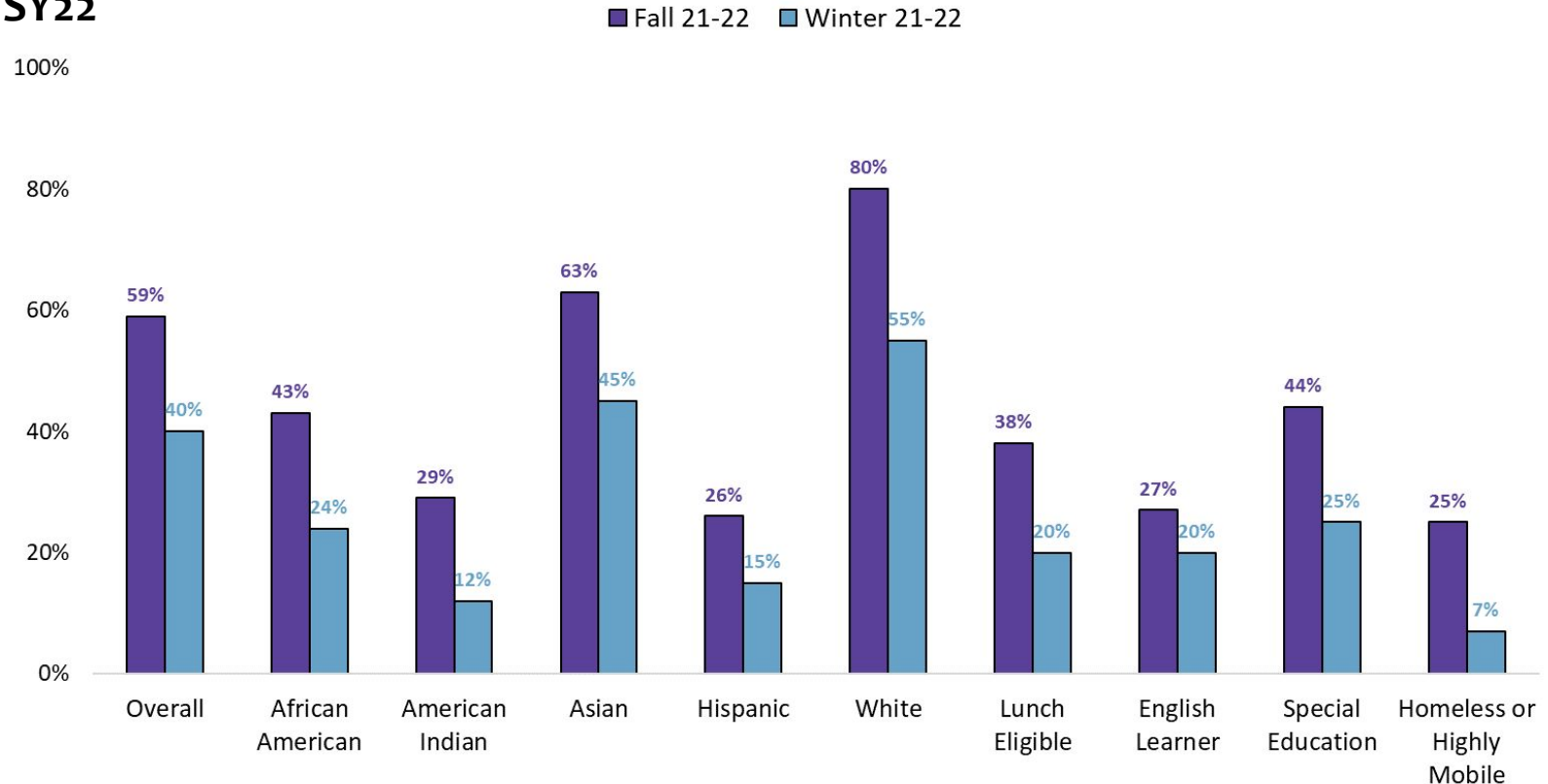
FAST Reading Growth by Student Group

Percent of students meeting or exceeding expected growth on FAST aReading from Fall to Winter SY20 and SY22



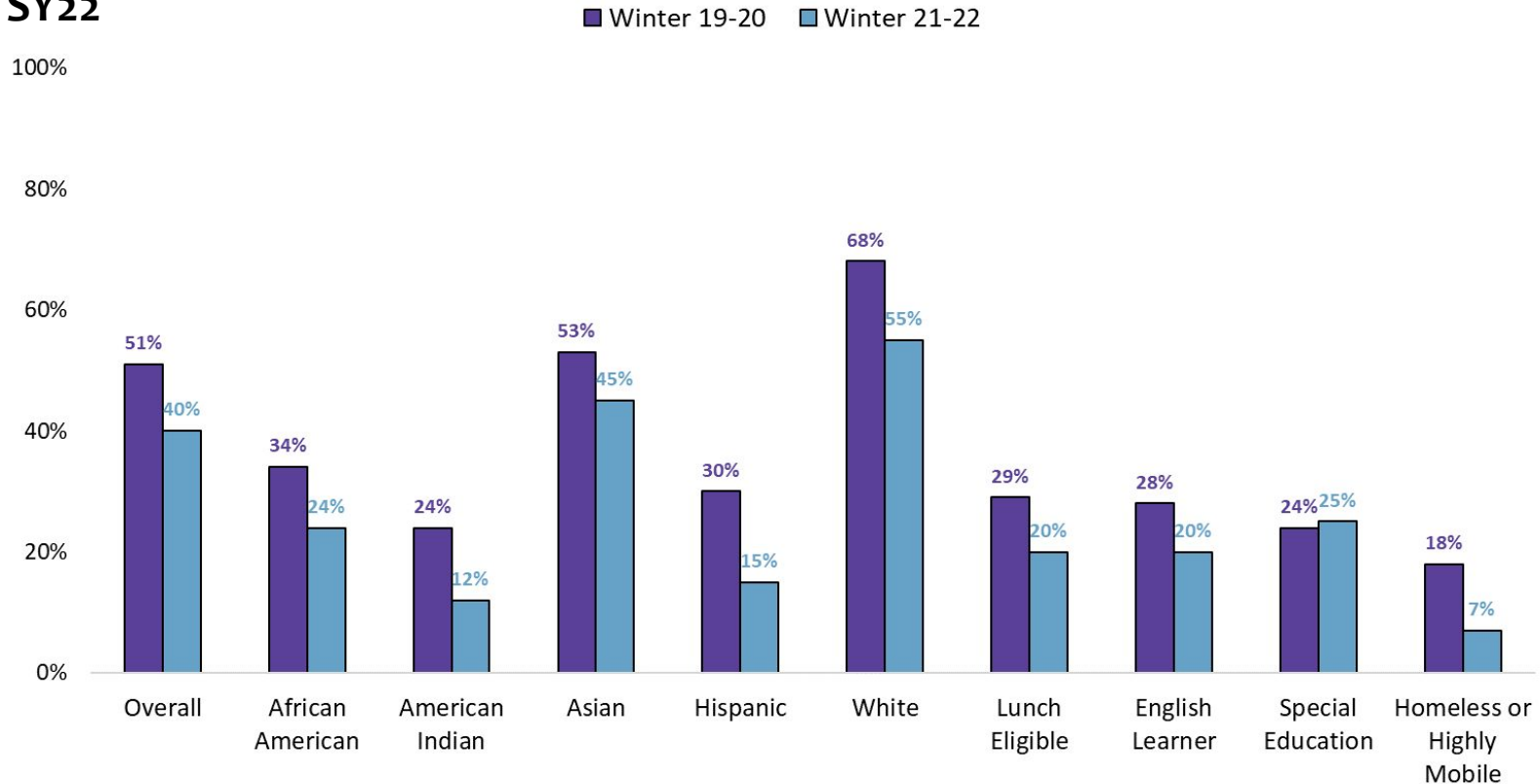
FAST Kindergarten earlyReading

Percent of kindergarten students proficient on FAST earlyReading Composite Fall to Winter SY22



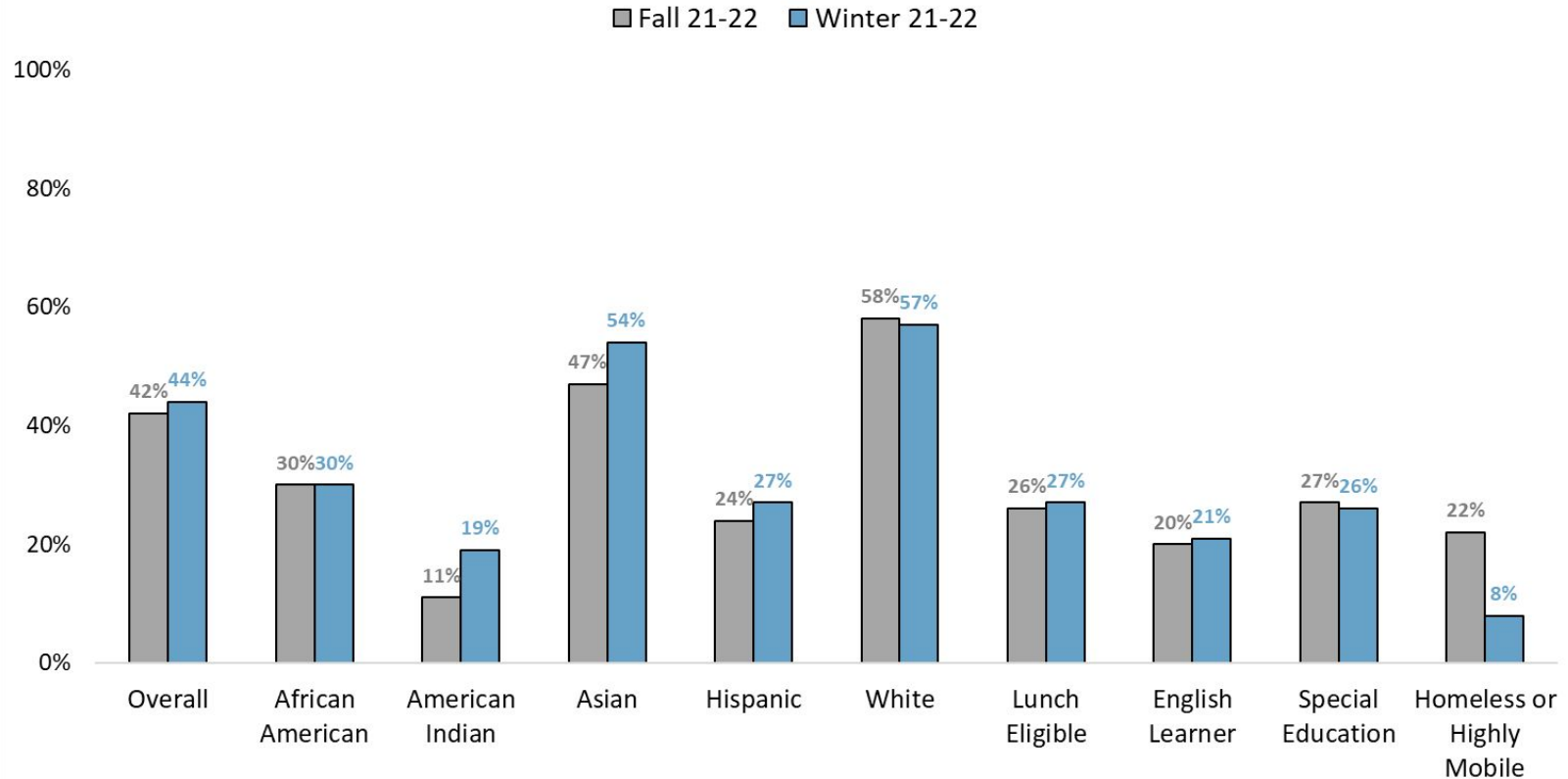
FAST Kindergarten earlyReading

Percent of kindergarten students proficient on FAST earlyReading Composite Winter SY20 and SY22



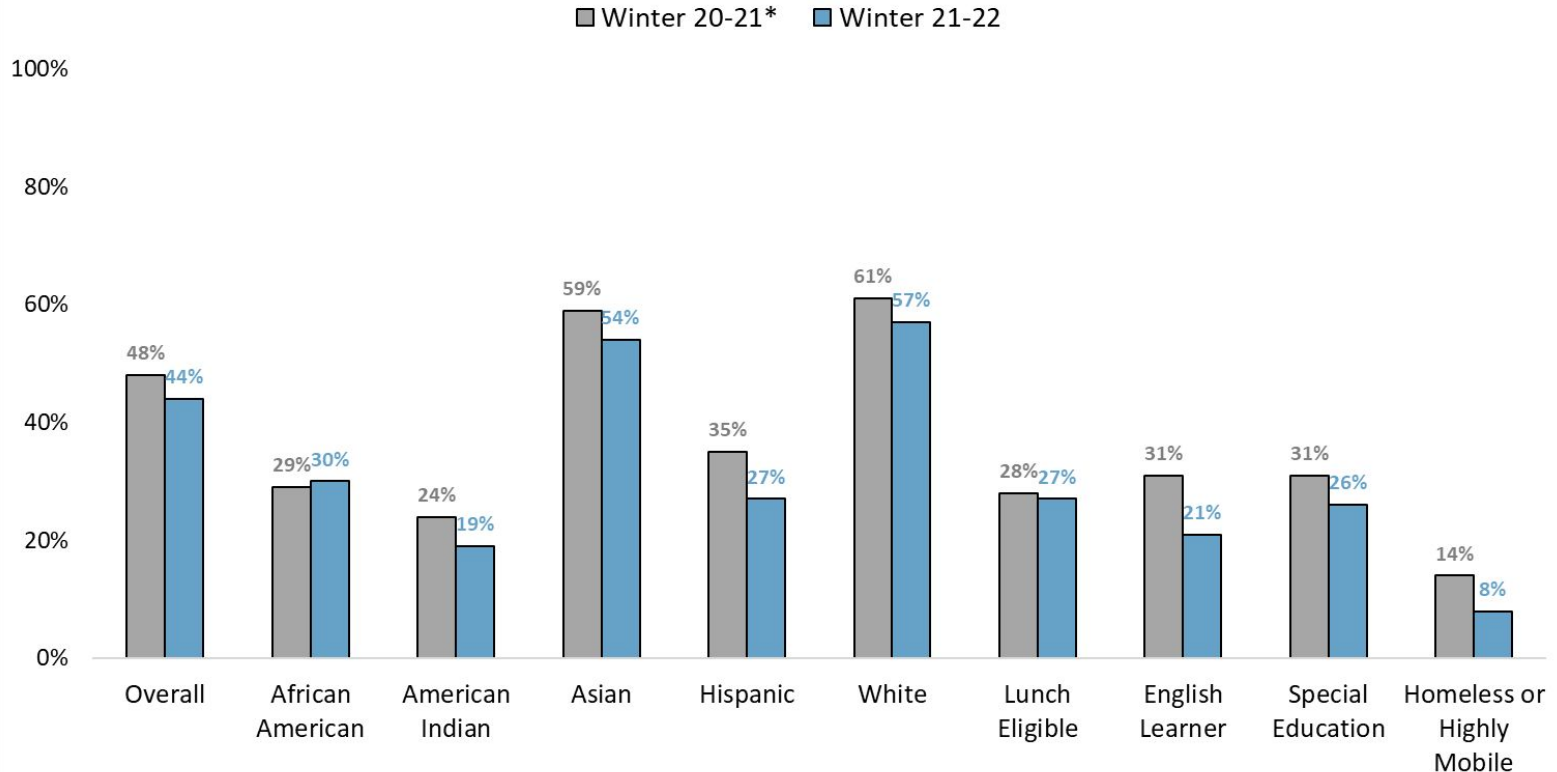
FAST First Grade earlyReading

Percent of first grade students proficient on FAST earlyReading Composite Fall to Winter SY22



FAST First Grade earlyReading

Percent of first grade students proficient on FAST earlyReading Composite Winter SY21 and SY22



Groves Partnership: Phases of Implementation & Data

Groves Literacy Partnership (GLP)

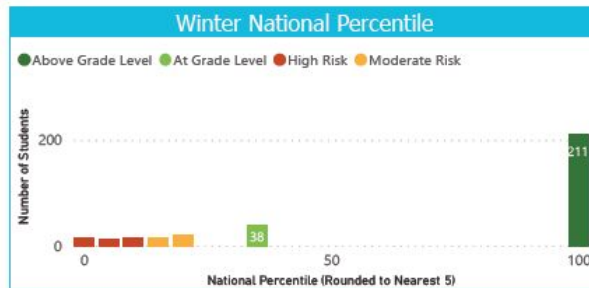
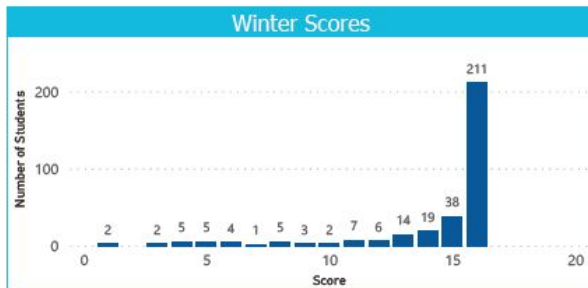
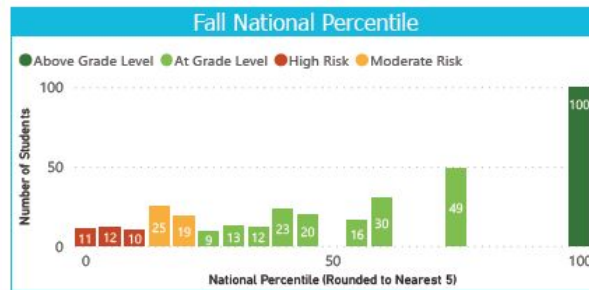
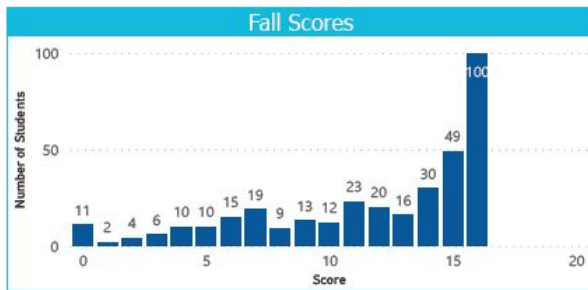
Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> • K-2 Classroom Teachers • 30 minutes of Coaching in the Classroom/Week • Coach meets with Administration • Ongoing Professional Development 	<ul style="list-style-type: none"> • K-3 Classroom Teachers • Embed Groves Interventions • 30 minutes of Coaching/Meetings and PD • MTSS Process • Progress Monitor • Identify potential On-Site Groves Literacy Coach 	<ul style="list-style-type: none"> • K-3 Classroom Teachers • Embed Groves Interventions • 30 minutes of Coaching/Meetings and PD • MTSS Process • Progress Monitor • Train/Support On-Site Coach to Groves Literacy Coach 	<ul style="list-style-type: none"> • On-site Coach Sustains Groves Literacy Program • Groves Literacy Partnership is available to support on-site as needed.

Groves Partnership Data



Minneapolis Public Schools Onset Sounds

School
■ BARTON
■ BETHUNE COMMUNITY
■ BURROUGHS COMMUNITY
■ JENNY LIND ELEMENTARY
■ NELLIE STONE JOHNSON COMM...
■ NORTHROP COMMUNITY

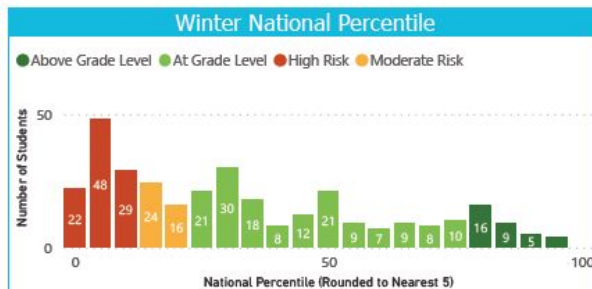
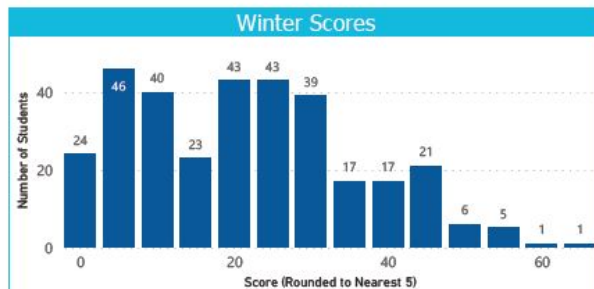
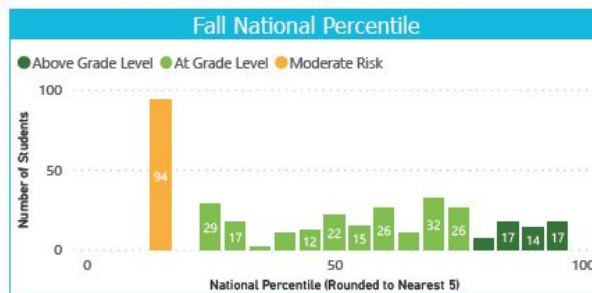


Groves Partnership Data



Minneapolis Public Schools Letter Sounds

School
■ BARTON
■ BETHUNE COMMUNITY
■ BURROUGHS COMMUNITY
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■ NELLIE STONE JOHNSON COMM...
■ NORTHROP COMMUNITY

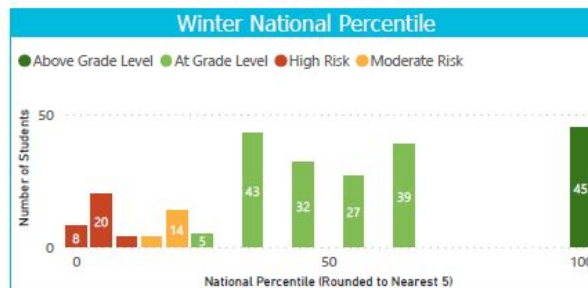
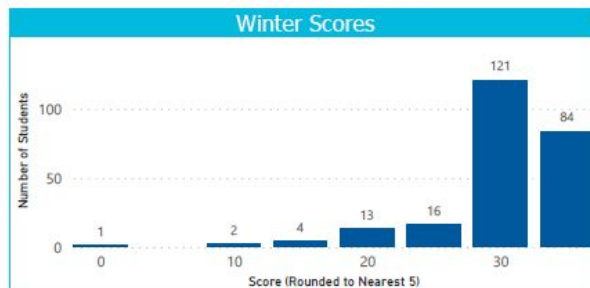
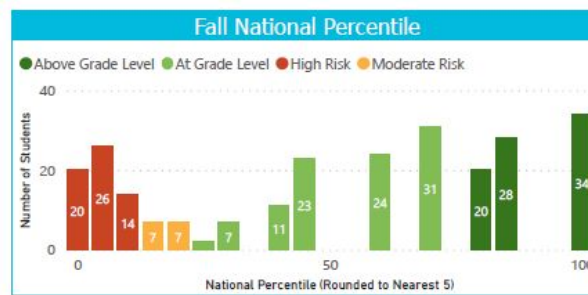
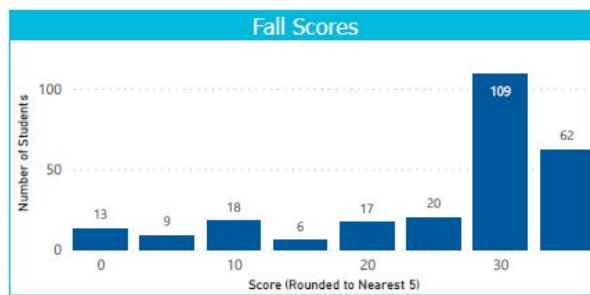


Groves Partnership Data



Minneapolis Public Schools Word Segmentation

School
■ BARTON
□ BETHUNE COMMUNITY
■ BURROUGHS COMMUNITY
■ JENNY LIND ELEMENTARY
■ NELLIE STONE JOHNSON COMM...
■ NORTHROP COMMUNITY

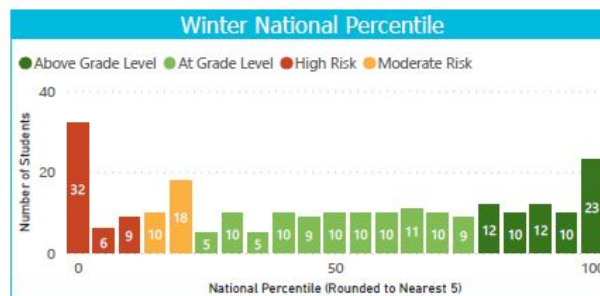
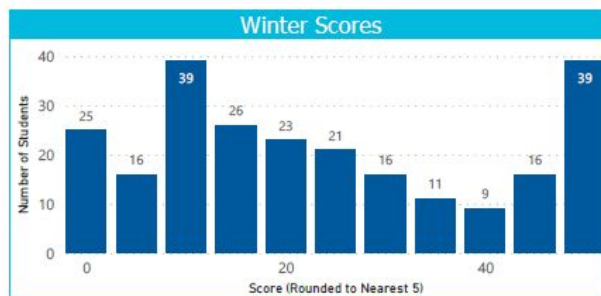
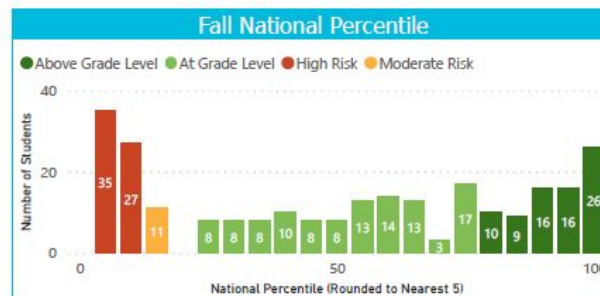
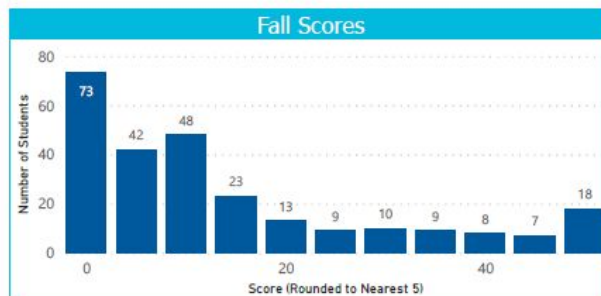


Groves Partnership Data



Minneapolis Public Schools Decodable Words

School
■ BARTON
□ BETHUNE COMMUNITY
■ BURROUGHS COMMUNITY
■ JENNY LIND ELEMENTARY
■ NELLIE STONE JOHNSON COMM...
■ NORTHROP COMMUNITY

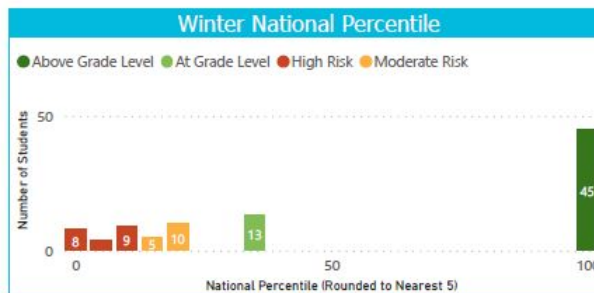
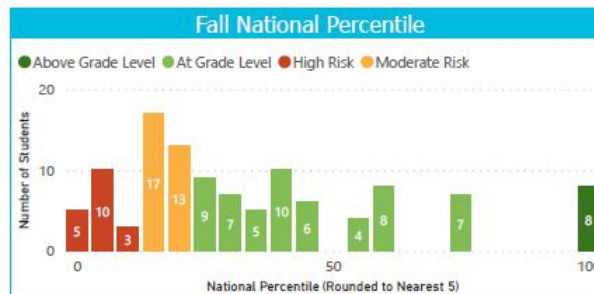
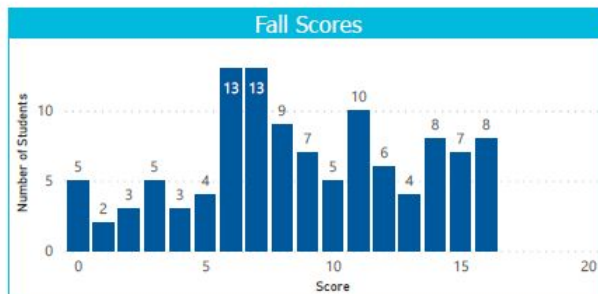


Groves Partnership Data



Minneapolis Public Schools Onset Sounds

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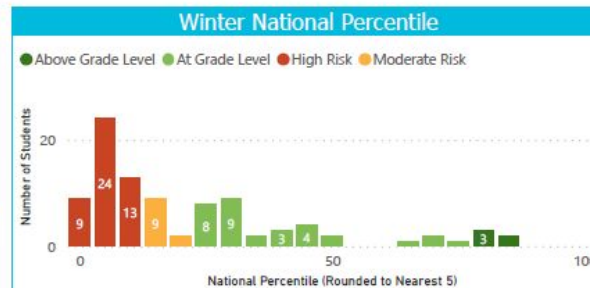
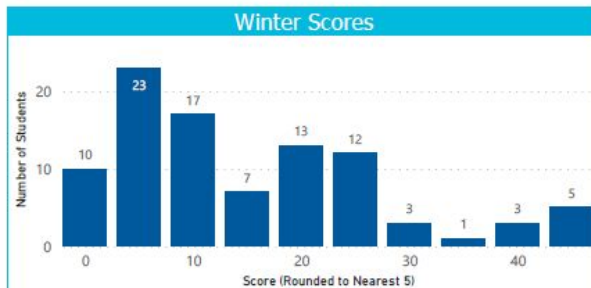
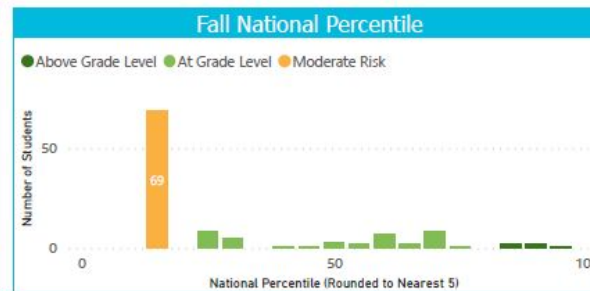
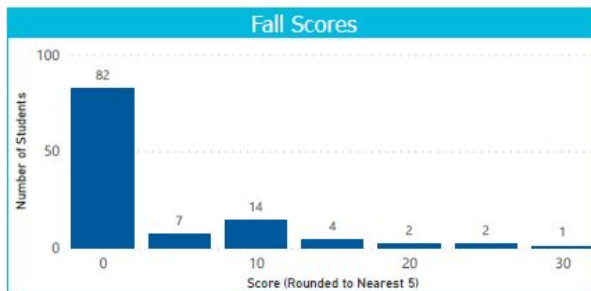


Groves Partnership Data



Minneapolis Public Schools Letter Sounds

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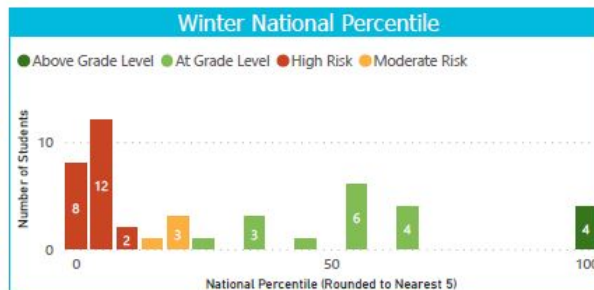
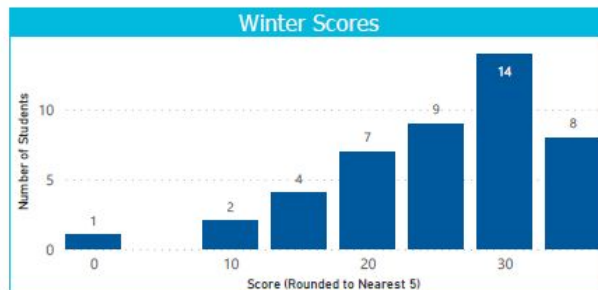
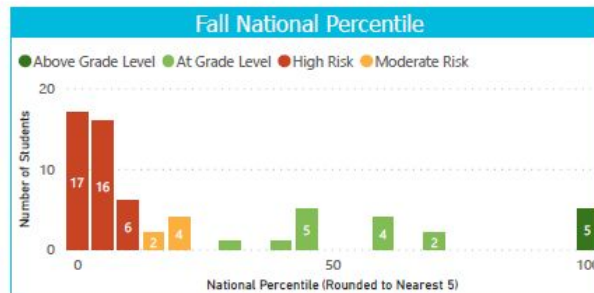
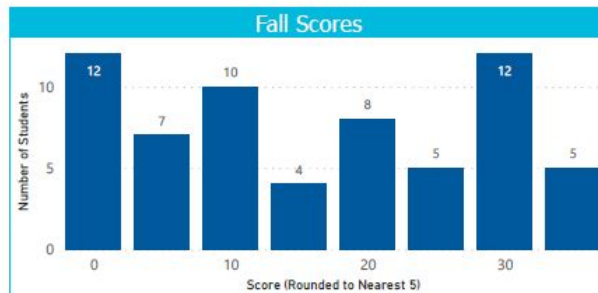


Groves Partnership Data



Minneapolis Public Schools Word Segmentation

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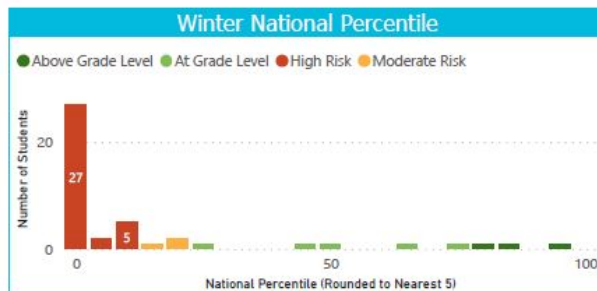
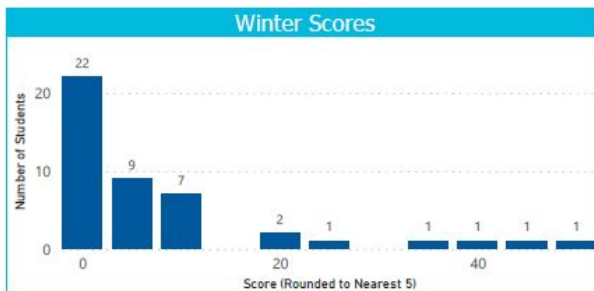
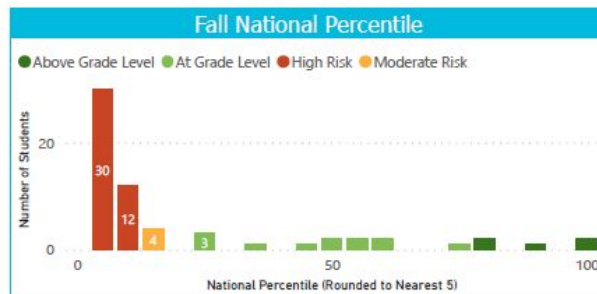
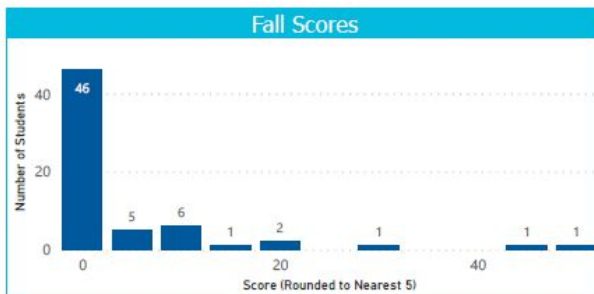


Groves Partnership Data



Minneapolis Public Schools Decodable Words

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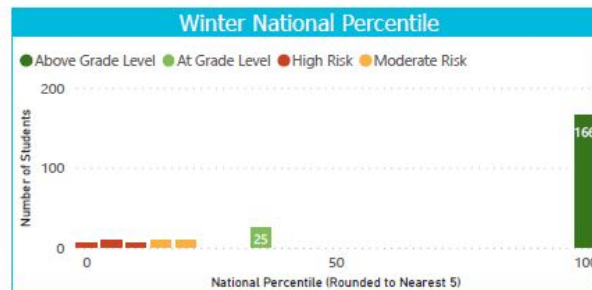
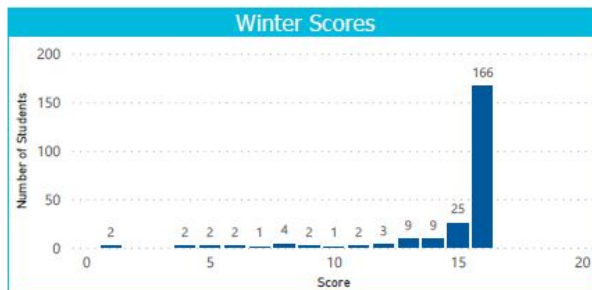
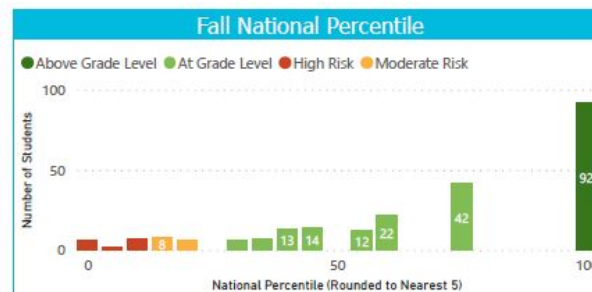
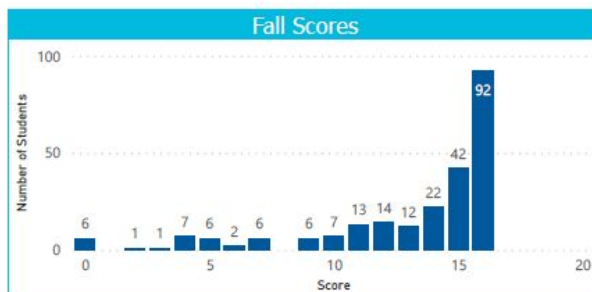


Groves Partnership Data



Minneapolis Public Schools Onset Sounds

School
■ BARTON
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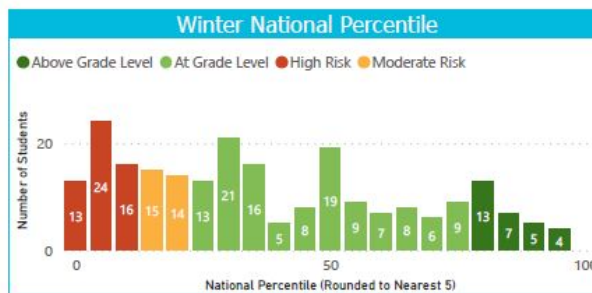
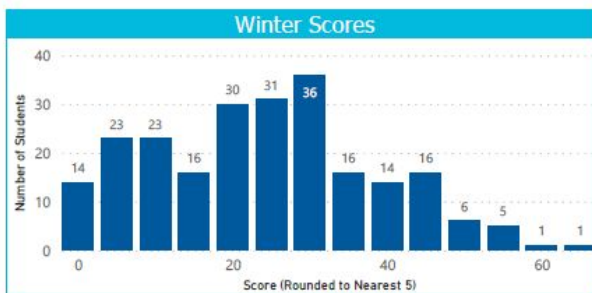
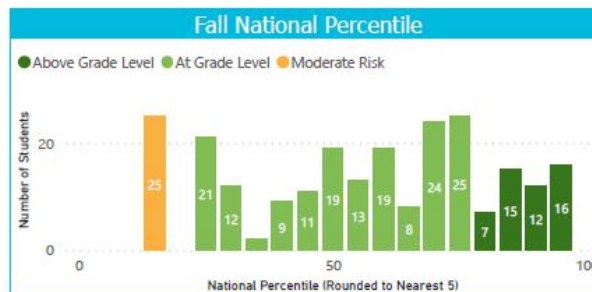
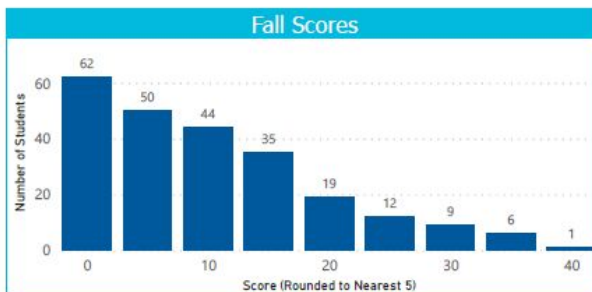


Groves Partnership Data



Minneapolis Public Schools Letter Sounds

School
■ BARTON
□ BETHUNE COMMUNITY
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■ NORTHROP COMMUNITY

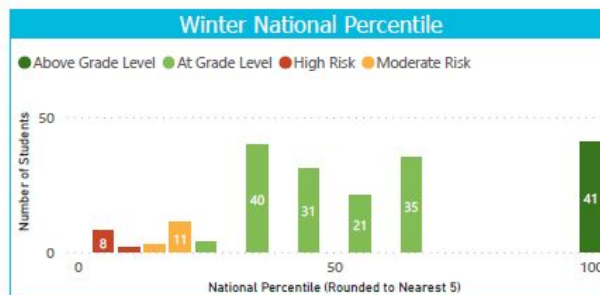
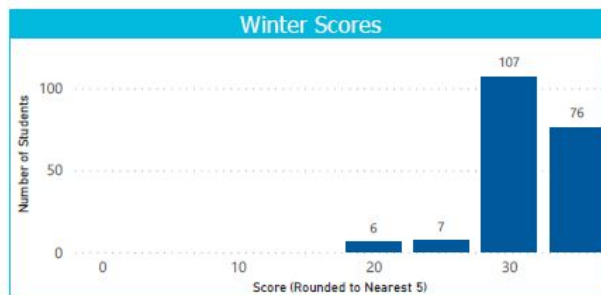
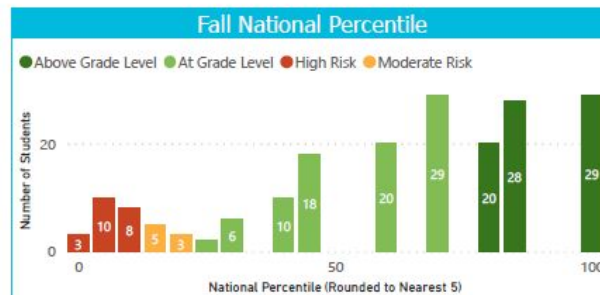
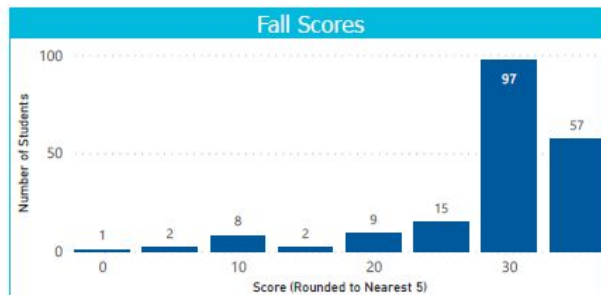


Groves Partnership Data



Minneapolis Public Schools Word Segmentation

School
■ BARTON
■ BETHUNE COMMUNITY
■ BURROUGHS COMMUNITY
■ JENNY LIND ELEMENTARY
■ NELLIE STONE JOHNSON COMM...
■ NORTHROP COMMUNITY

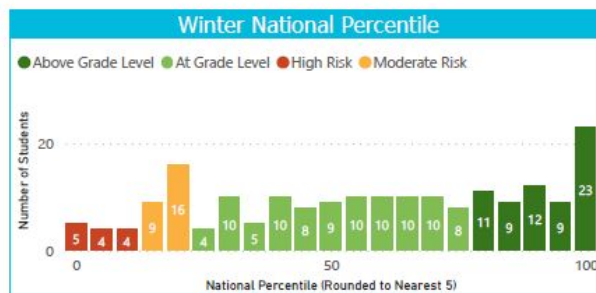
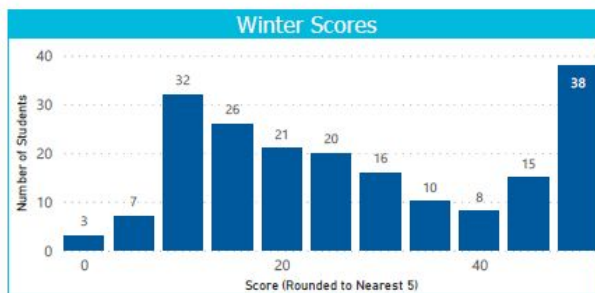
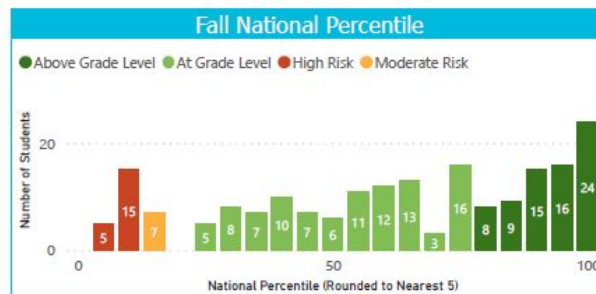
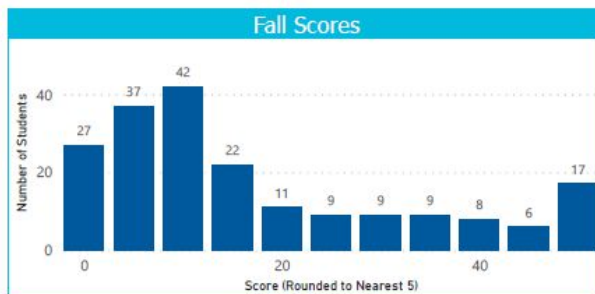


Groves Partnership Data



Minneapolis Public Schools Decodable Words

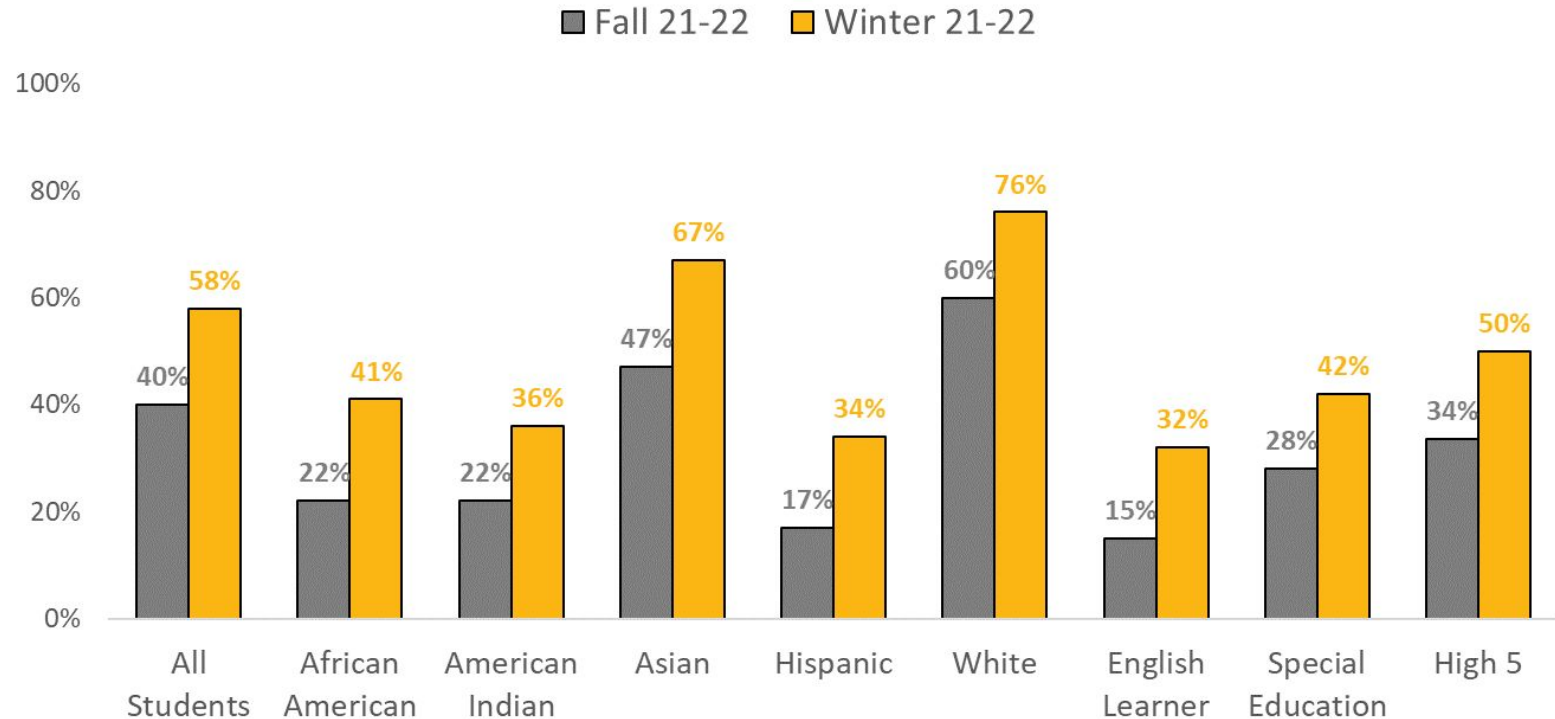
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K-1 Math Diagnostic Data

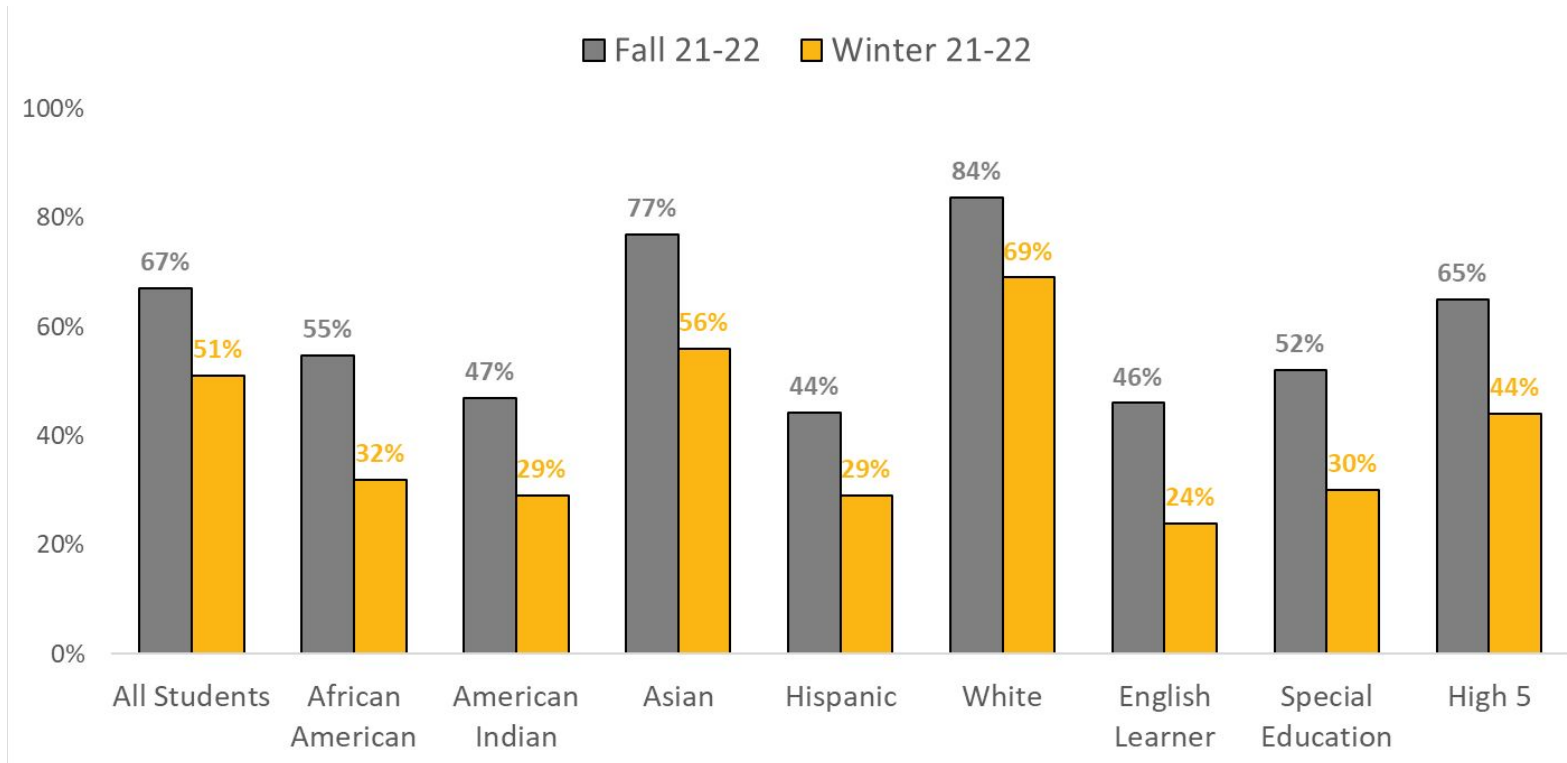
Kindergarten Concepts of Math (KCoM) Three Aspects of Number

Percent of kindergarten students proficient on KCoM Three Aspects of Number Subtest
Fall to Winter SY22



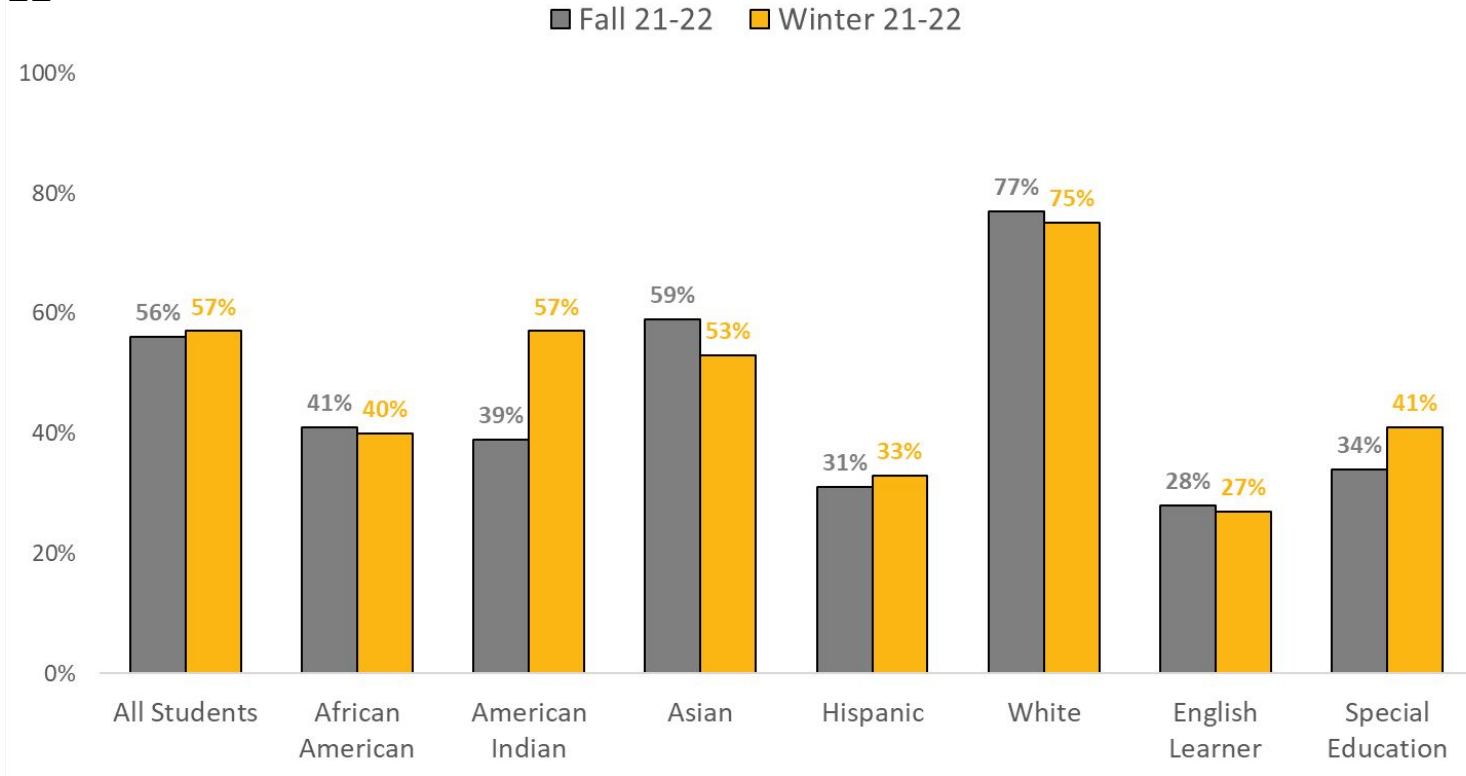
Kindergarten Concepts of Math (KCoM) Structuring Numbers

Percent of kindergarten students proficient on KCoM Structuring Numbers Subtest Fall to Winter SY22



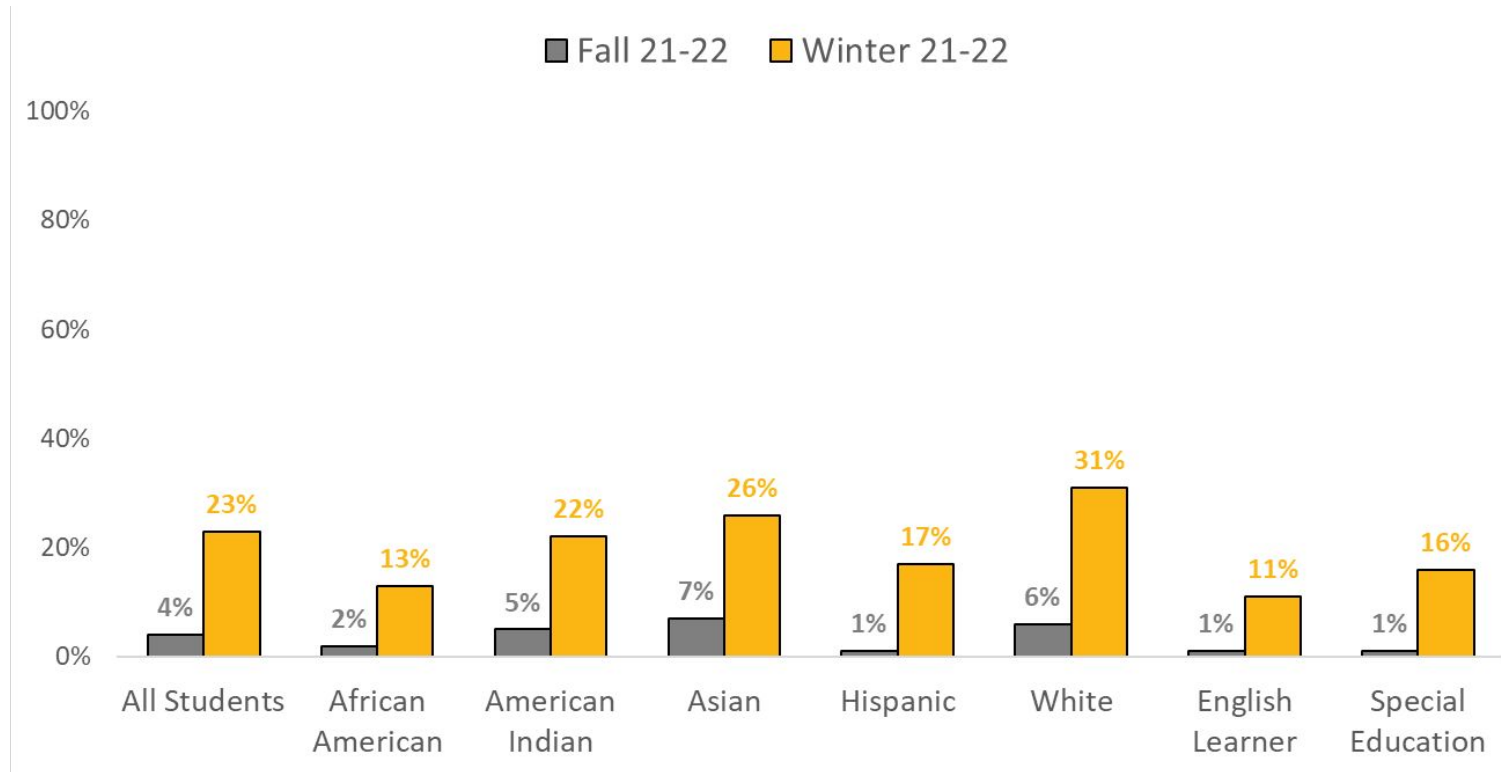
First Grade Concepts of Math (CoM) Three Aspects of Number

Percent of first grade students proficient on CoM Three Aspects of Number Subtest Fall to Winter SY22



First Grade Concepts of Math (CoM) Structuring Numbers

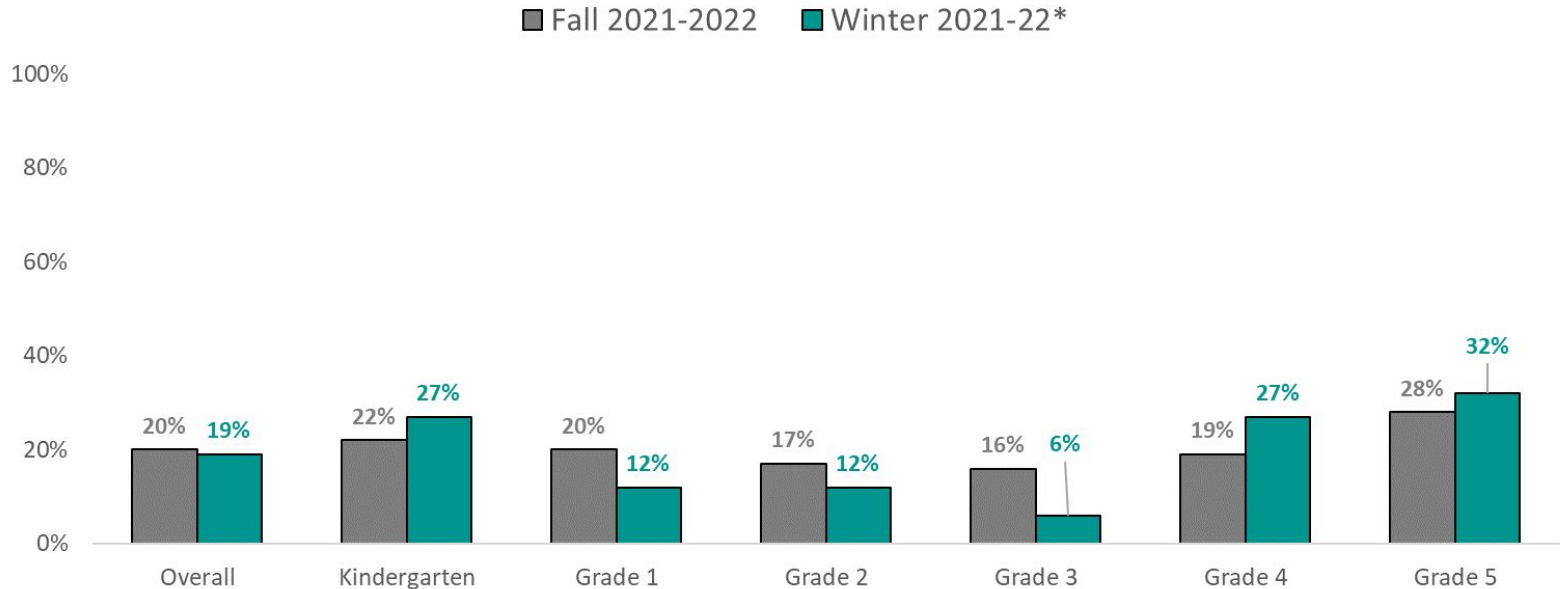
Percent of first grade students proficient on CoM Structuring Numbers Subtest Fall to Winter SY22



iStation

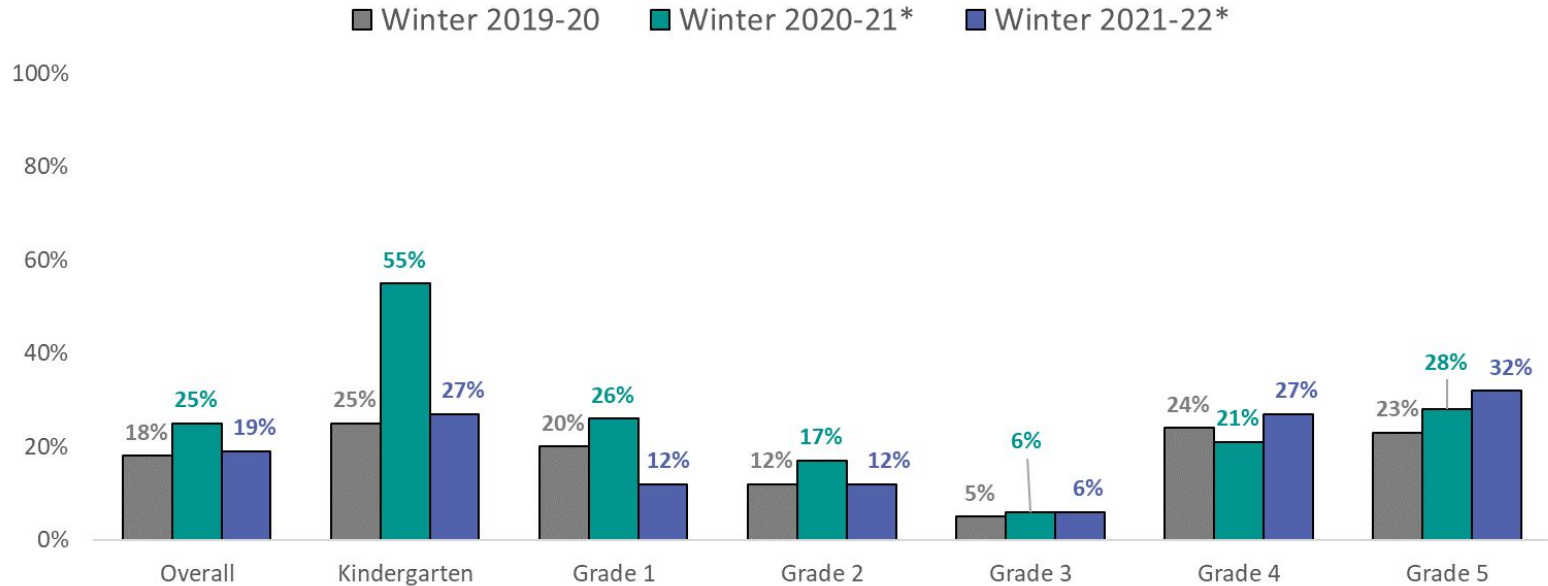
Istation

Percent of students in grades K-5 at level 4 or 5 on the Istation assessment for Fall SY22 and Winter SY22*



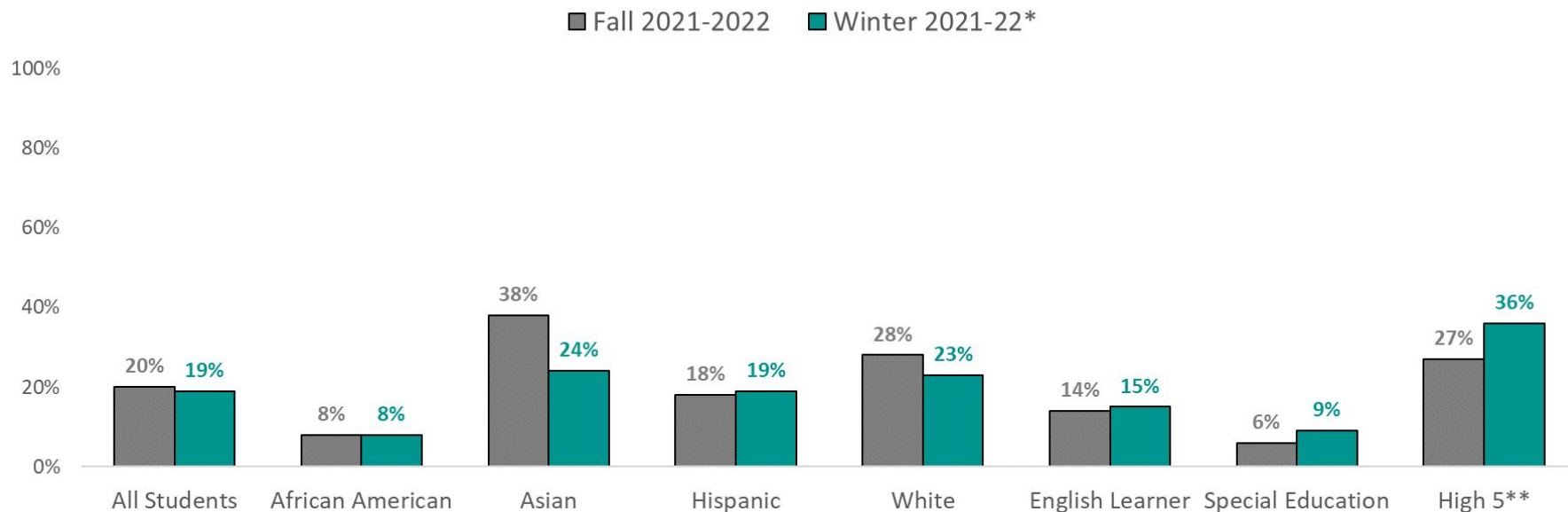
Istation

Percent of students in grades K-5 at level 4 or 5 on the Istation assessment for Winter SY20, Winter SY21*, and Winter SY22*



Istation

Percent of students in grades K-5 at level 4 or 5 on the Istation assessment for Fall SY22 and Winter SY22*



*In Winter 21-22, Istation was administered remotely

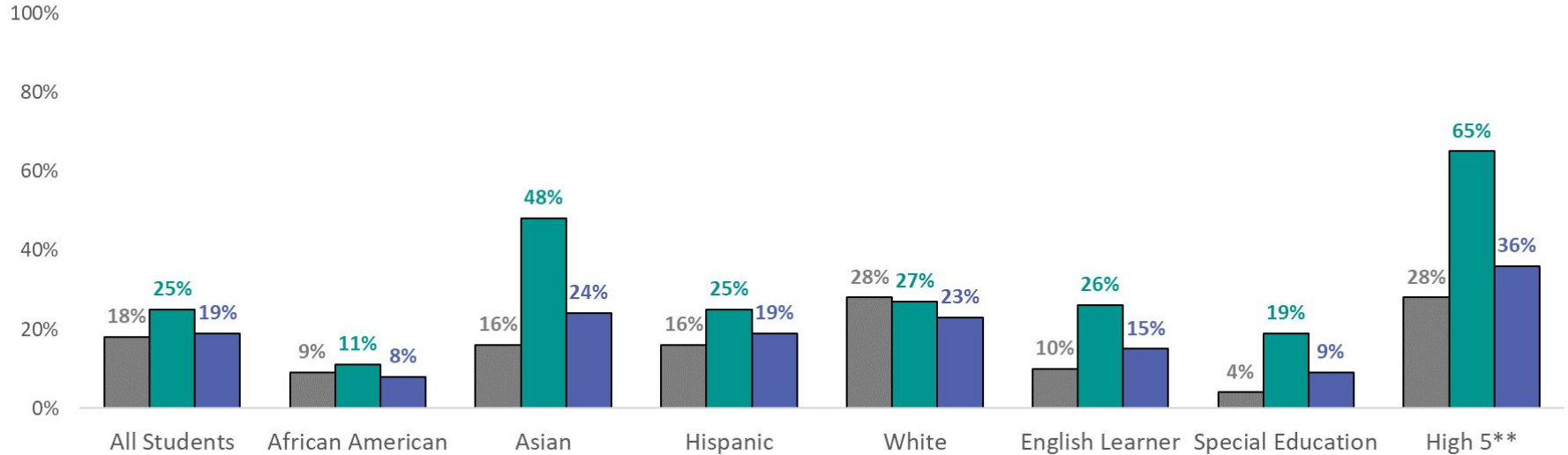
**High 5 data is only summarized for the Kindergarten cohort.

The American Indian student group has been excluded due to the small number of students.

Istation

Percent of students in grades K-5 at level 4 or 5 on the Istation assessment for Winter SY20, Winter SY21*, and Winter SY22*

■ Winter 2019-20 ■ Winter 2020-21* ■ Winter 2021-22*



*In Winter 20-21 and Winter 21-22, Istation was administered remotely

**High 5 data is only summarized for the Kindergarten cohort.

The American Indian student group has been excluded due to the small number of students.

On Track

Early Warning System – Process Indicator

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

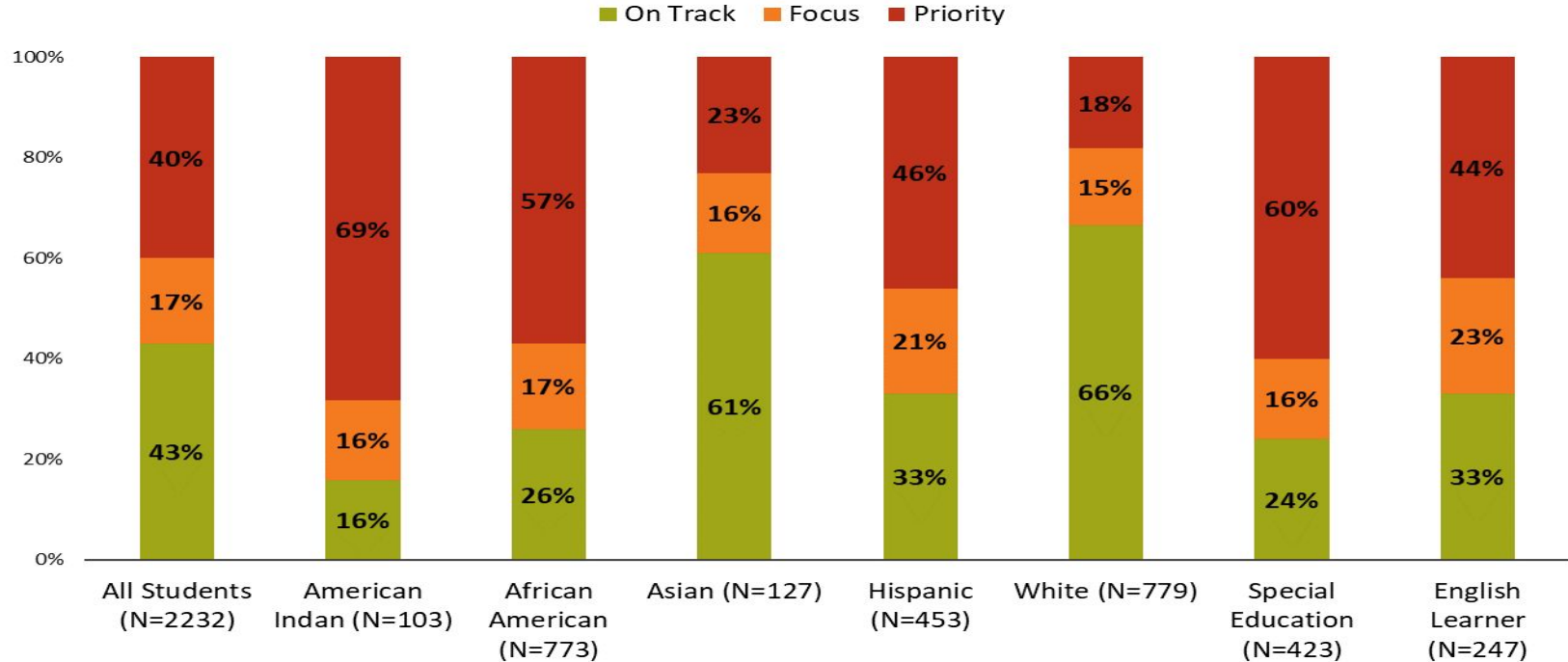
A student that is flagged **Priority** in any category will be marked **Priority** overall.

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.

Percent of 9TH Grade Students “On Track” Quarter 2 by Student Group

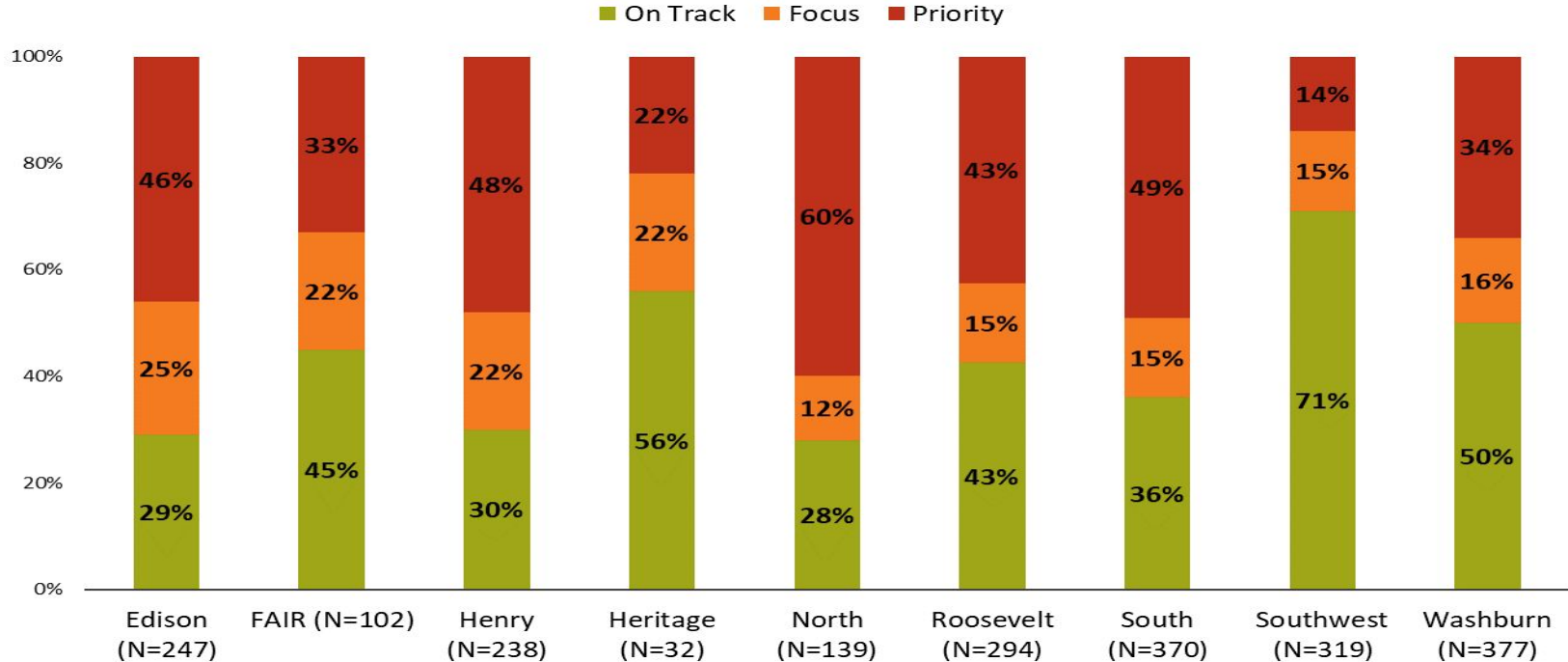
Early Warning System indicator at the end of Quarter 2, by student group



Note: Only includes grade 9 students actively enrolled at the end of the quarter

Percent of 9TH Grade Students “On Track” Quarter 2 by School

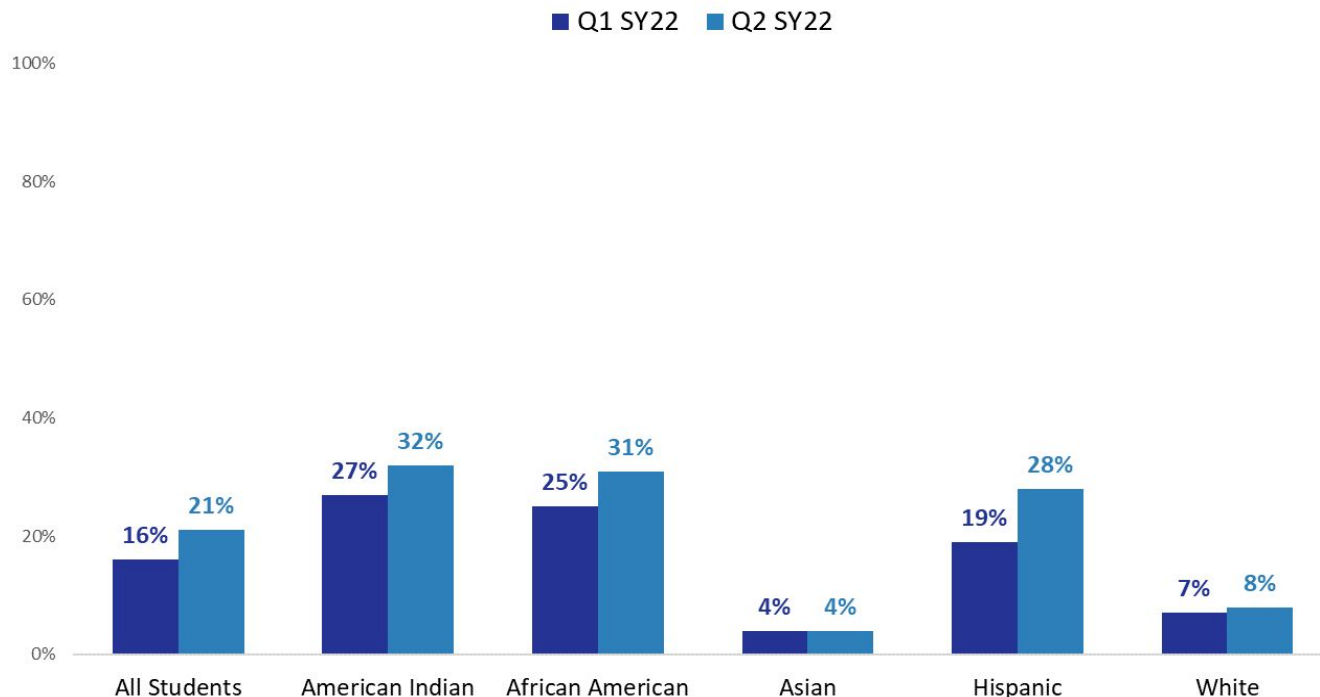
Early Warning System indicator at the end of Quarter 2, by school



Note: Only includes grade 9 students actively enrolled at the end of the quarter

9th Grade Core Course Failure Rates

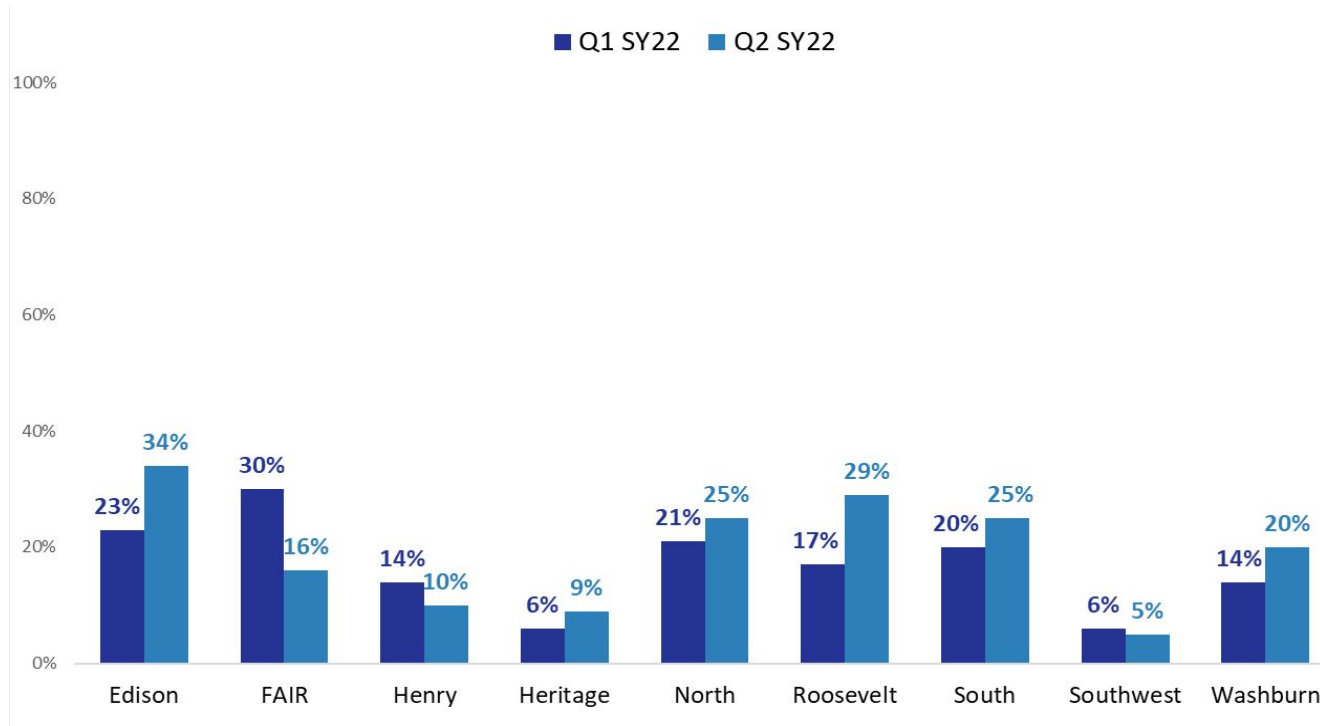
Percent of 9th graders failing one or more core courses **in 2021-22**, by student group



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

9th Grade Core Course Failure Rates

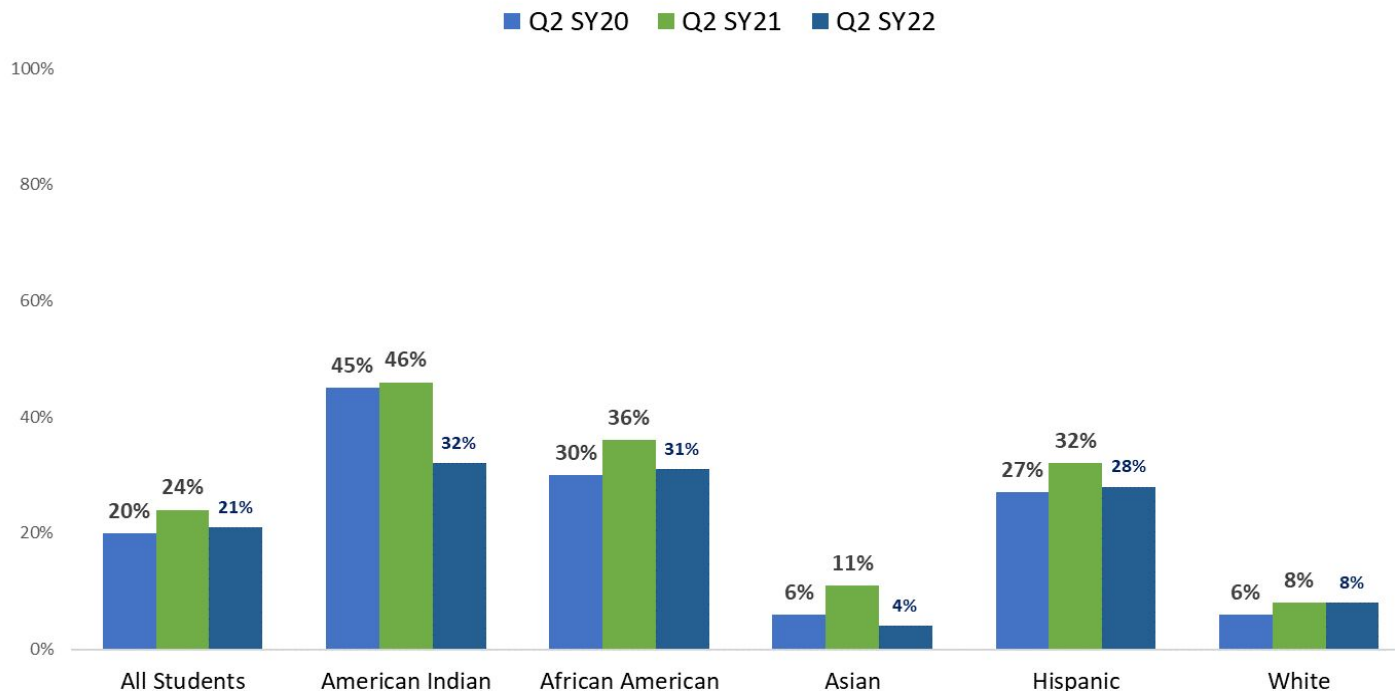
Percent of 9th graders failing one or more core courses **in 2021-22**, by school



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

9th Grade Core Course Failure Rates

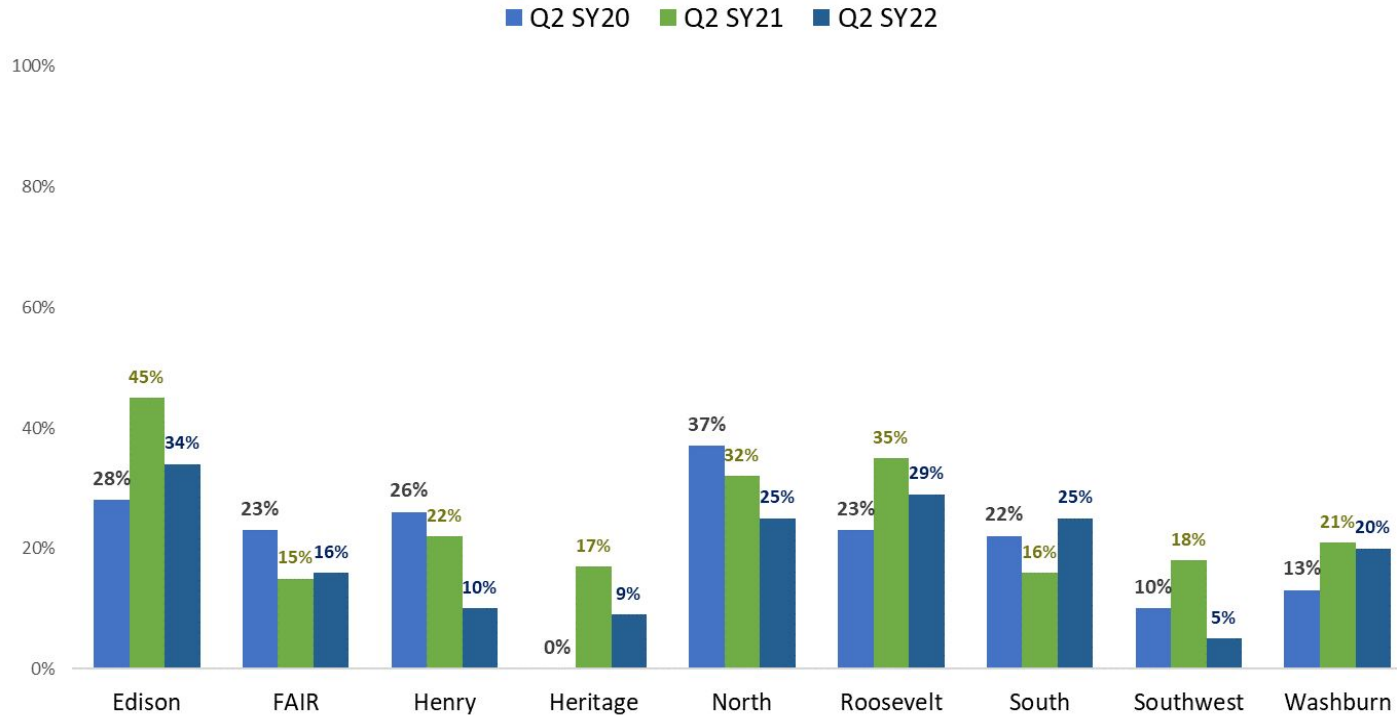
Percent of 9th graders failing one or more core courses **Quarter 2**, by student group



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

9th Grade Core Course Failure Rates

Percent of 9th graders failing one or more core courses **Quarter 2**, by school



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

9th Grade On-Track Data

The following table includes data on 9th grade students from Quarter 2 SY22

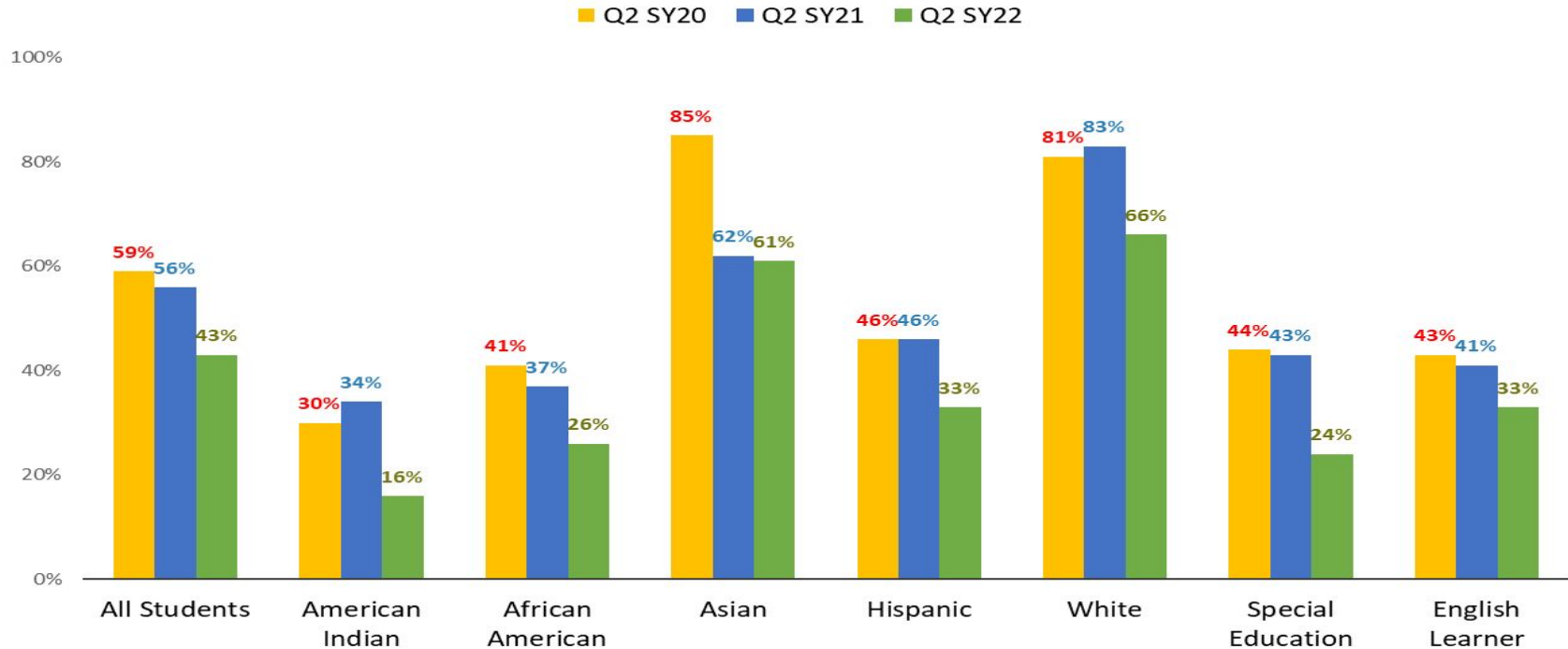
	Q2 Core Course Failure Rates										Q2 On-Track Categories			
	N	Math	N	ELA	N	Soc Stud	N	Science	N	One or more	N	Priority	Focus	On Track
All Students	1955	12%	1854	12%	2069	9%	2047	12%	2232	21%	2232	40%	17%	43%
<i>Race/Ethnicity</i>														
American Indian	82	27%	78	15%	94	14%	94	20%	103	32%	103	69%	16%	16%
African American	638	20%	616	19%	696	14%	690	20%	773	31%	773	57%	18%	26%
Asian	121	1%	121	2%	123	2%	123	2%	127	4%	127	23%	16%	61%
Hispanic	393	14%	310	20%	418	10%	396	16%	453	28%	453	46%	21%	33%
White	721	4%	729	3%	738	3%	744	4%	776	8%	776	18%	16%	66%
<i>Special Populations</i>														
Special Education	159	18%	166	11%	269	16%	270	21%	368	23%	368	60%	16%	25%
English Learner	337	12%	225	20%	367	9%	338	15%	423	25%	423	44%	23%	33%
<i>School</i>														
Edison	202	30%	199	14%	216	17%	226	23%	247	34%	247	46%	25%	29%
FAIR	98	7%	100	10%	102	3%	102	5%	102	16%	102	33%	22%	45%
Henry	196	7%	195	2%	216	7%	215	3%	238	10%	238	48%	22%	30%
Heritage	28	11%	26	4%	29	0%	30	3%	32	9%	32	22%	22%	56%
North	119	16%	118	19%	127	12%	127	17%	139	25%	139	60%	12%	28%
Roosevelt	257	9%	258	10%	273	22%	272	22%	294	29%	294	43%	15%	43%
South	324	12%	280	23%	346	5%	353	11%	370	25%	370	49%	15%	36%
Southwest	303	4%	308	0%	316	1%	316	2%	319	5%	319	14%	15%	71%
Washburn	347	11%	324	13%	362	1%	358	14%	377	20%	377	34%	16%	50%

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



Percent of 9TH Grade Students “On Track” Quarter 2 by Student Group

Early Warning System indicator at the end of Quarter 2, by student group

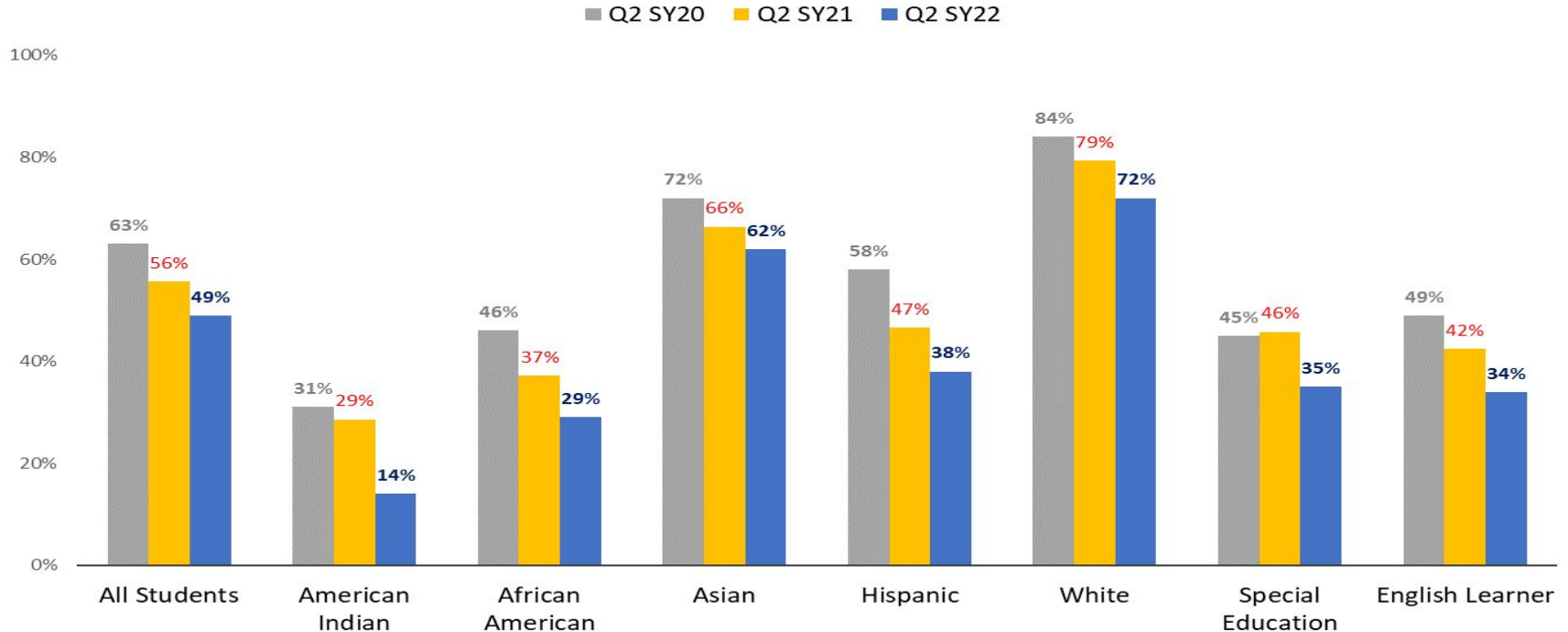


Note: Only includes **grade 9** students actively enrolled at the end of the quarter



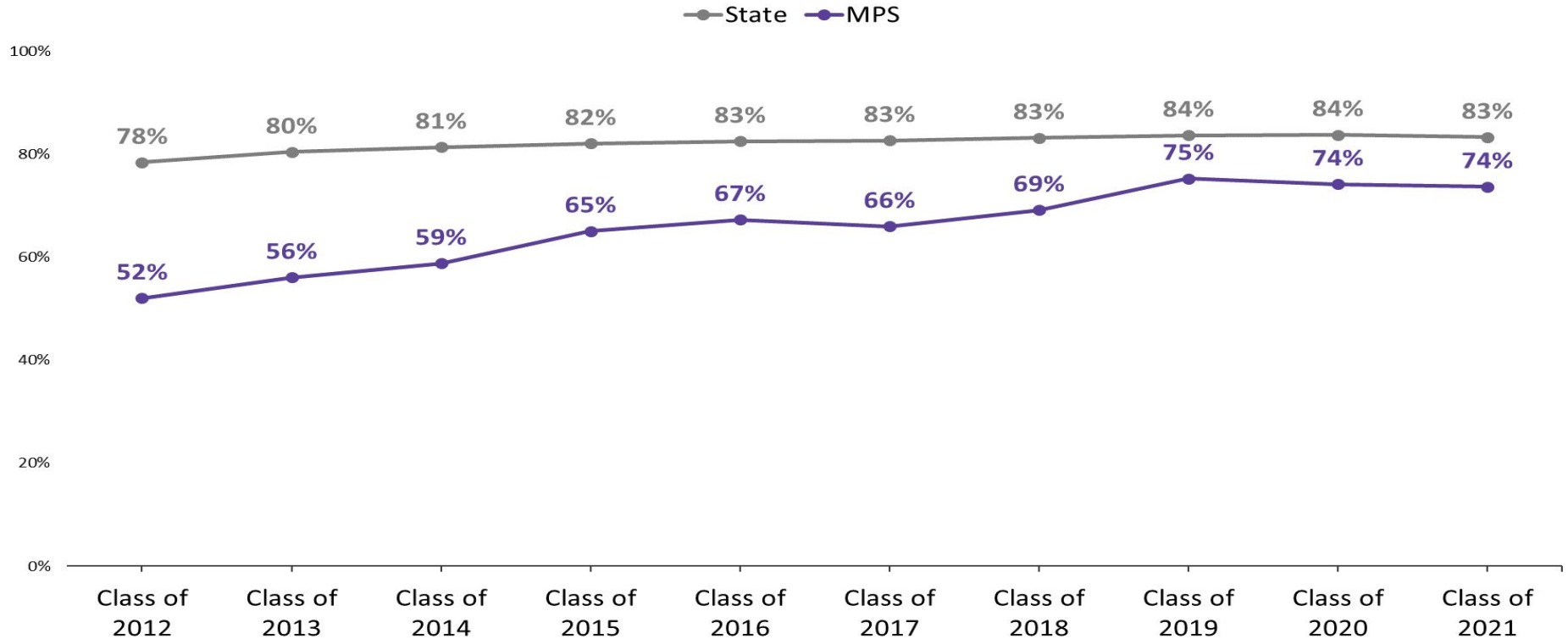
Percent of MS 6–8 Students “On Track” Quarter 2 by Student Group

Early Warning System indicator at the end of Quarter 2, by student group

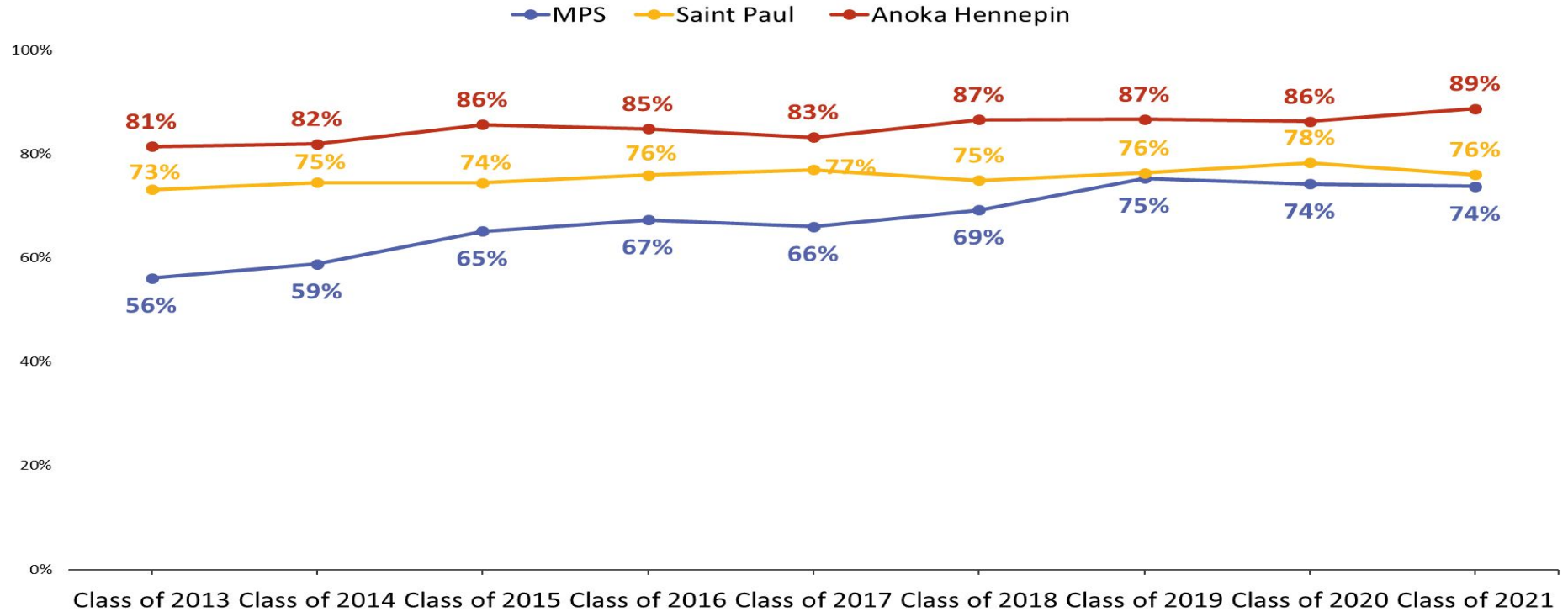


Graduation – Class of 2021

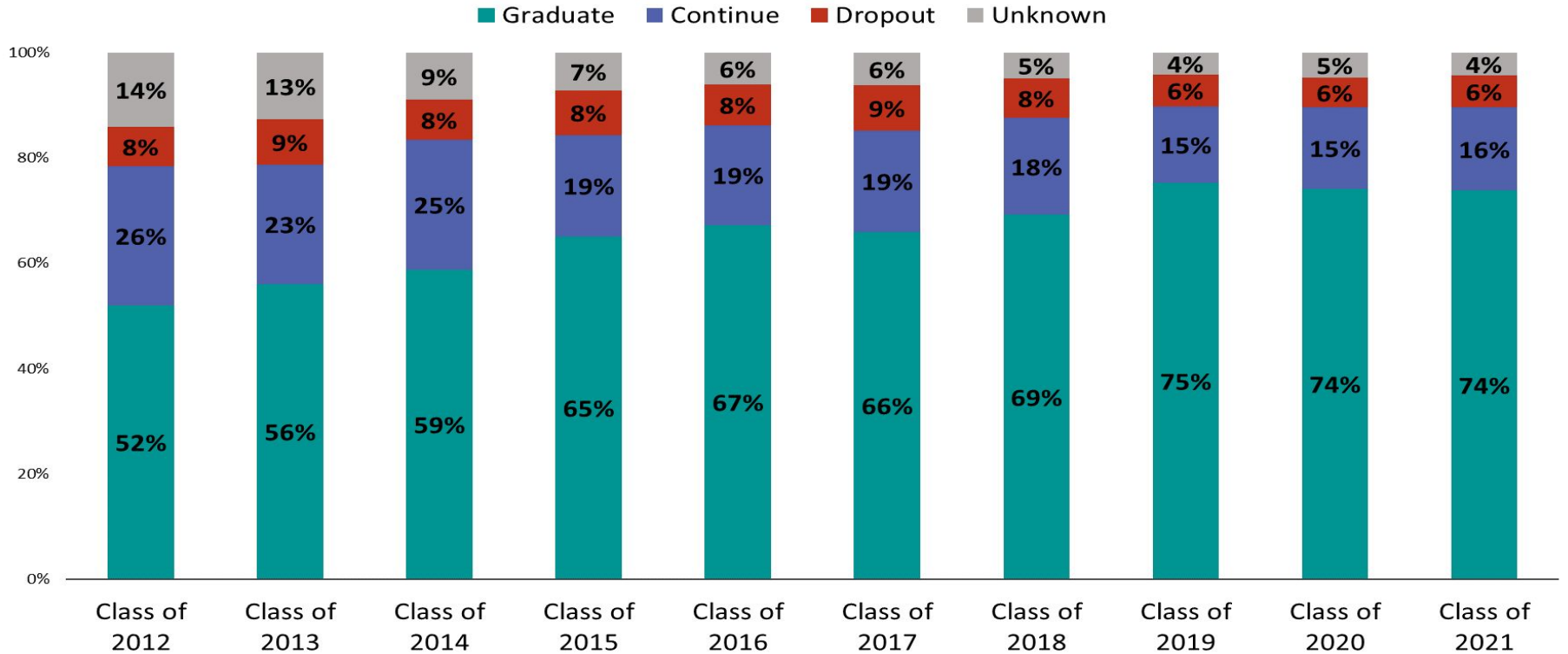
Four-Year Graduation Rate Trend



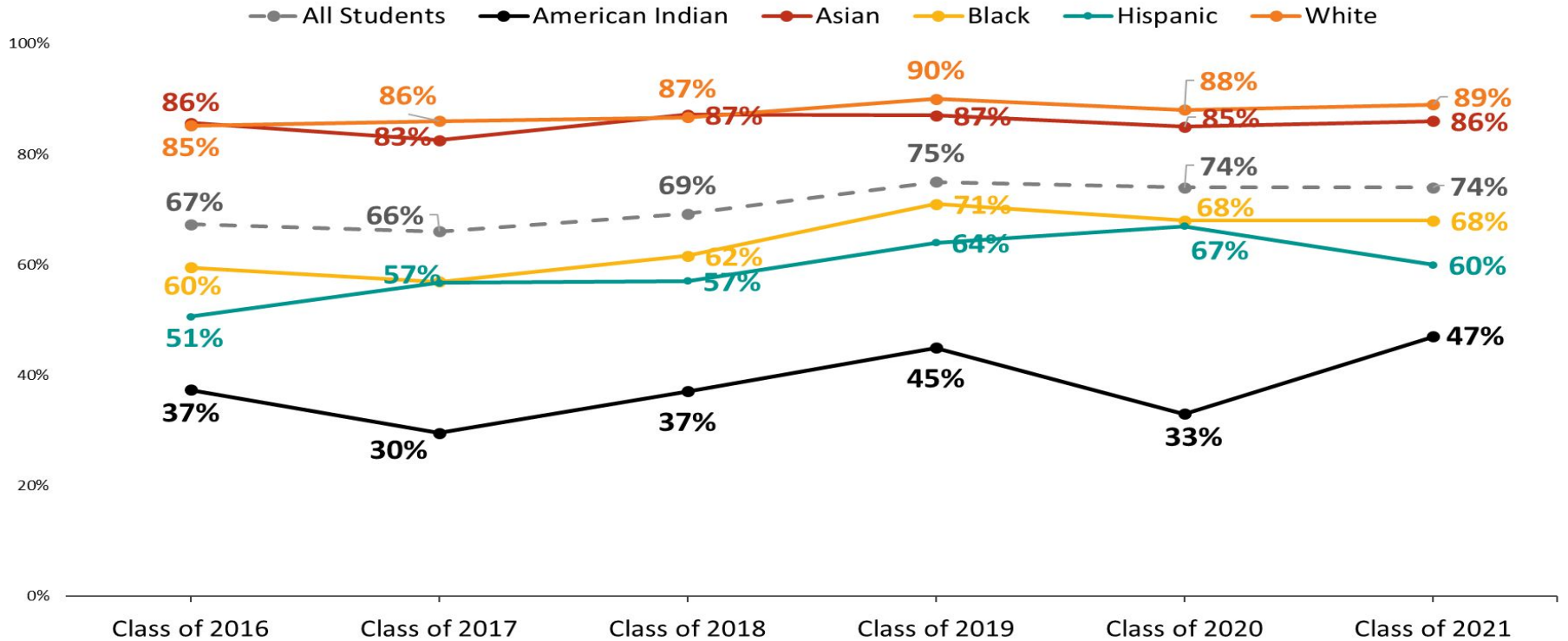
Four-Year Graduation Rate Trend – Metro Comparison



Four-Year Graduation Rate Trend

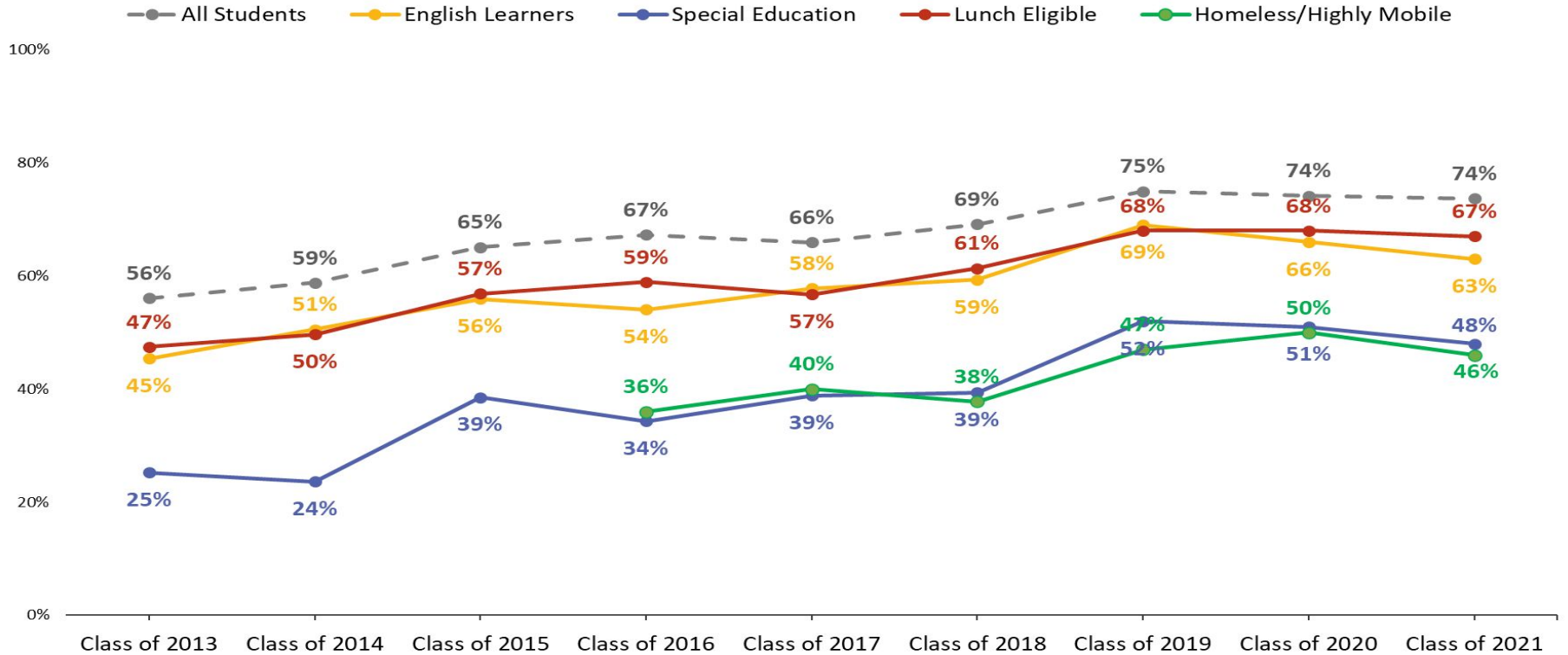


Four-Year Graduation Rate Trend by Race/Ethnicity



* - Number of students in Two or more races group too small to display. You can see all Ns on a table in the appendix.

Four-Year Graduation Rate Trend by Special Population

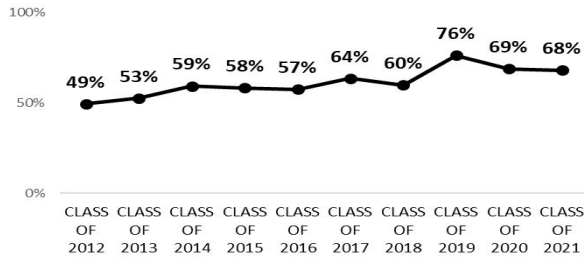


Four Year Graduation Rate Trend

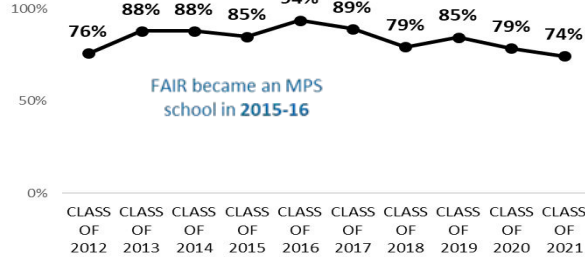
	<i>Class of 2015</i>		<i>Class of 2016</i>		<i>Class of 2017</i>		<i>Class of 2018</i>		<i>Class of 2019</i>		<i>Class of 2020</i>		<i>Class of 2021</i>	
	N	% Grad	N	% Grad	N	% Grad	N	% Grad	N	% Grad	N	% Grad	N	% Grad
All Students	2249	65%	2401	67%	2579	66%	2651	69%	2617	75%	2567	74%	2479	74%
<i>Race/Ethnicity</i>														
American Indian	80	36%	99	37%	105	30%	97	37%	100	45%	66	33%	94	47%
Black	873	53%	941	60%	1042	57%	1078	62%	1084	71%	1051	68%	970	68%
Asian	228	83%	202	86%	183	83%	210	87%	180	87%	170	85%	159	86%
Hispanic	368	58%	401	51%	492	57%	475	57%	459	64%	474	67%	396	60%
White	687	82%	747	85%	735	86%	780	87%	771	90%	776	88%	806	89%
Pacific Islander	2		0		1		0		2		3		2	
Two or more races	11	55%	11	64%	21	76%	11	36%	21	57%	27	56%	52	62%
<i>Special Programs</i>														
Non English Learner	1743	68%	1833	71%	1846	69%	748	75%	1879	78%	1844	77%	1891	77%
English Learner	506	56%	568	54%	733	58%	686	59%	738	69%	723	66%	588	63%
Non Special Education	1831	71%	1958	75%	2080	73%	2199	75%	2157	80%	2129	79%	2076	79%
Special Education	418	39%	443	34%	499	39%	452	39%	460	52%	438	51%	403	48%
Non Lunch Eligible	650	85%	679	89%	703	91%	748	89%	751	92%	723	89%	773	90%
Lunch Eligible	1599	57%	1722	59%	1876	57%	1903	61%	1866	68%	1844	68%	1706	67%
Homeless	3		15	7%	29	7%	312	38%	295	47%	303	50%	277	46%
<i>Home Language</i>														
English	1488	66%	1579	70%	1659	68%	1743	69%	1687	77%	1632	76%	1626	75%
Hmong	120	89%	110	86%	98	86%	108	82%	86	90%	75	91%	78	87%
Somali	196	62%	238	67%	286	66%	333	70%	375	78%	342	73%	344	77%
Spanish	314	55%	347	48%	421	54%	398	56%	376	63%	403	67%	324	58%
Other/Unknown	131	66%	127	73%	115	68%	112	82%	93	77%	115	69%	107	74%
<i>African American by Home Language</i>														
African Amer (Eng Home Lang)	624	50%	643	56%	713	53%	709	54%	659	66%	655	65%	594	61%
African Amer (Non-Eng Home Lang)	256	60%	305	67%	345	66%	397	73%	434	79%	410	71%	395	78%

Four-Year Graduation Rate Trend by School

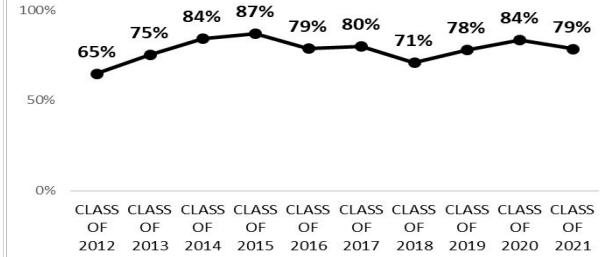
Edison



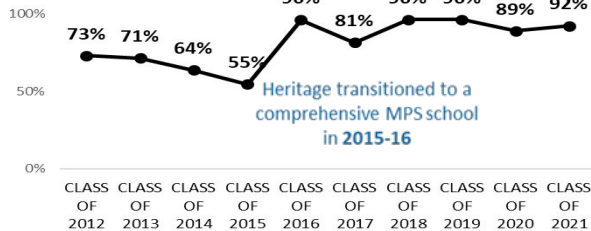
FAIR



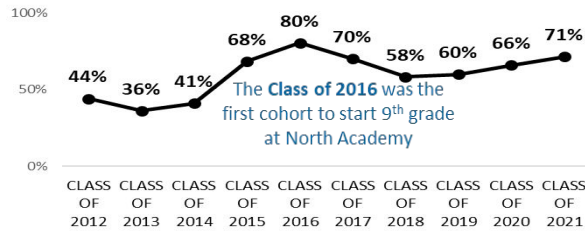
Henry



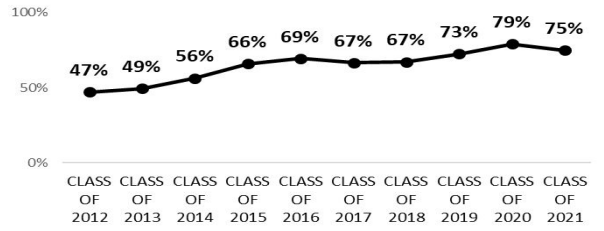
Heritage



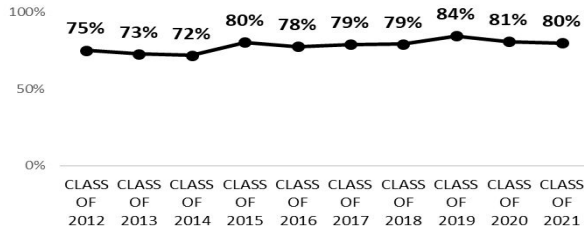
North/North Academy



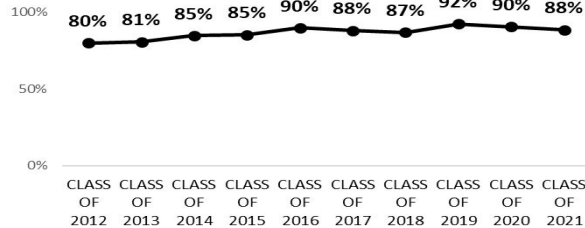
Roosevelt



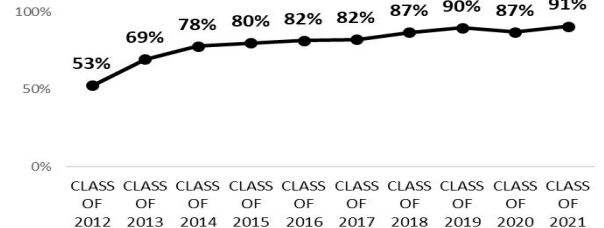
South



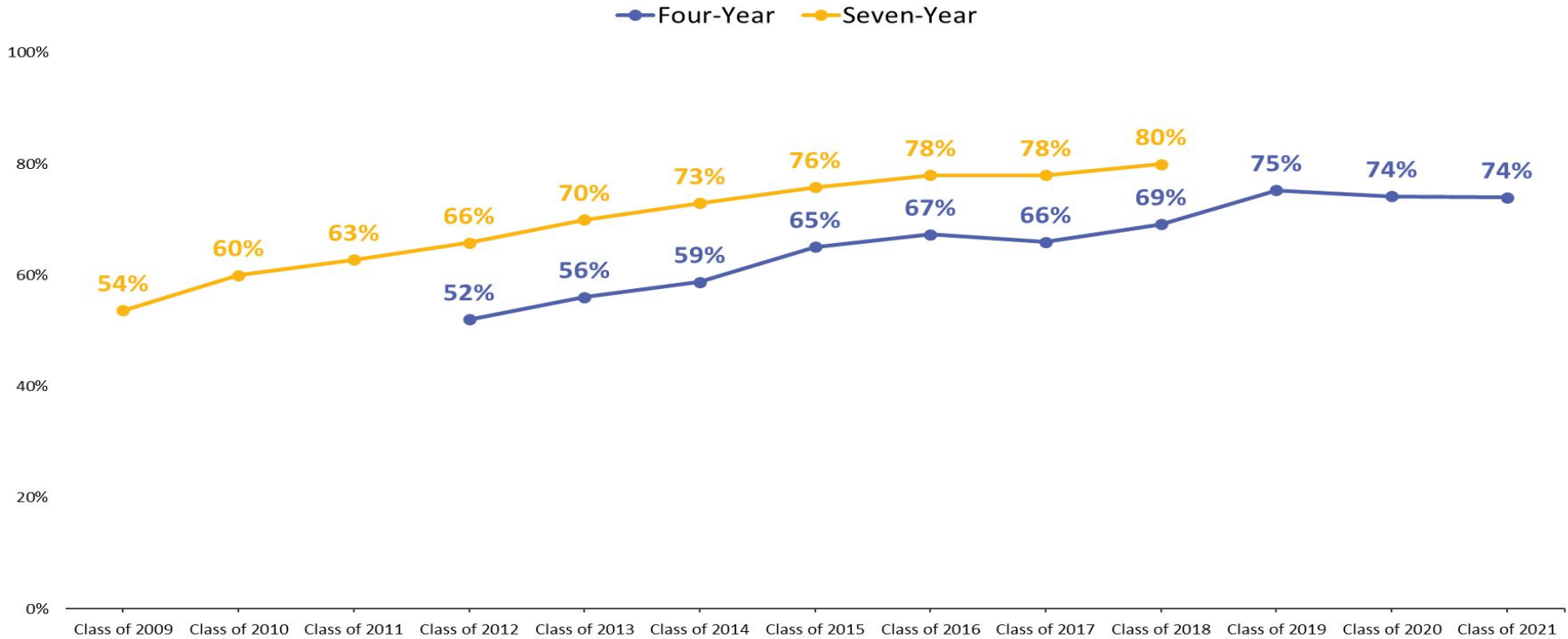
Southwest



Washburn



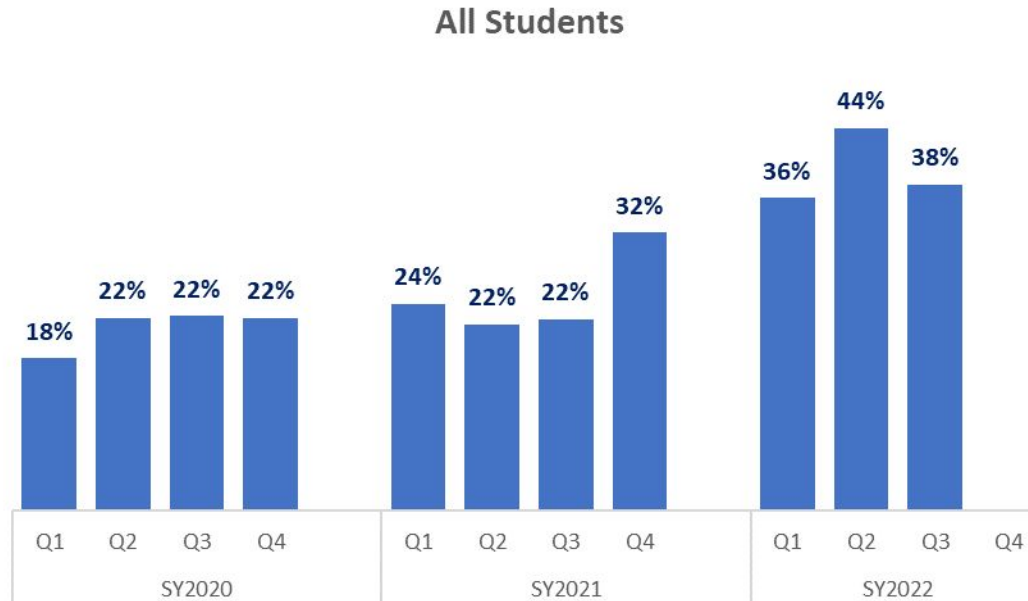
Four-Year v. Seven-Year Graduation Rate Trend



Attendance

Attendance: Chronic Absence by Quarter

Percent of all students who were chronically absent (missed 10% or more days) each quarter of each year SY20 – SY22



Attendance – Chronic Absence

Notes about the attendance data:

- Chronic absence is defined as missing **10% or more** of daily attendance – ***this reflects a statewide change from the previous definition, which did not include 10% 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 by Race/Ethnicity

Percent of students who were chronically absent (10% or higher absences) each quarter of each year, by race/ethnicity

American Indian



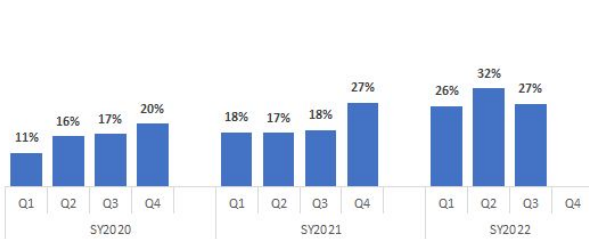
African American (English HL)



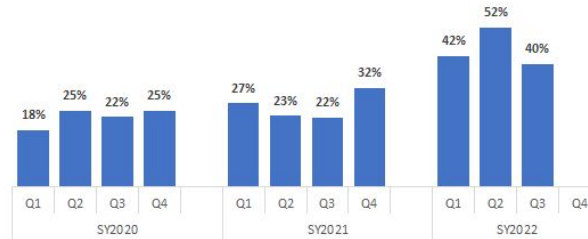
African American (Non-English HL)



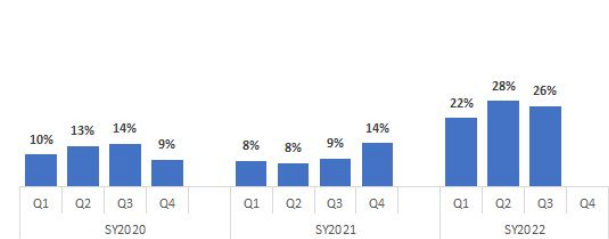
Asian



Hispanic

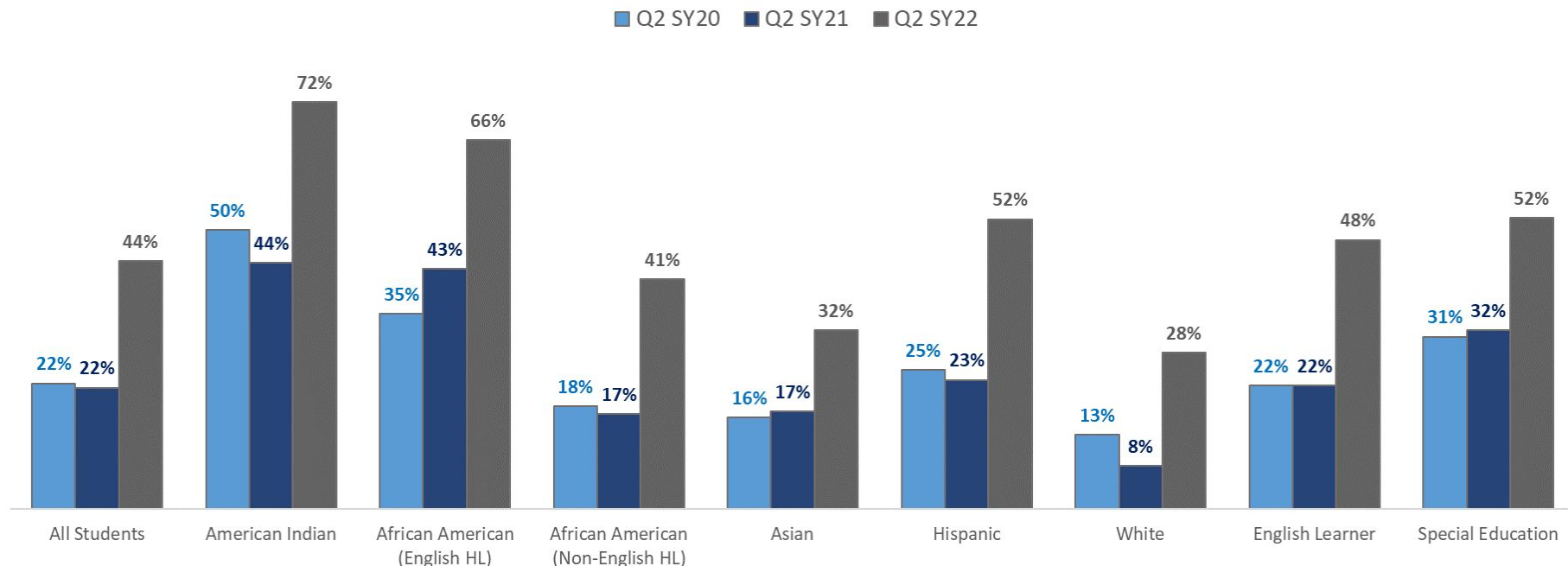


White



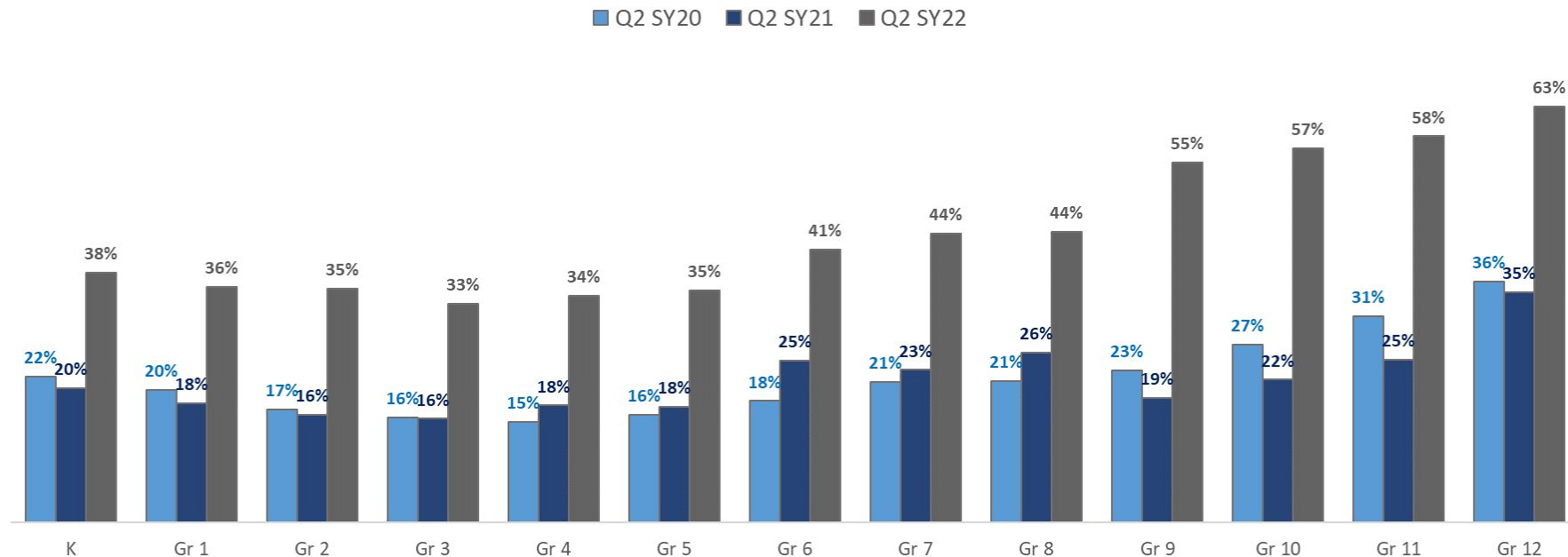
Attendance: Chronic Absence by Student Group

Percent of students who were chronically absent (10% or higher absences) in Quarter 2 of each year, by population



Attendance: Chronic Absence by Grade

Percent of students who were chronically absent (10% or higher absences) in Quarter 2 of each year, by grade



Attendance: Table for Chronic Absence by Student Group

	Q1 5Y20		Q2 5Y20		Q3 5Y20		Q4 5Y20	
	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent
All Students:	35542	18%	35402	22%	35238	22%	35160	22%
American Indian	1206	43%	1183	50%	1177	50%	1173	38%
African American (English HL)	8475	27%	8403	35%	8322	36%	8289	38%
African American (Non-English HL)	4469	15%	4436	18%	4437	18%	4437	26%
Asian	2049	11%	2030	16%	2031	17%	2030	20%
Hispanic	6117	18%	6130	25%	6106	22%	6096	25%
White	13225	10%	13206	13%	13160	14%	13135	9%
English Learner	6288	18%	6266	22%	6428	21%	6422	29%
Special Education	6053	27%	6016	31%	6267	31%	6249	27%

	Q1 5Y21		Q2 5Y21		Q3 5Y21		Q4 5Y21	
	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent
All Students:	33289	24%	33092	22%	32922	22%	32859	32%
American Indian	1218	46%	1205	44%	1197	43%	1179	55%
African American (English HL)	7849	44%	7811	43%	7729	42%	7699	57%
African American (Non-English HL)	4225	23%	4192	17%	4169	18%	4132	35%
Asian	1904	18%	1900	17%	1889	18%	1884	27%
Hispanic	5708	27%	5667	23%	5640	22%	5650	32%
White	12385	8%	12317	8%	12298	9%	12315	14%
English Learner	5846	28%	5784	22%	5756	23%	5733	36%
Special Education	5720	36%	5734	32%	5742	31%	5803	40%

	Q1 5Y22		Q2 5Y22	
	N	% Chron. Absent	N	% Chron. Absent
All Students:	30206	36%	30982	44%
American Indian	1266	61%	1307	72%
African American (English HL)	6913	54%	7196	66%
African American (Non-English HL)	3246	33%	3340	41%
Asian	1594	26%	1621	32%
Hispanic	5246	42%	5386	52%
White	11941	22%	12132	28%
English Learner	4892	40%	5039	48%
Special Education	5060	46%	5242	52%

Attendance: Table for Chronic Absence by Grade

	Q1 SY20		Q2 SY20		Q3 SY20		Q4 SY20	
	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent
All Students	35542	18%	35402	22%	35233	22%	35160	22%
EC Age 3	40	48%	36	47%	40	50%	40	78%
EC Spec Ed	754	10%	792	14%	908	12%	891	9%
EC High 5 Age 4	1036	25%	1050	36%	1042	39%	1039	37%
Kindergarten	2948	15%	2950	22%	2945	25%	2944	27%
Gr 1	2802	15%	2798	20%	2790	22%	2787	23%
Gr 2	2751	12%	2727	17%	2709	20%	2708	22%
Gr 3	2578	11%	2569	16%	2553	20%	2554	26%
Gr 4	2597	12%	2585	15%	2570	19%	2566	25%
Gr 5	2597	12%	2572	16%	2558	19%	2555	23%
Gr 6	2372	14%	2375	18%	2366	15%	2362	8%
Gr 7	2404	16%	2410	21%	2397	18%	2392	12%
Gr 8	2413	18%	2400	21%	2397	19%	2392	12%
Gr 9	2470	17%	2473	23%	2454	25%	2442	27%
Gr 10	2481	24%	2442	27%	2388	25%	2386	28%
Gr 11	2370	27%	2340	31%	2322	29%	2320	26%
Gr 12	2929	34%	2883	36%	2794	34%	2782	25%

	Q1 SY21		Q2 SY21		Q3 SY21		Q4 SY21	
	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent	N	% Chron. Absent
All Students	33289	24%	33092	22%	32922	22%	32859	32%
EC Age 3	21	24%	20	50%	22	59%	23	70%
EC Spec Ed	558	12%	609	12%	657	11%	731	14%
EC High 5 Age 4	797	28%	793	29%	789	33%	768	43%
Kindergarten	2460	19%	2439	20%	2416	24%	2414	32%
Gr 1	2676	20%	2644	18%	2618	19%	2602	31%
Gr 2	2559	17%	2522	16%	2511	20%	2512	30%
Gr 3	2502	15%	2484	16%	2472	21%	2472	30%
Gr 4	2397	17%	2380	18%	2366	22%	2362	30%
Gr 5	2408	15%	2393	18%	2391	21%	2378	28%
Gr 6	2239	32%	2225	25%	2214	24%	2197	32%
Gr 7	2241	28%	2236	23%	2224	24%	2224	32%
Gr 8	2310	32%	2319	26%	2321	24%	2319	33%
Gr 9	2444	23%	2461	19%	2466	17%	2470	33%
Gr 10	2425	27%	2396	22%	2374	18%	2359	34%
Gr 11	2394	29%	2369	25%	2359	21%	2344	35%
Gr 12	2858	38%	2802	35%	2722	31%	2684	38%

	Q1 SY22		Q2 SY22	
	N	% Chron. Absent	N	% Chron. Absent
All Students	30206	36%	30982	44%
EC Age 3	49	76%	54	70%
EC Spec Ed	524	14%	635	16%
EC High 5 Age 4	875	48%	941	54%
Kindergarten	2466	35%	2524	38%
Gr 1	2240	35%	2289	36%
Gr 2	2332	31%	2373	35%
Gr 3	2230	29%	2272	33%
Gr 4	2199	27%	2242	34%
Gr 5	2083	29%	2122	35%
Gr 6	1913	43%	1943	41%
Gr 7	1904	34%	1948	44%
Gr 8	2002	31%	2054	44%
Gr 9	2161	38%	2220	55%
Gr 10	2293	41%	2333	57%
Gr 11	2231	43%	2266	58%
Gr 12	2704	50%	2766	63%

Behavior

Behavior: Overall Disciplinary Responses (Quarter 1)

District-Wide Responses to Behavior in Quarter 1

	SY2020 (Q1)		SY2021 (Q1)		SY2022 (Q1)	
	count	rate	count	rate	count	rate
Suspension	1097	2%	0	0%	541	1%
Out of School Removal	246	1%	1	0%	124	0%
In School Removal	265	1%	0	0%	28	0%
Other Responses	1509	4%	23	0%	451	1%
Involvement of Law Enforcement	96	0%	0	0%	9	0%

rate = number of students with response to behavior/number of students enrolled in Quarter 1 (Q1)

Behavior: Overall Disciplinary Responses (Quarter 2)

District-Wide Responses to Behavior in Quarter 2

	SY2020 (Q2)		SY2021 (Q2)		SY2022 (Q2)	
	count	rate	count	rate	count	rate
Suspension	1641	5%	1	0%	593	2%
Out of School Removal	239	1%	0	0%	48	0%
In School Removal	391	1%	0	0%	19	0%
Other Responses	1357	4%	14	0%	338	1%
Involvement of Law Enforcement	90	0%	0	0%	13	0%

rate = number of students with response to behavior / number of students enrolled in Quarter 2 (Q2)

Behavior: Table for Suspension Rate by Student Group (Quarter 1)

Percent of students suspended at least once by end of Q1 of SY20 vs. SY21 vs. SY22

	SY2020 (Q1)		SY2021 (Q1)		SY2022 (Q1)	
	count	rate	count	rate	count	rate
African American (English HL)	482	6%	0	0%	245	3%
African American (Non-English HL)	137	3%	0	0%	41	1%
American Indian	61	5%	0	0%	41	3%
Asian	7	0%	0	0%	6	0%
Hispanic	59	1%	0	0%	30	1%
White	76	1%	0	0%	42	0%

rate = number of students with at least one suspension/number of students enrolled in Quarter 1*

* e.g. rate for African American (English) students in SY2020 (Q1)

482 students at-least-one suspension/8489 students enrolled = .0567 ~ 6% rate



Behavior: Table for Suspension Rate by Student Group (Quarter 2)

Percent of students suspended at least once by end of Q1 of SY20 vs. SY21 vs. SY22

	SY2020 (Q2)		SY2021 (Q2)		SY2022 (Q2)	
	count	rate	count	rate	count	rate
African American (English HL)	680	8%	0	0%	271	4%
African American (Non-English HL)	192	4%	0	0%	51	2%
American Indian	79	7%	0	0%	44	3%
Asian	16	1%	0	0%	5	0%
Hispanic	109	2%	0	0%	41	1%
White	87	1%	1	0%	56	0%

rate = number of students with at least one suspension/number of students enrolled in Quarter 1*

* e.g. rate for African American (English) students in SY2020 (Q2)

680 students with at-least-one suspension/8412 students enrolled = .0808 ~ 8% rate



Comprehensive District Design (CDD) Updates

Dual Language Magnet Schools

Updates:

- **Common Language Allocation** Guidelines Implemented for program model at all elementary sites to ensure three goals of program:
 - Bilingualism & Biliteracy
 - Academic Achievement
 - Socio-Cultural Competence
- **Integrated new English Language Development service model** to support bilingual language growth
- Dual Language-specific report cards (piloted SY 22-23) to align and support family understanding of language allocation model created in partnership with IT & Teaching and Learning
- Pilot of Spanish reading intervention (*Estrellita* K-2) and diagnostics for grades 3-10 (*ENIL* by American Reading Company)
- **Project-based learning professional development** with additional coaching planned for SY22-23

Highlights:

- **Growth in student enrollment and strong retention** at all 5 buildings (Emerson, Green, Sheridan, Andersen and Roosevelt)

Focus for SY 22/23:

- Dual Language-Specific Report Cards to families in SY 22-23
- Integrated Units to incorporate Science and Social Studies content within Literacy
- Established Spanish Literacy Decision Tree

Seward Montessori Magnet School

Updates:

- Developing **Montessori-specific report cards**
- 11 new teachers continue coursework at UW-RF to get Montessori certification
- Conducting a curriculum needs assessment
 - gathering baseline data around programming using Montessori assessment tool

Highlights:

- Creating a 3-year school improvement plan
- **Montessori professional development** for school leaders
- Beginning mission/vision statement revision work

Focus for SY 22/23:

- Mission/vision statement revision work
- Revision of Family Handbook with focus around Montessori
- Advocacy for Montessori with fidelity with specific focus around multi-grade classrooms at all age levels
 - Children's House (3-6), Lower Elementary (6-9), Upper Elementary (9-12),
- Administration to continue Montessori leadership training

STEM/STEAM Magnet Schools

Updates:

- **Project-based learning professional development**
- **Magnet leadership coaching and consulting** with Magnet Schools of America SY21-22
- Hall Observatory opens as a learning space for students at Hall and Franklin in Fall '22

Highlights:

- Established and maintain strong partnerships with **STEM/STEAM community organizations**
- Increased **cross-content collaboration**

Focus for SY 22/23:

- STEM/STEAM is integrated into all subjects, monitored, differentiated, articulated between grades.
- Professional development is aligned to STEM/STEAM, supports all students, and includes job-embedded training, project based learning and Magnet leadership coaching.

Arts Magnet Schools

Updates:

- Construction on **Bethune Arts Magnet performance space** began this spring with an anticipated completion date of Fall 2022.
- Alley Activation art project began at **FAIR School for Arts** in collaboration with FAIR students, Helping Hand Companies, and MPLS Downtown Council.

Highlights:

- Bethune launched "**Acting Right**" by Focus 5 with all staff and students as a schoolwide arts integration strategy.
- Bethune started a multi-year partnership with **Children's Theater Company** for residencies in every grade level.
- Marcy designed **innovative scheduling** that supports co-planning/teaching through arts integration.

Focus for SY 22/23:

- Year 2 Coaching in **Project-Based Learning** strategies for PBL-trained staff
- Year 2 **Magnet Leadership Coaching** and **Consulting** through Magnet Schools of America

5th Grade Instrumental

Updates:

- 5th Grade Instrumental Music Programs successfully **launched at every K-5 site**
- Teachers participated in **6 professional learning sessions** that focused on culturally sustaining curriculum development (sound before sight), methodology for beginning instrumentalists, and music resource development.
- Retained **15 FTEs for 5th Grade Instrumental Music for SY22/23**
- Supported schools with **instrument storage, chairs, and stands**

Highlights:

- [End of Year Performances](#) - All are invited to attend!
- 5th Grade Instrumentalists performing at **Viva City 2022 at Northrop** (University of MN)

Focus for SY 22/23:

- Continue to build and professional learning opportunities for teachers around culturally sustaining methodology and curriculum for instrumental music
- Assess student retention between 5th and 6th grade instrumental music programs

World Languages

ASL - Arabic - Chinese - Dakota - French - German - Hmong - Japanese - Ojibwe - Somali - Spanish

Updates:

- Middle School - **High School Pathways**
- Teachers collaborate to get to know each other's programs, align curriculum, establish benchmarks, strategize differentiation, and supports for high school transition.
- **Pilot of and initial purchase of readers** that 1) support Curriculum Transformation to address identity and equity, 2) lead to language acquisition, and 3) are student/teacher friendly.
- **Ongoing Professional Development** focused on Language Acquisition and Curriculum Transformation including restoring narratives, centering student voices, and co-creation.

Highlights:

- U of M Cohort of Candidate Teachers visits Whittier Elementary to see best WL practices in action.
- Increased numbers of WL students taking a Bilingual Seal test.
- Successful use of new readers at level 1 and 2.

Focus for SY 22/23:

- Curriculum Transformation, Access to Readers, Teacher Retention



Hmong Language Pathway Program

Updates:

- Continue to work on Screener Assessment Protocol
- Continue site instructional plan/biliteracy unit framework-alignment (K-12)
- Continue curriculum/lesson work/translation for grade 6 & 7 course offerings-Olson Middle
- Developing resources/material writing work for Hmong 4-High school
- Gathering literacy resources/content materials/artifacts for K-12 Hmong program
- Building in instructional PD materials for teachers (Guiding Principles of Dual Language education)

Highlights:

- Completed Hmong Literacy K-5 Assessments & Recording Form (Fall, Winter, Spring)
- Hmong Literacy Instructional Progression/Recommendation
- ABC of Hmong Programming Handbook (district, school, community)
- Adding on grade 7 at Olson Middle
- Adding Hmong 4 at Henry High

Focus for SY 22-22

- Create assessments in illuminate/another online platform
- Create Dual language Student Portfolios as a program practice
- Build Hmong Pathway Program calendar
- Marketing of the Hmong program (events, radio, flyers, social media, various forms)

Somali Language Pathway Program

SY 21-22 Update:

- Developed Curriculum for K-1 grades
- Started Curriculum Development for 2-3 Grades
- Translated Reading A-Z levels A-C to Somali Language
- Started developing levelled authentic Somali books with a team of teachers, consultants and IT department
- Developed the 1st draft of the Somali Language Standards (next step, community engagement and feedback)
- Gathering literacy resources/content materials/artifacts for K-12 Somali Language Program
- Led rigorous teacher development through PD's and materials for teachers

Highlights:

- Launched the Pathway for a K-12 Somali Language Pathway
- Completion of the Curriculum for K-1 grades
- 150+ self-identified Somali Students have chosen to learn Somali

Focus for SY 22-22

- Create assessments for K-1 Students
- Build Curriculum for Grades 2-4
- Finalize the development of Somali Language Standards

Math Curriculum Adoption Timeline

Elementary

- City Wide Open House **Saturday, May 7** for all sites, families, and community to collect more stakeholder feedback.
- **Field testing** two math programs - one for grades K-2 and one for grades 3-5 in all MPS K-5 classrooms at all sites next school year (**SY22-23**).
- The math program(s) used in field testing will be determined this spring based on data collected from this year's pilot process.
- Recommended materials for **field testing** will be presented to the Board for approval at the June Board Meeting.

Secondary

- Begin stakeholder committee and vendor selection process