

## Minnesota Report Card Information Guide

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### Report Card Functionality

The Minnesota Report Card is an interactive, mobile friendly website.

All data is reported by fiscal year, which runs July 1 – June 30 each year. Information reported as 2017 is for data during the 2016-2017 school year.

#### How the reports work

Once you have selected a report from the left hand column, you can change the entity for which you seek to get data by clicking the down arrow located next to the magnifying glass. In all reports, this will default to Statewide.

Within several of the reports, more than one expandable pane of information is available. By default, only the first available pane is expanded. Additional available pane titles are below and can be expanded by selecting the + icon.

Users can easily compare data for schools or districts by clicking the "+ add district or school view" link. Depending on the device you are using, this link may be next to or below the report you already have open. By default, up to four graphs can be open to allow for comparisons within a report with a maximum of six graphs that you can adjust in the settings. When you change reports in the left hand column, the schools, districts or filters you have selected will still be selected.

## What is CTSTR?

On some reports, you may see CTSTR (Count Too Small to Report). This means that there were fewer than 10 students in the category of data you selected which cannot be reported publicly due to data privacy concerns.

## Reports

### My School

#### *What you should know about the My School Report*

In the My School Report, you can look at information at a school, or at a district. This data is not available for charter school authorizers or statewide. The pie chart provides demographic information about the race/ethnicity breakdown of the school or district selected.

#### *What are the caveats when looking at this data?*

The proficiency trends provided for math, reading, and science are only those using the Minnesota Comprehensive Assessment (MCA), and not all accountability tests. For more information about accountability tests, see the [State Assessments](#) section below.

If the school or district you selected does not serve grade 12, no graduation trends will be available. If a graduation trend is provided, it is the all student four-year graduation cohort data. For more information about graduation rates, see the [Graduation Rates](#) section below.

Student to staff ratios are provided in three different ways. These ratios are calculated by taking the number of students enrolled on October 1 and dividing by the number of full time equivalent (FTE) positions reported. This is not an average class size in the school or district, but provides the closest estimate with the data available. Student to staff ratios exclude any early childhood or Adult Basic Education assignments. "Ratio of All Licensed Staff to Students" includes non-instructional and administrative assignments.

*When does the data get released each year?*

The demographics data are typically updated in February/March of each year. The proficiency trends data are typically updated in July of each year. The graduation rate trends are typically updated in February/March of each year.

## **Accountability**

### **Graduation Rates**

*What you should know about the Graduation Rates Report*

Graduation rates are available statewide, as well as for schools and districts serving students in grade 12 on October 1.

The first pane provides counts falling into each of the potential categories for a graduation cohort. The graduated count is those who were officially reported as having graduated. Continuing are those students who were expected to have graduated but are taking additional time to complete graduation requirements. Students who officially dropped out are included in the dropped out count. The unknown category includes those students who entered the cohort, but it is unknown what happened to them because of insufficient district record keeping. The second pane provides the graduation rate trend for the last five years.

Graduation data have not yet changed into the federal race/ethnicity codes and are still reported in the historic state five race/ethnicity codes.

*What are the caveats when looking at this data?*

If more than one student group is selected on the graduation rates report, each student group's graduation data is provided separately. For example, if female and Hispanic are selected, you will see the available graduation rate information for females and Hispanics, but not for female Hispanics.

Minnesota began using the federally required "adjusted cohort graduation rate" model in 2012 and recalculated all graduation rates available on the Minnesota Report Card and Data Center back to 2003 using this methodology.

- The adjusted cohort graduation rate model follows students in a group, or a "cohort," throughout high school and determines if they graduate within four, five, or six years. More information about these calculations can be found in the [2016 Minnesota Graduation Rates – Functional Requirements](#).
- The five-year and six-year graduation rates show the number of students who took additional time to earn sufficient credits or meet other graduation requirements to receive a high school diploma from their district. These two extended-year graduation rates are calculated in the same way as the four-year rate, but instead determine the percent of students graduating in five years and six years. For more information, visit the [Graduation Requirements webpage](#).

The students included in the free/reduced-priced lunch, special education, and English learner student groups are those who were identified as receiving those services during their first enrollment in grades 9-12.

*Where can I find more information?*

For historic graduation rate data or for data available by county, go to the [Data Reports and Analytics webpage](#). Under Student Data, choose Student, then select Graduation Rate for the category. The adjusted cohort rates have been calculated back to 2003 and are in the Graduation Indicators files. Counts of students actually graduating in a given year are not available on the Minnesota Report Card. You can find the counts of students graduating in a year in the Graduation Counts files.

*When does the data get released each year?*

This report is typically updated in February/March of each year. Graduation rates are released later in the year because Minnesota allows summer graduates to be included in the prior year graduation rate. For example, students who complete graduation requirements in summer of 2016 can be included in the 2016 rates.

## **Minnesota Growth**

### **What you should know about the Minnesota Growth Report**

The Minnesota Growth report is available for the state, schools, and districts.

Student growth z-score data is utilized for all aspects of this report. Students receive individual growth results by comparing their score from last year to the current year. This growth result tells whether students are progressing from year to year at expected rates. Expectations for students are set based on average improvements from year to year on statewide assessments. Expectations are slightly adjusted for the first two cohorts of students after a test was first given in both the prior year and current year. Therefore, growth expectations were set for mathematics grades three through eight in 2014, for reading in all tested grades and mathematics grade 11 in 2015, and for reading in grade 10 in 2016. For more information about the growth calculations, see the [Growth Data Help Document](#).

### **What are the caveats when looking at this data?**

In the Minnesota Growth report, only students taking the Minnesota Comprehensive Assessment (MCA) are included. Students taking other assessments (such as the Minnesota Test of Academic Skills (MTAS)) can receive growth scores which are included in [Secure Reports](#), but they are not included in the data provided on the Minnesota Growth report.

Students considered "on track" include proficient students who made medium or high growth, and non-proficient students who made high growth. Students classified as making low growth have a growth z-score of less than  $-.5$ ; students with medium growth have a growth z-score between  $-.5$  and  $+.5$ ; students making high growth have a growth z-score of greater than  $+.5$ .

## Where can I find more information?

For information about how student growth is calculated, see the [Functional Requirements for the Minnesota Growth Calculation 2016](#) or the [Growth Data Help Document](#). For historic growth data, go to the [Data Reports and Analytics webpage](#). Choose Assessment and Growth Files and choose Growth for the Test Name. In order to see data by student groups, the zip file must be selected. Only MCA growth is available in the Growth files found in Data Reports and Analytics.

## When does the data get released each year?

This report is typically updated in September/October of each year.

## Achievement Levels

### ACCESS for ELLs

#### *What you should know about the ACCESS for ELLs Report*

The ACCESS for ELLs report is available for the state, districts, schools, and charter authorizers.

The ACCESS for ELLs and Alternate ACCESS for ELLs are the assessments developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota's standards for English language development, developed by the WIDA consortium. Most English learners will take the ACCESS for ELLs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.

ACCESS for ELLs assesses English language development in four domains: reading, writing, speaking, and listening and is administered to English learners in grades K-12.

There are two types of data you can look at in the ACCESS for ELLs report. The report defaults to displaying the four composites available within the test. If you would like to see the four domain scores, you need to change the Score Type selection from Composite to Domain.

#### *What are the caveats when looking at this data?*

While some English learners take the Alternate ACCESS for ELLs assessment, data are only reported for students taking the ACCESS for ELLs test in this report.

Unlike other assessment reports, you can select only one category or filter at a time. However, the same filters are available for selection in the ACCESS for ELLs report as in State Assessments or MCA/MTAS.

The 2015–2016 school year was the first operational administration of the ACCESS for ELLs 2.0.

Each of the composite scores is a weighted score based on two or more of the domain scores. All composite scores require a student have a valid test score on each of the domains included.

- The overall composite includes all four domains, with an emphasis on the academic domains of reading and writing. Each domain is weighted as follows:
  - Reading: 35 percent
  - Writing: 35 percent
  - Listening: 15 percent
  - Speaking: 15 percent
- The comprehension composite score uses the listening and reading tests and is weighted as follows:
  - Listening: 30 percent
  - Reading: 70 percent
- The literacy composite score uses the reading and writing tests and is weighted as follows:
  - Reading: 50 percent
  - Writing: 50 percent
- The oral composite score uses the listening and speaking tests and is weighted as follows:
  - Listening: 50 percent
  - Speaking: 50 percent

*Where can I find more information?*

More information about ACCESS for ELLs can be found on the [WIDA website](#).

*When does the data get released each year?*

This report is typically updated in July each year.

## **MCA/MTAS**

### **What you should know about the MCA/MTAS Report**

The MCA/MTAS report is available for the state, schools, districts, and charter authorizers.

Achievement Level Descriptors (ALDs) describe the four levels of achievement on the Minnesota K-12 Academic Standards. Developed by panels of Minnesota teachers, the ALDs from the Individual Student Reports for reading, mathematics, science and English learner assessments are provided on the [ALD webpage](#). ALDs for the alternate assessment, the Minnesota Test of Academic Skills (MTAS), represent reduced depth, breadth and complexity of the academic standards. Several ALD translations are available.

## What are the caveats when looking at this data?

For the most recent year of testing data, the breakdown of achievement levels students received on the state tests is reported. Students who are considered proficient in the State Assessments report are those who scored Exceeds or Meets. Students who scored Partially Meets or Does Not Meet are not considered proficient.

The same data filters are available in the MCA/MTAS report as the State Assessments report. You can select to see data just for a particular grade. You can select one race/ethnicity, one gender, and as many other criteria you would like for each report. The more criteria you select, the more likely it becomes that you will get CTSTR (Count Too Small to Report) for the reported data.

## Where can I find more information?

For historic assessment data, go to the [Data Reports and Analytics webpage](#), choose Assessment and Growth Files. Each test is available separately and is reported by grade by school, district, and statewide. Starting in 2015, data is available by charter authorizer in the assessment files. If you are seeking data by student group, the TAB file (instead of the XLS) file will have to be selected for download.

## When does the data get released each year?

This report is typically updated in July of each year.

## Enrollment

### Demographics

#### *What you should know about the Demographics Report*

In the Demographics Report, you can select statewide, schools, or districts, for the data reported. Charter authorizers cannot be selected in this report.

Demographics of students enrolled on October 1 of the most recent year of data available is reported here. The first report pane provides counts and percentages by the racial/ethnic groups. The second pane (Enrollment by Special Population) provides counts and percentages for English learners, students receiving special education services, students receiving free/reduced priced lunch, and students identified as homeless.

#### *Where can I find more information?*

For historic enrollment data or for data available by grade or by county, go to the [Data Reports and Analytics webpage](#) under Student Data, choose Student, then select Enrollment for the category. The Special Populations file will provide enrollment information on English learners, students receiving special education services, students receiving free or reduced-price lunch, and students identified as homeless. The Ethnicity/Gender file provides enrollment information by race/ethnicity and gender. Each file back to 2006 provides information for the state, district, school, and county level by grade and across all grades.

Data for students identified as homeless and using the federal seven race/ethnicity are only available starting in 2016. Other historic enrollment data provides information using the state five race/ethnicity categories.

*When does the data get released each year?*

This report is typically updated in February/March of each year.

## Equity

### College-Going

*What you should know about the College-Going Report*

The College-Going report is available for the state, schools, and districts.

The college enrollment data reported on the SLEDS website is for students enrolling in one of the two falls following graduation at an institute of higher education. The College-Going report on the Minnesota Report Card includes students who enrolled in an institute of higher education within 16 months of high school graduation.

*What are the caveats when looking at this data?*

- The data for the College-Going report is pulled from data on the [Statewide Longitudinal Education Data Systems \(SLEDS\) website](#).
- However, unlike data reported on the SLEDS website, only information for students from Minnesota enrolling in a Minnesota institute of higher education is included.
- SLEDS is unable to calculate a four-year graduation cohort rate. Because of this, SLEDS defines a graduate as any student who received a high school diploma in the given year. It does not take into account if the students graduated in four, five, six, or seven years.

*Where can I find more information?*

Other reports on high school to college transitions using SLEDS data can be found on the [SLEDS website](#).

*When does the data get released each year?*

This report is typically updated each spring.

## Engagement and Safety

### What you should know about the Engagement and Safety Report

The Engagement and Safety report is available only for schools and districts that opted to participate in the [Minnesota Student Survey](#) (MSS) in the most recent administrations.



State legislation requires the Minnesota Department of Education to report summary data on students' educational engagement, connections at school and school safety. Data are taken from the Minnesota Student Survey, which is administered every three years to students in grades five, eight, nine and 11. It is a voluntary and anonymous survey that covers a wide variety of topics regarding students' behaviors, experiences, attitudes and beliefs.

### **Where can I find more information?**

For results on other questions on the MSS in 2013 or 2016, please see the [interactive 2013-2016 MSS web report](#). You can see historic MSS data tables as well on the [Data Reports and Analytics website](#) under Student Data, select Minnesota Student Survey Tables 2007-2010.

### **When does the data get released each year?**

This report is updated every three years after each administration of the MSS.

## **Staffing Profile**

### **What you should know about the Staffing Profile Report**

The Staff Profile report is available for the state, schools, and districts.

Staff data is collected from the Fall STaff Automated Report (STAR) which is completed each year. The most recent year of data is included in the Staffing Profile report.

The staffing profile is based on the total full-time equivalence (FTE) of each licensed and non-licensed position. "Other Licensed Professionals" are individuals who are serving in a non-instructional position that requires a license. "Other Staff" are individuals who do not fall into a listed category (licensed or non-licensed).

Licensure Compliance looks at each assignment reported for each teacher. If a teacher has multiple assignments, they are counted multiple times. Teachers are counted as "Licensed" if they hold a standard, limited, or nonrenewable license. Teachers are counted as "With Special Permission" if they have received a variance, waiver, or community expert permission.

Years Experience shows the number of years the staff have experience in Minnesota public schools.

Student to teacher ratios are provided in three different ways of grouping staff at the selected school or district. These ratios are calculated by taking the number of students enrolled on October 1 and dividing by the number of full-time equivalent (FTE) positions reported. This is not an average class size in the school or district, but provides the closest estimate with the data available. Student Teacher Ratios exclude any early childhood or Adult Basic Education assignments. "Ratio of All Licensed Staff to Students" includes non-instructional and administrative assignments.

## Where can I find more information?

For historic staffing data, go to the [Data Reports and Analytics webpage](#), under Staffing, select Staff. Many additional data points including count of years teaching (instead of ranges), additional credits beyond their reported degree, and salary can be found in the staff reports available on the [Data Reports and Analytics webpage](#) as well.

## When does the data get released each year?

This report is typically updated in July.

## Test Results

### NAEP

#### *What you should know about the NAEP Report*

The National Assessment of Educational Progress (NAEP) report is given only in grades four and eight every other year with results available at the state level only.

This report shows the percent of students at Advanced, Proficient, Basic and Below Basic on NAEP in Minnesota, as well as the scale scores for each grade and subgroup. The NAEP achievement levels were set by the National Assessment Governing Board (NAGB) based on recommendations from educators, policy makers and the general public.

#### *Where can I find more information?*

[See more information on the NAEP website](#) – also known as the Nation's Report Card.

#### *When does the data get released each year?*

This report is updated every other year after NAEP is administered.

## State Assessments

### What you should know about the State Assessments Report

In the State Assessments report, you can select statewide, schools, districts, or charter authorizers for the data reported.

You can select to get trend data across the last five years (which is the default) or just data for one of the past five years. You can also select to see data for a particular grade. You can select one race/ethnicity, one gender, and as many other criteria you would like for each report. The more criteria you select, the more likely it becomes that you will get CTSTR (Count Too Small to Report) for the reported data. All data reported in the

State Assessments report is based on the number of students who were proficient on the test divided by the number of students who completed the test.

For goal setting, it is recommended that a school or district use all accountability tests and the October 1 filter. This ensures students were enrolled the full academic year at their school or district as well as includes all students.

The SLIFE (Students with Limited or Interrupted Formal Education) filter allows you to see students with limited or interrupted formal education. You can see more information about the definition of this indicator on the [SLIFE webpage](#).

### **What are the caveats when looking at this data?**

- Students are tested in mathematics in grades three through eight and 11, in reading in grades three through eight and 10, and in science in grades five, eight, and once in high school (during the school year they completed a life science course).
- By default, all accountability tests are selected. In mathematics, reading, and science all accountability tests refers to the Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) for all grades tested for all years of data reported.
- In mathematics and reading, the Modified Minnesota Comprehensive Assessment (MOD) was available for grades five and above until 2014. Starting in 2015, the MCA and MTAS are the only accountability tests.
- In the last five years, there have been new academic standards in Minnesota; thus, the state has had changes to the tests in mathematics, reading, and science.
  - The mathematics tests changed in 2011 for grades three through eight (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III). For grade 11, the change of mathematics tests occurred in 2014 (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III).
  - The reading tests changed in 2013 (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III).
  - The science tests changed in 2012 (MCA-II to MCA-III, MTAS to MTAS-III).
- Proficiency trend comparisons should not be made between tests.
- Proficiency data are not available using the seven federal race/ethnicity groups (American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Hispanic, Black, White, and Multi-Race) prior to 2014. In previous years, data were reported on five state race/ethnicity categories (American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Black, not of Hispanic origin, and White, not of Hispanic origin).
- There is also some data available for the Title III accountability test, ACCESS for ELLs. This test was first administered in 2012.
  - The percent proficient represents students who received a composite proficiency level score of five or greater AND received proficiency level scores of four or greater in each

of the individual domains of reading, writing, listening and speaking. The language domain scale scores contribute to the composite scale score in this way:

- Reading: 35 percent
  - Writing: 35 percent
  - Listening: 15 percent
  - Speaking: 15 percent
- More information about the ACCESS for ELLs test can be found in the [ACCESS for ELLs](#) report.

With the change of math and reading tests, the GRAD test was no longer embedded in the high school MCAs. The last year that the mathematics GRAD test was embedded in the grade 11 MCA was 2013 and it was 2012 that the reading GRAD was embedded in the grade 10 Reading MCA.

### **Where can I find more information?**

For historic assessment data prior to the last five years, go to the [Data Reports and Analytics webpage](#) under Accountability and Assessment, choose Assessment and Growth Files. Each test is available separately and is reported by grade by school, district, and statewide. Starting in 2015, data is available by charter authorizer in the assessment files. If you are seeking data by student group, the TAB file (instead of the XLSX file) can be selected for download. For information about eligibility requirements for MTAS and ACCESS visit the [Minnesota Tests webpage](#). Visit the [Technical Reports webpage](#) for more information about the Minnesota tests. Starting in 2014, data are available by the seven federal race/ethnicity codes. Prior to 2014, data are reported using the five state race/ethnicity codes.

### **When does the data get released each year?**

This report is typically updated in July of each year.