

# Data Inquiry

**Contents**

About This Resource.....1

World’s Best Workforce: All Students Career and College Ready.....2

    State Accountability Goals and Measures.....3

    CCR Goal Setting for WBWF .....4

Categories of CCR Data.....7

Continuous Improvement Data for Career and College Readiness.....9

    State-Level Data Sources by Type ..... 10

CCR Data Indicators at a Glance ..... 12

CCR Indicators..... 15

    Social Emotional Learning ..... 15

    Career Readiness ..... 15

        Career Awareness and Exploration ..... 15

        Course-Taking Patterns ..... 15

        Career Development ..... 16

Academic Performance ..... 16

    Kindergarten Readiness..... 16

    Consistent Attendance ..... 17

    Disciplinary Actions ..... 17

    Progress Toward English Language Proficiency..... 17

    Reading Achievement..... 18

    Math Achievement..... 19

    High School Performance ..... 20

Additional Relevant Data..... 22

    College Performance ..... 22

Workforce Development.....	22
Data Handbook.....	23
Data Visualization How-To Guide.....	24
Basic Chart Types included in this section.....	24
Microsoft Word .....	25
Microsoft Excel .....	26
Google Sheets.....	26
Overlapping Bars in Word/Excel.....	27
Vertical Dumbbell-dot-plot in Word/Excel.....	27
State-Level Data and Guiding Questions.....	28
Course-Taking Patterns .....	28
Career Development .....	30
Kindergarten Readiness.....	31
Consistent Attendance .....	33
Disciplinary Actions .....	36
Progress Toward English Language Proficiency.....	38
Reading Achievement.....	40
Math Achievement.....	43
High School Performance .....	46
College Performance .....	49

## About This Resource

We live in an era in which we measure and monitor nearly every aspect of life. But what should we be doing with all these data? How can we begin to think about these data in a way that tells the story of the work we engage in every day? We need a way to see what is working well and also a way to discern when things are not.

This resource organizes several indicators that measure career and college readiness (CCR) in order to inform school and district decision-making processes to improve outcomes for students and close achievement gaps. The information provided in this document will guide districts toward compiling and evaluating their own district-, school-, and student-level data in support of their accountability systems as well as their CCR goals.

### How to Access Data

Time is always short, and the stakes are always high; therefore, this work must be intentional. Data help guide this process. Based on the Minnesota CCR Vision Workgroup principles, multiple forms of data which help to reflect a holistic picture of student competencies and preparedness are referenced in this section. Deciding what data to include in an evaluation and how to interpret the information is critically important. This resource also synthesizes Minnesota’s accountability systems to include a more coherent, high-level overview of indicators ranging from prekindergarten readiness data to social emotional measures and all the way to workforce outcomes such as Labor Market Information (LMI).



This icon, found later in this document, will point the user to a state-level data set for that indicator. Directions are included on how to access and organize the data file. Please note that there may be a need to examine local data that are not available at the state level.

### Guiding Questions

For each CCR indicator, a set of questions will guide you through each data set. Use these questions in staff and/or leadership meetings and throughout your school or district’s continuous improvement process.

Inquiry	Deeper Dive	Action Items
<p><b>How should I interpret these data?</b> These guiding questions will provide useful context and demonstrate how asking questions drives data inquiries, which can then generate further discussion and help either verify or disconfirm perspective.</p>	<p><b>What else might I want to know?</b> Because data in this evaluation offer only a high-level perspective, these questions offer recommendations for additional cuts of the data using either public or local district-level data.</p>	<p><b>What’s next?</b> This item hints at how to think about data through a CCR and continuous improvement lens.</p>

The Deeper Dive and Action Items questions in particular are intended to assist with continuous improvement efforts, your World’s Best Workforce goal setting, and your ESSA planning.

## World's Best Workforce: All Students Career and College Ready

With the passage of the Every Student Succeeds Act (ESSA) in 2015, which reauthorizes the Elementary and Secondary Education Act, Minnesota has an opportunity to more closely align state and federal goals. Based on the synthesis of these two accountability systems, Minnesota now has *one set of statewide goals*. As such, *statewide goals* are what will be represented throughout the remainder of this document.

The ESSA state plan establishes specific timelines for key measurements, which include third-grade reading, the closure of academic achievement gaps, eighth-grade mathematics (a very rough proxy for career and college readiness [CCR]), graduation, English learners' progress toward English language proficiency, and consistent attendance. Our state World's Best Workforce (WBWF) goals include third-grade reading, closing achievement gaps, CCR, and high school graduation. Together, the time bound statewide goals from our ESSA state plan represent significant progress toward the WBWF law's longer-term goal of seeing all students (100 percent) succeed in these areas. Again, the synthesis of these two accountability systems is why all charts and graphs are marked with *statewide goals*. Minnesota uses a three-stage process to identify schools and districts for support, satisfying requirements from both ESSA and WBWF. More information is available on the Minnesota Department of Education (MDE) [School and District Accountability](#) webpage.

If they choose, districts can use the statewide goals and measurements as a starting point for their own local goal setting and strategic planning, although districts are able to set local WBWF goals using other measurements and are not required to set goals according to the exact statewide goals listed in this document. This flexibility may be particularly meaningful when setting local goals and measures for CCR.

As districts continue to identify and refine CCR goals within WBWF plans, consider the following questions:

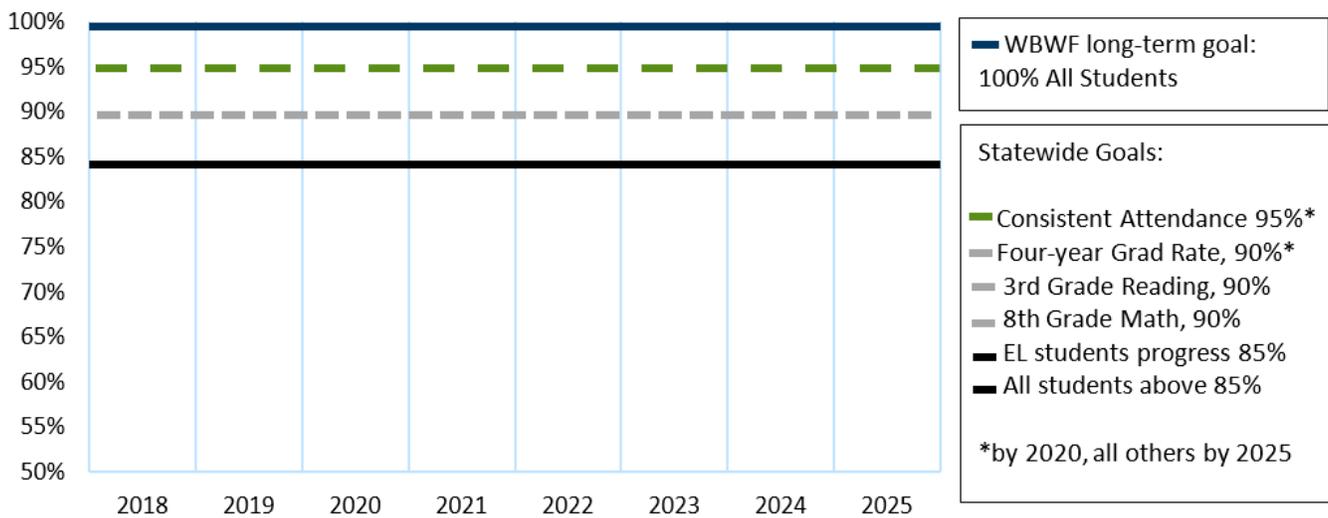
- How is the district defining and measuring CCR?
- What data are available, how are they being used, and what else could be collected to measure CCR and inform continuous improvement?
- How does the district's evaluation process use data to inform how the district uses resources and manages processes? What strategies are in place to ensure equitable outcomes for all student groups?
- What are the district's goals and expectations for helping youth on their journeys to becoming career and college ready? What should all high school graduates know and be able to do?
- What policies, structures, programs, and strategies will serve as pathways and supports to help high school graduates meet expectations?
- How are the district's performance indicator results being used to inform career development classroom instruction, career development activities offered, or the development of a quality, integrated K–12 career development program?

## State Accountability Goals and Measures

The statewide goals set a high bar to close opportunity and achievement gaps. The system focuses on ensuring all students, including students with disabilities, students in poverty, English learners, students of color and American Indian students are successful. Districts and schools must continue to develop [Career and College Readiness](#) (which may include [Career Technical Education](#)), integrating their overall ESSA and WBWF systems, and improvement efforts.

Minnesota’s statewide World’s Best Workforce and Every Student Succeeds Act Goals are displayed below.

**Minnesota’s statewide World’s Best Workforce and Every Student Succeeds Act Goals**



Data Inquiry: Where is your district’s performance at now? How might your district’s local WBWF goals be leveraged to reach the statewide goals within the timeframe specified?

### World’s Best Workforce long-term goals: 100% All students

*Note, districts are able to set their own local goals as they move toward the long-term 100% All Students*

- All students kindergarten ready
- All students reading at third grade reading proficiency
- All achievement gaps closed
- All students career and college ready (CCR Goal is locally determined)
- All students graduate.

### Statewide Goals by 2020

- Four-year Graduation Rate (90%)
- Consistent Attendance (95%)

### Statewide Goals by 2025

- Third Grade Reading (90%)
- Eighth Grade Math (90%)
- EL students making progress (85%)
- Achievement: All students above 85%

## CCR Goal Setting for WBWF

Clearly defined, specific goals –when combined with a solid plan– give us a sense of purpose and direction. Establishing a meaningful goal-setting process with the deliverable product of specific goals can increase motivation, change behavior, and improve achievement.

Clearly defined, specific goals developed in collaboration with a team of cross-system educators, administrators, students, community members, families, business partners, as well as other important stakeholders (ex. curriculum specialists, special education director, work-based learning coordinator, etc.) are much more likely to be achieved. In terms of a process, examining district needs assessment information and engaging in a data review process are recommended elements of collaborative goal setting. Districts track and discuss progress toward their goals on an annual basis; districts then submit a summary of their plan to MDE for feedback.

The SMART (Specific and Strategic, Measurable, Attainable, Results-Based, and Time-Bound) criteria assist in setting clearly defined, specific CCR goals. For additional resources around goal-setting, see [Setting Useful Goals Guide for World’s Best Workforce](#) found on [WBWF webpage](#).

### Example SMART Goals by CCR Domains

Employability Skills	Possible Data Source(s)
One hundred percent of 10th-grade students will complete a resume highlighting their skills, qualities, and their career ready accomplishments by the end of their 10th grade school year.	Reports from information systems software (LMS, MCIS, Naviance, etc.)
One hundred percent of 11th-grade students will complete an essay (which could be used as a college application essay) highlighting their mindset as a learner by January 31st of their 11th-grade year.	Course reports, reports from information systems software (LMS, MCIS, Naviance, etc.)
One hundred percent of 8th-grade students will demonstrate competency in the information literacy standards (i.e., ISTE Student Standard 3: Knowledge Constructor) by the end of their 8th grade year.	Course reports, student learning portfolio

Mindsets and Social Awareness	Possible Data Source(s)
One hundred percent of 10th-grade students will review and updated their personal learning plan (PLP) Element 3 information (interests, aptitudes, and aspirations) prior to the end of their 10th grade year.	Individual PLP plans, grade-level reports
Positive and supportive relationships will be fostered by decreasing peer-to-peer conflict from an incident rate of 10 percent down to 7 percent for all 7th grade students by the end of the FY18-19 school year.	Annual district Disciplinary Incident Reporting System (DIRS) data on assault, bullying, fighting, and harassment toward peer

<b>Mindsets and Social Awareness</b>	<b>Possible Data Source(s)</b>
By the end of their 11th grade year (FY18), one hundred percent of 11th-grade students will identify engagement in one or more career/community experience(s), such as participating in an extracurricular activity, club, or experiential learning opportunity (e.g., work-based learning, summer camp, community service, internships).	11th-grade student survey, MCIS data
The percentage of 11th-grade students participating in at least one school-sponsored or school-supported extracurricular activity will increase from 43 percent in 2018–19 to 55 percent in 2019–20.	School level data such as MCIS PLP portfolio

<b>Career Development</b>	<b>Possible Data Source(s)</b>
One hundred percent of 8th-grade students will complete all required PLP tasks by April of their 8th grade year (FY19).	District-level reports within MCIS
The percentage of high school students participating in a dual credit opportunity will increase from 35 percent in 2018–19 to 40 percent in 2019–20.	Dual credit enrollment data
Eleventh-grade student enrollment in work-based learning or youth apprenticeship will increase from 8 percent completion in the 2018–19 school year to 12 percent completion by the end of the 2019–20 school year.	Local data MDE Secure Reports: Perkins Summary reports Minnesota Common Course Catalog
For the 2018–19 school year, 100 percent of 9th-grade students will participate in career-focused eMentoring experiences through the BestPrep Cloud Coach program.	Local data PLP
For the 2018–19 school year, the percentage of all students enrolled for one half year or more in Grades 6–8 who participate in two or more job shadowing experiences will increase from 66 percent to 75 percent.	Local data PLP
For the 2018–19 school year, the percentage of all juniors and seniors placed in career pathway internships will increase from 4 percent to 10 percent.	Local data PLP
For the 2018–19 school year, the percentage of high school students earning college credit through concurrent enrollment, dual credit, and/or Postsecondary Enrollment Options (PSEO) courses will increase from 11 percent to 20 percent.	Participation data are available in SLEDS, Credit earned may be available at the local level depending on agreements

Transitional Knowledge	Possible Data Source(s)
Parent participation in at least one of three district workshops on financial aid will increase from 45 percent in 2018–19 to 75 percent in 2019–20.	Event registrations
Enrollment in the Personal Finance course will increase from 30 percent of 2018–19 juniors to 60 percent of 2019–20 juniors with a transition plan to enroll 100 percent of juniors starting in 2020–21.	Course enrollments
The number of Personal Finance students passing Technical Skill Assessments (TSA) for Banking Services or Securities and Investments will increase from 20 percent in 2018–19 to 60 percent in 2019–20.	TSA reports
The percentage of seniors receiving an individual career/college planning session with their counselor will increase from 80 percent in 2018–19 to 100 percent in 2019–20.	Counselor logs
The percentage of seniors participating in a job shadowing experience in a career pathway field of interest will increase from 5 percent in 2018–19 to 25 percent in 2019–20 with a transition plan to have 100 percent participate by 2021–22.	MDE Secure Reports, Summary Report: Course Work-Based Learning Coordinator logs Employer Evaluation of Student: Skills learned, Goals Met, Traits/Behaviors
The percentage of all 12th grade students who have completed Free Application for Federal Student Aid (FAFSA) and/or scholarship applications, registered with a workforce center, or enlisted in the military at time of graduation will increase from 75 percent in 2018–19 to 85 percent in 2019–20.	Local data <a href="#">FAFSA Completion data from Office of Higher Education</a>

## Categories of CCR Data

The process of measuring CCR and monitoring programs is not intuitive. When using data to tell the story of a school district, we often start at the “beginning” (usually pre-K through grade 3) and work forward through high school graduation. However, when thinking about data inquiry, it is important to consider the story in the opposite direction. That is, we start at the end goal to look at existing student outcomes and then work backward. For example, what do schools and districts want student outcomes to look like in high school? And how do we get there? What needs to happen earlier in the system in order to academically prepare students for eventual careers? CCR data can be categorized into five main “buckets” that tie back to the CCR Domains and Competencies. These data inform CCR programming and guide decision making.

### Social-Emotional Learning

Social-emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support their success in school and in life. SEL develops competencies that foster positive social skills, reduce conduct problems, diminish emotional stress, and improve academic and career performance. As the benefits of SEL become more salient, so, too, do the measures now available to assess SEL competencies and implementation. Districts are encouraged to identify assessments to measure and monitor SEL data at the local level. These data are not reported to the state.



### Career Readiness

Career readiness indicators represent pre-K through grade 12 activities, curricula, and events that raise awareness and provide opportunities for students to explore and experience a variety of career options. It is important to ensure that all students have equitable access to relevant knowledge and skills across a variety of career possibilities. These activities help students connect and engage with people in their field of interest, develop social-emotional skills, and access leadership opportunities that will support them in a healthy work environment once they enter the job market.



### Academic Performance

Academic performance indicators primarily include summative assessments and represent the final outcome of all the work and effort that has gone into learning the knowledge, skills, and abilities that will assist students in transitioning to career and college opportunities.



### Additional Relevant Data

These data can be collected to inform your CCR programming. These data represent work and activities which may have happened before and after the K–12 system.

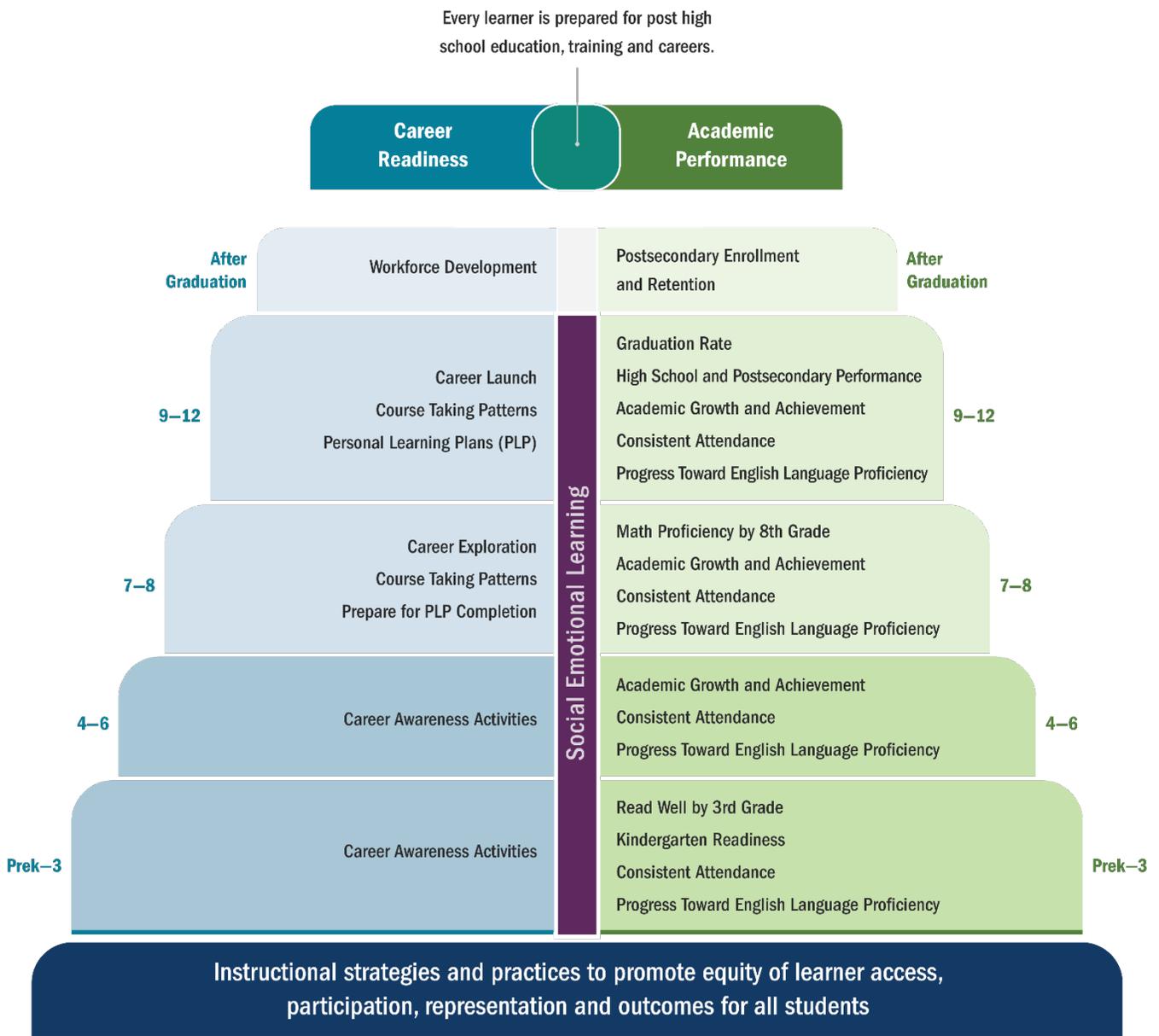
## Continuous Improvement



Continuous improvement data are important at every grade level across the pre-K through grade 12 system. Continuous improvement data and indicators represent a variety of formative assessments *plus* ongoing progress monitoring activities, curricula, targeted services, program evaluations (which may include formative and summative data), as well as support programs that ultimately assist students toward achieving their highest level of academic challenge and move students closer to their career goals. These data are typically maintained at the local level and are not included within this document. However, these data often represent the bulk of the ongoing work within a district. Please refer to the [Minnesota Department of Education's continuous improvement resources](#) school program planning level or overall district strategic planning.

# Continuous Improvement Data for Career and College Readiness

The chart below lists local and state data sets and indicators that can be used in either a locally defined or the state developed resource for a [continuous improvement process](#) to measure, assess, plan for and monitor career and college readiness.



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## State-Level Data Sources by Type

The information provided within this resource includes data examples to guide districts toward compiling and monitoring their own district-, school-, and student-level data in support of CCR goals. Data referenced within this section are: interactive and mobile friendly, available to download, and special permission required. All types referenced here include state agency sources.

MDE's [Outreach and Data Interpretation](#) page contains additional support regarding various data reports that are available. This site provides teachers with easy access to data and resources to inform their instruction.

**To access the data sources listed below, visit MDE's home page and select "Data Center" on the top navigation bar: [MDE Homepage](#) > Data Center. Choose from the following:**

### Interactive and Mobile Friendly

[Early Childhood Longitudinal Data System \(ECLDS\)](#) is an innovative tool that combines birth through 12th-grade data collected by the Minnesota Departments of Education, Human Services, and Health into one interactive database. Educators can begin to ask questions to gauge the effectiveness of current programs and design targeted improvement strategies to support students, families, and communities.

[Minnesota Report Card](#) gives easy access to understandable district and school data. This interactive tool is designed to provide parents, educators, schools, districts, and citizens with easy access to district and school information, test results, demographic information, and other critical data in a centralized location. A variety of filters are available to help drill down district- and school-level data. Please note that Minnesota Comprehensive Assessments (MCA)/Minnesota Test of Academic Skills (MTAS) results displayed on the Minnesota Report Card represent all students—regardless of graduation status.

The [Statewide Longitudinal Education Data System \(SLEDS\)](#) matches student data from prekindergarten through completion of postsecondary education and into the workforce. Educators can begin to ask questions to gauge the effectiveness of current programs and design targeted improvement strategies to help students. SLEDS combines data from the Minnesota Department of Education, Office of Higher Education, and Department of Employment and Economic Development into one interactive website. Reports displayed on this site address course-taking patterns during high school, high school achievement and ACT results, postsecondary enrollment, developmental education demographics, and some workforce data. Please note that SLEDS displays outcomes *only for those students who have graduated*.

The [Minnesota Department of Employment and Economic Development \(DEED\)](#) exists to promote business recruitment, expansion, and retention as well as to foster workforce and community development. This website provides a number of data tools and analytics that are helpful for job seekers, career planning, and business and industry. DEED's [Labor Market Information \(LMI\)](#) can be compiled by region. These data are critical when planning for local education, training, and workforce needs.

## Available to Download

[Data Reports and Analytics](#) lists data files that are publicly available often at the state, region, district, and school levels. These summary data provide information about districts, schools, and student demographics. A sampling of files that are available on this site include attendance, enrollment, discipline, and graduation rate. Data sets can be filtered specific to users' needs. Data can be downloaded as an Excel file or in portable document format (PDF).

## Special Permission Required

[Secure Reports](#) are data files and analytics available to only authorized users who have requested and been given access to specific files or sections. For example, districts can request access for data such as Carl Perkins Secure Reports (that is, Career Technical Education [CTE]) data, school improvement assessment reports (MCA/MTAS contrast groups, free or reduced-price lunch [FRPL] eligibility), and early learning information, among many other data sources. Different divisions at MDE hold responsibility for allowing access to individual sections.

## CCR Data Indicators at a Glance

Below is a quick at a glance snapshot of the CCR Data described in this report including data source(s). Each Category title in the table is hyperlinked to a later section within this document where additional information is provided. The District/School Data column indicates data collected and maintained at a local level; local data are not displayed on any public-facing state report or website. The State Data column represents data that the state maintains and displays.

Aspirational [Statewide goals](#) are provided for any indicator that is part of either state or federal accountability reporting. Again, the aspirational goal for WBWF is “all students” (i.e., 100 percent) and a demonstration of progress toward locally determined WBWF goals, while ESSA contains time-bound expectations around measures that were determined in collaboration with statewide stakeholder groups.

### Social Emotional Learning

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
<a href="#">SEL Competencies</a>	District-determined SEL assessment	X	

### Career Readiness

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
<a href="#">Career Awareness and Exploration</a>	Career-focused field trips, guest speakers, curricula (PK–12)	X	
	Career interest inventories and surveys (7–12)	X	
	Documentation of Personal Learning Plan activities (9–12)	X	
	Participation in student organizations, leadership opportunities, and competitions (9–12)	X	
	Recognition and awards received (9–12)	X	
<a href="#">Course-Taking Patterns</a>	Enrollment in CTE courses (7–12)	X	Secure Reports
	Enrollment in honors courses (7–12)	X	n/a
	Number of CTE concentrators (9–12)	X	Secure Reports
	Enrollment in rigorous courses: PSEO, concurrent enrollment, Advanced Placement (AP), and International Baccalaureate (IB) (9–12)	X	SLEDS
<a href="#">Career Development</a>	Participation in Youth Apprenticeships (11–12)	X	Secure Reports

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
	Participation in Work-Based Learning (11-12)	X	Secure Reports
	Industry Recognized Credentials earned (9-12)	X	
	Armed Services Vocational Aptitude Battery (ASVAB) score (10-12)	X	
	Students who took TSA in approved CTE programs, by content area (9–12)	X	Secure Reports

## Academic Performance

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
<a href="#">Kindergarten Readiness</a>	<p><b>Statewide goal: All students (100 percent) meeting school readiness goals</b></p> <p>Families accessing early care and education (Birth-K)</p> <p>Participation by program (Birth-K)</p>		ECLDS ECLDS
<a href="#">Consistent Attendance</a>	<p><b>Statewide Goal: 95 percent of students will consistently attend with no student group below 95 percent attendance, by 2020</b></p> <p>Students consistently attending (data displayed by: grade (1–12), and by student group)</p>	X	Secure Reports
<a href="#">Disciplinary Actions</a>	Disciplinary actions (data displayed by: grade (K–12), by gender, and by ethnicity)	X	Data Reports and Analytics
<a href="#">Progress Toward English Language Proficiency</a>	<p><b>Statewide Goal: 85 percent of English learners will be making progress in achieving English language proficiency, by 2025</b></p> <p>ACCESS/Alt-ACCESS: Average progress toward EL proficiency (otherwise known as, Index (grades 1-12))</p>	X	Minnesota Report Card
<a href="#">Reading Achievement</a>	<p><b>Statewide Goal: 90 percent of all students will score proficient or higher in reading by third grade, by 2025</b></p> <p><b>Statewide Goal: 90 percent of all student will be proficient in reading, by 2025</b></p> <p><b>Statewide Goal: No student group below 85 percent ; at least 85 percent of students in every student group are proficient, by 2025</b></p> <p>MCA/MTAS, Meets/Exceeds Proficiency (data displayed by: grade, by gender, and by student groups (3–8, 10)</p>	X	Minnesota Report Card and Secure Reports

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
<a href="#">Math Achievement</a>	<p><b>Statewide Goal: 90 percent of all student will be proficient in reading, by 2025</b></p> <p><b>Statewide Goal: No student group below 85 percent; at least 85 percent of students in every student group are proficient, by 2025</b></p> <p>MCA/MTAS, Meets/Exceeds proficiency (data displayed by: grade, by gender, and by student groups (3–8, 11)).</p>	n/a	Minnesota Report Card and Secure Reports
<a href="#">High School Performance</a>	<p>Participation in Advanced Placement and International Baccalaureate exams (9-12) [Note: AP/IB Course and Exam Participation as well as Exam Performance data are available in SLEDS, though only the AP/IB Exam Participation chart is displayed in this report]</p> <p>MCA career and college readiness goal score (10, 11)</p> <p>ACT score</p> <p>Postsecondary credits earned</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>SLEDS</p> <p>SLEDS</p> <p>n/a</p> <p>n/a</p>
<a href="#">Four-Year Graduation Rate</a>	<p><b>Statewide Goal: 90 percent of high school student will graduate in four years, by 2020</b></p> <p><b>Statewide Goal: No student group below 85 percent graduating in four years, by 2020</b></p> <p>Four-Year Graduation Rate</p>	X	Minnesota Report Card and SLEDS

### Additional Relevant Data

Category	Data Indicators (applicable grade levels)	District/School Data	State Data
<a href="#">College Performance</a>	<p>Enrollment in developmental education</p> <p>Postsecondary enrollment</p> <p>Highest undergraduate degree completed</p>		<p>SLEDS</p> <p>SLEDS</p> <p>SLEDS</p>
<a href="#">Work Force Development</a>	Labor Market Information by region	n/a	DEED

## CCR Indicators

This section provides background information and context for each CCR indicator. Each section links to a corresponding example chart, which is displayed later in the document.



### Social Emotional Learning

The most impactful [SEL implementation](#) begins during early education (PK–3) and is consistently implemented throughout a student’s educational experience (until graduation). Effective SEL implementation requires districts to use a strategic, systemic approach involving everyone from district and school leaders to community partners and families. Everyone needs to work together at all levels to ensure that students receive the support they need. Successful SEL implementation is not achieved through a stand-alone program or an add-on lesson; it must be a central part of how schools, communities, and families value and support the social, emotional, and academic development of their children.

As the benefits of SEL become more salient, so, too, do the measures now available to assess SEL competencies and implementation. These data are not reported to the state; however, districts are encouraged to identify assessments to measure and monitor SEL data at the local level. MDE staff have synthesized [information on available assessments to think about prior to implementing SEL](#), and compiled a list of further [SEL resources](#).

### Career Readiness



#### Career Awareness and Exploration

The goal of these activities is to expose students to career options and assist them with finding and maintaining the appropriate level of academic and career interest. No state-level data are available. Please refer to the CCR Domains and Competencies section for career awareness and exploration activities tied to the CCR domains and competencies.

#### Course-Taking Patterns

These data look at participation in CTE courses and programs as well as participation in rigorous courses such as Postsecondary Enrollment Options (PSEO), Concurrent Enrollment, Advanced Placement (AP), and International Baccalaureate (IB). [Access state level data on course-taking patterns](#).

## Career Development

### Youth Apprenticeship Participation

Youth Apprenticeship is a paid experience for 11th- and 12th-grade students. The Youth Apprenticeship requires a written agreement and training plan. For a one-year program, the training plan includes 450 hours of work-site learning and 120 hours of related classroom instruction; a two-year program includes 900 hours of work-site learning and 360 hours of related classroom instruction. Students are paid by their employer. Youth Apprenticeship may or may not provide postsecondary credit and/or industry-recognized credential(s).

### Industry-Recognized Credentials Earned

These certifications verify mastery of, or competency in, specific knowledge, skills, or processes that can be measured against industry standards. These certificates are valuable to employers because they allow them to determine the skill or education level of applicants.

### Armed Services Vocational Aptitude Battery Scores

ASVAB is a multiple-aptitude assessment battery that measures developed abilities and assists in predicting future academic and occupational success in the military as well as providing career exploration tools, and an interest assessment. This battery of assessments provides a means to identify, select, and place individuals interested in serving in any of the six branches of the military and/or whose goal is a military career. These assessments are offered to American high school students in 10th through 12th grade, although anyone eligible may take the assessment.

### Technical Skill Assessments Participation

[Technical Skill Assessments \(TSA\)](#) are state-approved standardized assessments that are aligned to national industry standards; many are industry certifications. These assessments are often given to students who participate in approved CTE programs and courses. Results from TSA are sent either to the high school principal or directly to the teacher of record. These data are then submitted to MDE as part of the accountability measures for Perkins/CTE. Local data may have more detail available. [Access state level data on TSA participation.](#)

## Academic Performance

### Kindergarten Readiness



***Statewide Goal: All students (100 percent) meeting Kindergarten Readiness goals.***

CCR begins at birth and continues on through the high school years and beyond. High-quality early childhood education programs can provide a strong foundation on which to build future success in school and career. The Minnesota K–12 Academic Standards are the foundation of the K–12 system; similarly, the Early Childhood Indicators of Progress (ECIPs) are the foundation of the PK–3 system. ECIPs and the Kindergarten Academic

Standards are aligned, resulting in a system that has Academic Standards from birth through 12th grade. Keep in mind, though, that learning outcomes and data may look very different within the early years.

Districts are encouraged to examine their early childhood screening data, which could be used for WBWF Goal 1 with the goal generally being to increase the number of children who are screened between their third and fourth birthday. Additional goals could include increasing preschool and kindergarten participation, as well as monitoring the programs and services students and families are accessing; there are many possible [WBWF goals and strategies](#) that districts could implement.

District administrators are encouraged to connect with early childhood professionals both inside and outside of their district. A wealth of data and information exists but might be best known by their early learning professionals, who may include early childhood family education coordinators, early childhood coordinators, voluntary prekindergarten, school readiness, and school readiness plus program administrators, as well as lead prekindergarten and kindergarten teachers. [Access state level data on kindergarten readiness.](#)

## Consistent Attendance

***Statewide Goal: 95 percent of all Minnesota students will consistently attend school by the year 2020, with no student group below 90 percent.***

In general, students who attend school consistently are more likely to develop early literacy skills, graduate from high school on time, and succeed in pursuit of their career and college goals post high school. This trend is likely to be strongest when a school provides effective academic instruction, an all-around positive school climate, and the ability to address students' social, emotional, and physical health needs. [Access state level data on consistent attendance.](#)

## Disciplinary Actions

Although not directly included as an accountability measure, note that in most cases when a student is suspended, the suspension is counted as an absence. [Access state level data on disciplinary actions.](#)

## Progress Toward English Language Proficiency

***Statewide Goal: 85 percent of all English Learners will make progress in achieving English language proficiency by the year 2025.***

An English Learner (EL) is defined in Minnesota as “a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under Minnesota Statutes, section 124D.151 or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

- (1) The pupil, as declared by a parent or guardian has a home language other than English; and
- (2) the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measure, which might include observations, teacher judgement, parent recommendations , or developmentally appropriate assessment instrumentation, to lack the necessary

English skills to participate fully in academic classes taught in English.” (2017 Minnesota Statutes, section 124D.59, subdivision 2).

Students with Limited or Interrupted Formal Education (SLIFE) make up a specific group of English Learners. This includes “an English Learner with an interrupted formal education who:

- (1) comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
- (2) enters school in the United States after grade six;
- (3) has at least two years less schooling than the English learner’s peers;
- (4) functions at least two years below expected grade level in reading and mathematics; and,
- (5) may be preliterate in the English Learner’s native language.” (2017 Minnesota Statutes, section 124D.59, subdivision 2a).

Minnesota has adopted the World-class Instructional Design and Assessment English Language Development (WIDA ELC) standards. These [standards](#) reflect the social and academic language expectations of ELs in grades pre-K through 12 attending schools in the United States. The focus is on providing a language instruction educational program that ensures language growth in listening, speaking, reading, and writing.

The annual state English language proficiency assessment, based on the ELD standards, is called Assessing Comprehension and Communication in English State-to-State (ACCESS). The ACCESS 2.0 assessment has six levels of proficiency. In Minnesota, a student is considered proficient if they score at least 4.5 and three out of four domain scores (in listening, speaking, reading and writing) of at least 3.5. When a student meets proficiency, the student must be exited from the Language Instruction Education Program (LIEP) and reclassified in MARSS at the beginning of the following school year. If a student has not met the ACCESS proficiency score, the student should continue with LIEP. [Access state level data on progress toward English language proficiency.](#)

## Reading Achievement

***Statewide Goal: 90 percent of all Minnesota students will score proficient or higher in reading by third grade, with no student group below 85 percent by 2025.***

***Statewide Goal: 90 percent of all Minnesota students will be proficient in reading by the year 2025, with no student group below 85 percent.***

As outlined in WBWF, the [Reading Well by 3rd grade](#) goal is *all students* 100 percent proficient by no later than the end of students’ third-grade year; and, more broadly, then to maintain proficiency across all subsequent grades. However, districts are able to determine their own aspirational goals as they progress toward 100 percent proficiency.

In regard to the Reading MCA-III, test items are directly aligned to the [Academic Standards](#) and assess both the content and rigor of the standards. It is important to review the changes in rigor across grade levels. Changes in complexity across grade levels can be seen within the various components of the [Test Specifications](#) (Lexile, Word Count, etc.). It is expected that as grade levels increase, associated reading skills also become more in-

depth, complex, and comprehensive. Thus, the MCA-III assessment follows a typical pattern of skill development across the grades, and the standards must be addressed accordingly within each grade level.

Both [WBWF](#) and [ESSA](#) highlight closing all racial and economic gaps between students as priority work. The importance of this work can be seen throughout the CCR data. For example, gaps that are not closed within PK–12 tend to persist into postsecondary enrollment as well as careers. Additional student groups to monitor for achievement gaps include gender, economically disadvantaged or FRPL eligible, English learner, special education, and the associated contrast groups. [Access state level data on reading achievement.](#)

## Math Achievement

***Statewide Goal: 90 percent of all Minnesota students will score proficient or higher in math by eighth grade, with no student group below 85 percent by 2025.***

***Statewide Goal: 90 percent of all Minnesota students will be proficient in math by the year 2025, with no student group below 85 percent.***

The Math MCA-III test items are directly aligned to the [Minnesota K-12 Academic Standards in Mathematics](#) and assess both the content and rigor of the standards. Districts are encouraged to review information in the [Math Benchmark Toolkit](#), which enables district leadership and school staff to review their curriculum maps, make adjustments in the areas that are causing the most difficulty, and ensure that classroom teachers are equipped to provide learning experiences that enable all students to successfully meet the standards.

The [Achievement Level Descriptors](#) can be used to provide information regarding grade-level expectations and coherence across the grades. It is very difficult to understand the rigor of the standards at a particular grade level without knowing the standards and benchmarks at least one year below and one year above the grade level. When teachers review the information in this guide, they often recognize the impact of their particular interpretation of their standards and are better able to focus their instruction.

Although WBWF highlights eighth-grade math proficiency as a CCR indicator, a variety of measures mentioned throughout the CCR Resource could be used to indicate a student’s progress toward CCR.

Both [WBWF](#) and [ESSA](#) highlight closing all racial and economic achievement gaps between students as priority work. The importance of this work can be seen all throughout the CCR data. For example, gaps that are not closed within pre-K through grade 12 tend to persist into postsecondary and later career potential. Additional student groups to monitor for achievement gaps include gender, economically disadvantaged or FRPL eligible, English learner, special education, and the associated contrast groups. [See MDE's Secure Reports: Accountability Secure Reports.](#) [Access state level data on math achievement.](#)

## High School Performance

### AP and IB Exam Participation

[Advanced Placement](#) (AP) exams are open to all students, not just those who have taken an AP course, so home-schooled, online students, and others may take an AP exam for credit. Students who complete an AP course and/or take the end-of-course examination may qualify for college credits from postsecondary institutions, provided their score meets the institution's credit policy. Students should check with individual postsecondary institutions for the most current list of the AP courses each institution accepts for postsecondary credit. An outcome of three or higher is considered passing for an AP assessment.

International Baccalaureate (IB) exams are open only to students who have first participated in the associated IB course. An outcome of four or higher is considered passing for an IB exam. [Access state level data on AP and IB exam participation.](#)

### MCA Career and College Readiness Goal Score (MCA-CCR)

Minnesota Statutes, section 120B.30, prohibits a Minnesota State college or university from requiring a student to take a developmental education course in a subject area if the student has received an MCA score that meets or exceeds the career- and college-ready benchmark in that subject area.

Depending on local agreements, Minnesota's testing contractor, Pearson, sends the Individual Student Reports (ISRs) to principals, school counselors, or directly to the student's home. Typically, these results are sent out in August.

Included on the ISR is a CCR goal score, which is an indicator that the student's performance is on track to demonstrate CCR on a college entrance exam by the end of grade 11. Scores falling below the CCR goal score may indicate that a student's performance is not on track to meet CCR goals. CCR goal scores are reports only for reading and math. Please see the [Interpretive Guide for Minnesota Assessment Reports](#) for additional information on how to interpret this section of the ISR document, posted on MDE's [Statewide Testing site](#).

### ACT Score

ACT acceptance scores vary widely by college of enrollment. Low ACT scores are one reason students can be placed into developmental education. Students in developmental education had an average ACT score of 17.0; students not in developmental education had an average ACT score of 23.0.

Minnesota State colleges and universities are required by state law to exempt students from ACCUPLACER testing and place them into college-level courses if they present ACT English, reading, and/or mathematics scores that meet or exceed the [ACT college-readiness benchmarks](#). [Access state level data on ACT scores.](#) At the local level, districts may also have data on student SAT scores.

## Postsecondary Credits Earned

These data are not available at the state level. The state reports enrollment trends but does not have access to completion or credit-earned information. Districts that have local access to these data are encouraged to organize, review, and monitor this information to ensure equitable access and that opportunities are being maximized.

## Four-Year Graduation Rate

***Statewide Goal: 90 percent of all Minnesota students will graduate in four years by the year 2020, with no student group below 85 percent.***

For the purposes of [ESSA accountability](#), this indicator will use a school's four-year and seven-year graduation rate. Students are counted at the school they last attended, with the exception of those students who drop out after less than half an academic year. Students with less than .5 ADM are counted at the high school they attended for the greatest amount of time. [Access state level data on four-year graduation rates.](#)

## Additional Relevant Data

### College Performance

Although students have left the pre-K through grade 12 system at this point in the data, it is important to examine this information for clues and patterns that might inform career and college readiness programming throughout the earlier years. Keep in mind that the data displayed within SLEDS analytics include only those students who have graduated high school. For example, MCA scores may appear inflated within SLEDS as compared with outcomes displayed within MDE Report Card (which contains information on all students). Additionally, this is the reason why only the *number* of students graduating high school is presented in the first box of the data chart, as opposed to a percentage.

New reports are being added all the time to the SLEDS analytics site. Therefore, it is important to consider where you would like to start a data inquiry and the questions you would like answered. The college performance chart within this document provides one example of how to begin thinking about and organizing SLEDS data for your district. For example, the percent of students enrolling in Developmental Education refers back to the MCA-CCR goal score (described above) and whether students are academically prepared for college-level coursework. Also important to consider is not only the percent of students enrolling in postsecondary, but also whether students are enrolling in a two-year or four-year institution. Often patterns in enrollment can indicate financial opportunities, transition programs, and/or strong relationships between secondary and postsecondary as much as it reflects students' interests and program offerings.

The final piece of information included in the chart is the highest undergraduate degree completed. Students who are both academically prepared for college-level work and who have a good sense of career interests stand a much better chance of completing their desired program.

### Workforce Development

Conducting a data inquiry with information provided on DEED's website is helpful for several reasons. First, knowing the trends in the job market as well as what jobs may be currently be available can be very helpful in discussing career development information with students and families. Additionally, knowing the employers within a given area can assist in connecting pre-K through grade 12 programs with business and industry partners who may be able to provide information on the latest industry innovations and alignment with curriculum. Finally, knowing the DEED data can assist in informing the need for new programs or perhaps even expanding existing programs based on local economies and employment potential. Please see [DEEDS data website](#) for a range of data tools and resources.

## Data Handbook

This section of the CCR Resource is more technical in nature. This section is not intended to be read front to back like a book, but, instead to be used as a guidepost or example in order to compile data, produce charts, and inform continuous improvement efforts. Information in this section could easily be delegated across a team of people or used in conjunction with existing local resources. However, for those who are starting with this section or were assigned one or two specific charts to create, please read the corresponding information in the previous sections for background knowledge and context.

The “Data Visualization How-To Guide” contains step-by-step directions for creating a chart in a variety of formats for those folks who have not created a chart before. Links to videos are embedded for anyone who might want to see a general example of the steps carried out in real time. A list of data indicators and the corresponding example chart types are provided.

Next is the “State Level Data and Guiding Questions.” Information within this section contains the exact same elements for each data indicator represented in this resource. Each data indicator contains the following information:

1. Breadcrumb trail – lists the exact steps to take in order to find the data file and provides any additional detail that might be helpful once the file has been downloaded or is viewed.
2. Example chart – is designed to include a pre-K through grade 12 perspective wherever possible along with the Statewide Goal for that indicator.
3. Data Inquiry box – lists the questions the example chart is addressing and provides any additional information or caveats that might exist relative to interpreting the data.
4. Deeper Dive box – provides additional follow-up questions once the initial example graph has been produced using local district data. Given that the data for each indicator is often the result of a year’s worth of effort, one “cut” of the data is often not enough to fully understand what is currently being implemented, the degree to which something is being implemented, and the results that are happening for any given group of students or the system as a whole. Therefore, these questions are intended to lead folks toward further investigations or “data cuts” in order to make informed decisions about the work prior to determining what actions may need to be taken in order to see improvement in student or school outcomes.
5. Action Items box – provides additional thoughts to consider as you work through district data and consider the school and community needs. Wherever possible, direct links to MDE resources are imbedded so that if interventions, resources, or additional information is needed around a particular data indicator, those resources can be found efficiently.

# Data Visualization How-To Guide

[How to Build Data Visualizations in Excel](#) provides tips on how to make any data set visually engaging.

Possible divide-and-conquer strategy:

1. Staff create charts in whatever software or web environment works best (Tip: Word/Excel create better overall quality charts).
2. Charts are copied/pasted from the various sources into one “Master Copy” document that all staff can access and which is maintained on a local share drive, in Google Docs, or other web-based application.
3. Leadership team(s) and/or Career and College Ready workgroups meet to discuss the findings of the data inquiry and determine an appropriate course of action for the purpose of continuous improvement.

Prior to using Google Sheets or other web-based applications, please check your district’s contract with these entities and/or local policy. The level of data privacy available within Google Docs/Sheets or other web-based applications may vary across districts. Best practice is not to include any student identifiable data within a system that stores data outside your own district/state server, in which case the data may not then belong to the district/state, or that other entities might then be able to access and use at their discretion. If only summary data and outcomes are used, such as the data used to complete the charts represented in the CCR Handbook, then it is at the discretion of each district and their local policies whether to use Google Docs/Sheets or other web-based applications to develop and store charts for data inquiry.

## Basic Chart Types included in this section

	Chart Type	Data Indicator: Chart Example	Software
A.	Pie Chart	Kindergarten Readiness (percentage of Families and Students accessing Early Care and Education)	Excel, Word, Google Sheets
B.	2-D Clustered Column	Consistent Attendance (by grade) Discipline Kindergarten Readiness (participation by program type) Math Achievement (by grade) Reading Achievement (by grade) Rigorous Course Exam (participation) Rigorous Course-Taking	Excel, Word, Google Sheets
C.	2-D Bar	Consistent Attendance (by student group) Technical Skill Assessments	Excel, Word, Google Sheets
D.	Stacked Bar	CTE Participants and Concentrators (by Career Field)	Excel, Word, Google Sheets

	Chart Type	Data Indicator: Chart Example	Software
E.	Stacked Column	ACCESS 2.0 English Learners	Excel, Word, Google Sheets
F.	Overlapping Bars	ACT Composite Scores Four-year Graduation Rate	Excel and Word
G.	Vertical Dumbbell-dot-plot	All Gap analysis	Excel and Word

## Microsoft Word

Follow these steps for charts types A-E.

1. In Word, Insert > Chart
2. Select the chart type you would like to create (see list above). Do not create 3D charts of any kind, ever.
3. Once you select “Ok” to insert the chart, Word will bring up a dialog box that looks similar to an Excel worksheet. The highlighted section is where you will enter in the data.
  - a. Category represents distinct categories of data (ex., Work-Based Learning, Agriculture, Business, etc.). Series represents the numbers or percentages you would like to see represented on the chart (ex., number of students, outcome percentages, etc.).
4. If the pop-up box accidentally closes, do not worry. To edit the data, right click on the chart, then select “Edit Data in Excel.”
5. To change the look of the graph, double-clicking will bring up formatting options along the right side of the screen.
  - a. Tip: keep the scale consistently at 100 percent whenever possible (Max 1.0); however, if/when you need to decrease the scale, be sure to display the (vertical Y-axis) scale on the graph for transparency in reporting.
  - b. Tip: Double-clicking any element on the chart, then selecting “delete”, will delete that element (select “undo” to bring it back).
6. Additional options for changing the look of the graph can be found (when clicking once to select the chart) under Chart Tools > Design or Format. These options help to expedite updates.
  - a. Tip: For a cleaner look, selecting the green Plus sign that pops up along the right side of the chart can be a quick way to uncheck/remove the Primary Horizontal gridlines.
7. If you would like to get a general sense of what this process looks like, you can watch [How to make a Column \(Vertical Bar\) Graph in Microsoft Word](#) (1:39) or [How to insert and edit a chart in Word 2016](#) (6:02 minutes). MDE does not support or sponsor any advertisements shown while watching this video nor endorse any particular person or company which may be represented. Please do not use any of the glow or 3D features covered in the video. If additional assistance is needed, you may be able to access Lynda Learning training videos through your local library.
8. Save file every step of the way.

## Microsoft Excel

Follow these steps for chart types A-E.

1. In Excel, input your data.
2. Highlight the data > Insert > Charts (column/bar chart symbol) > select the chart you want from the drop-down menu.
3. Follow steps 5-6 and 8-9 in the Word section (above) for how to change the appearance of a chart.
4. If you would like to get a general sense of what this process looks like, you can watch [How to Create a Column Chart in Excel 2016](#) (3:40). MDE does not support or sponsor any advertisements shown while watching this video nor endorse any particular person or company which may be represented. If additional assistance is needed, you may be able to access Lynda Learning training videos through your local library.

## Google Sheets

Follow these steps for charts type A-E.

1. From Google Drive, Sheets or Select File > new > spreadsheet > Name the file.
2. Input the data.
3. Highlight the data, select Insert > Chart –a default chart will appear.
4. Use the “Customize” tab in the Chart Editor to change the chart type if needed; for example, to remove the legend or gridlines, to adjust the scale (vertical axis), and/or to include Data Labels or change the color of the bars (double-click on the chart to bring this up if it is not already shown).
5. No need to save the file because as soon as you name it, the file is saved to the cloud.
6. Select “Insert” along the top ribbon, then, “New Sheet” to add another worksheet/chart to the same file (or, select the + sign located at the bottom left corner of the sheet), otherwise copy/paste the chart into the shared document where all charts will live.
7. If you would like a general sense of what this process looks like, you can watch [How to Make a Bar Graph using Google Drive](#) (4:44). An older version is displayed in the video, but, the process is very similar. [How to Create a Bar Graph | Google Docs Tutorial](#) provides a high-level overview of the steps (1:08). MDE does not support or sponsor any advertisements shown while watching these videos nor endorse any particular person or company which may be represented. If additional assistance is needed, you may be able to access Lynda Learning training videos through your local library.

## Overlapping Bars in Word/Excel

Follow these steps for chart type F. [Access visuals for these steps](#). Note: MDE does not endorse any one person or company. There may be many resources; this website is the resource used here.

1. In Excel, input the data (note: there should be two columns for each category of data).
2. Highlight the data > Insert > Charts (chart symbol) > clustered bar chart.
3. Click once to select the set of bars you want in front.
4. Right-click and select Format Data Series > select the radio button next to Secondary Axis (note: this may appear to “hide” one set of bars, that is ok).
5. Make sure the secondary axis at the top of the chart matches the axis at the bottom of the chart. If it does, select the axis and the top of the chart > delete, it is redundant.
6. Select the bars that are in back > increase Gap Width by sliding the bar to the left.
7. Click once to select a set of bars > Format Data Series (to the left of the screen) > Paint bucket icon > Fill and Border allow for personalization of the bar colors according to school colors, or any colors of your choosing. Tip: Choose wisely, sunglasses should not be needed to review data inquiry graphs.
8. Save file every step of the way.
9. Optional: Insert > Shapes > Line > left hold mouse and move to the right to draw a line > click and drag to place the line on the graph where you want it. Drawing Tools > Shape Outline > Dashes in order to create a dashed line across the target percentage the district is aiming to achieve.

## Vertical Dumbbell-dot-plot in Word/Excel

Follow these steps for chart type F. [Access visuals for these steps](#). MDE does not endorse any one person or company. There may be many resources; this website is the resource used here.

1. In Excel, input the data. Below is a snapshot of what the data structure looks like for the FY2017 Reading achievement gap chart. Grades are listed as column headings, rows represent the various student groups you are interested in reviewing, fill in the percent proficient (meets/exceeds) accordingly.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Students of Color	40%	39%	51%	47%	42%	43%	44%
American Indian	33%	33%	47%	39%	32%	34%	42%
White	67%	67%	77%	72%	66%	67%	69%

2. Highlight data > Insert > 2-D Line with Markers.
3. Double-click the scale along the left > Format Axis > Maximum 1.0 > Enter.
4. Click once to select the scale > Delete.
5. Click once to select the horizontal gridlines > Delete.
6. Click once to select the markers on one line > Format Data Series > Paint bucket icon > Line > select No line > Marker > Marker Options > Built-in > Size 10 > Fill (select color) > Border (select matching color).
7. Repeat step 6 for each of the lines in the chart.
8. Chart tools (top ribbon) > Design tab > Add Chart element (top left on ribbon) > Lines > High-Low lines.
9. Click once to select the category titles > Home tab > Font (adjust to preferred type and size).

# State-Level Data and Guiding Questions

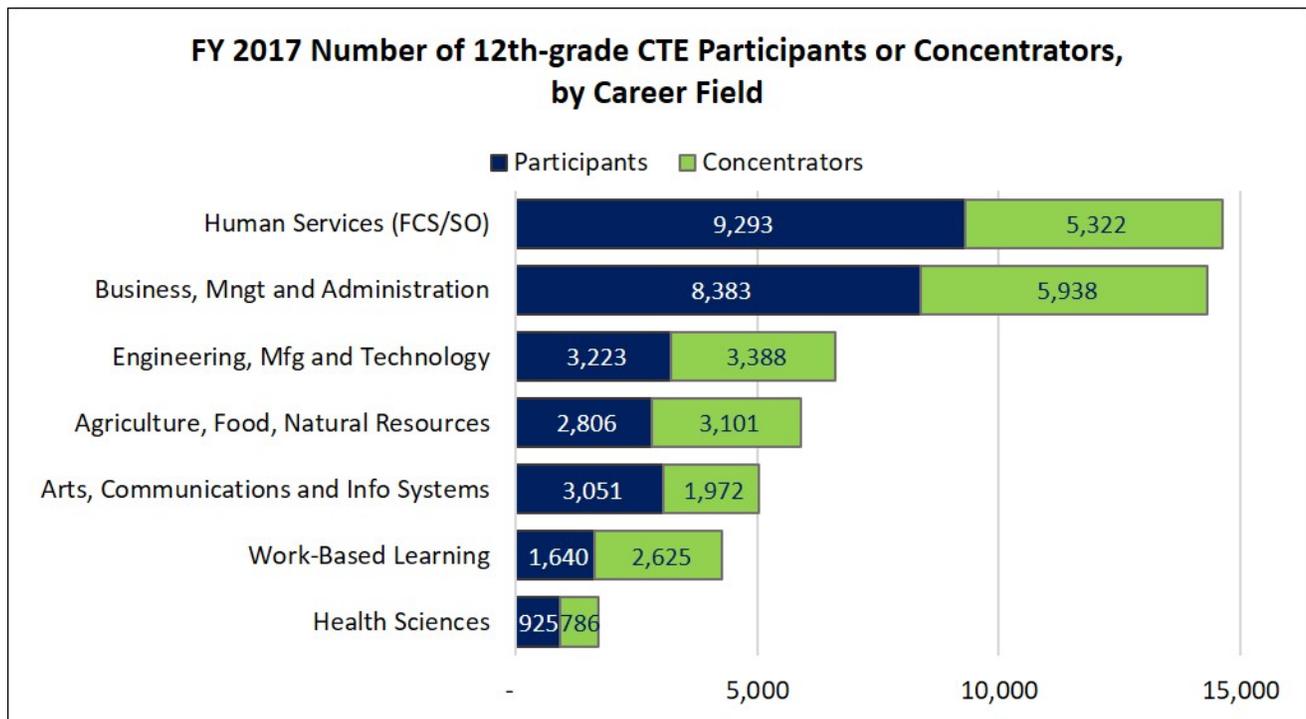
## Course-Taking Patterns

### Career and Technical Education (CTE) Participation



MDE > Secure Reports > Carl Perkins Secure Reports > CTE Participation

Note: This report will soon be available for authorized users. Until then, districts are encouraged to review their own local course enrollment data.

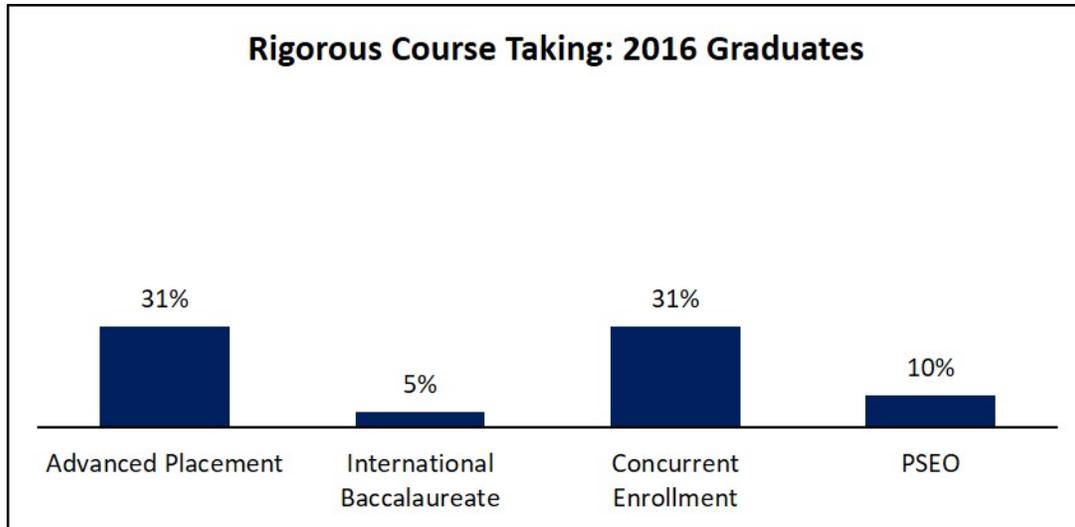


Example interpretation: approximately 75 percent of high school students (52,653/70,202) attained the status of either CTE Participant or CTE Concentrator by their 12th-grade year (FY 2017).

## Rigorous Course Participation



MDE > Data Center > Statewide Longitudinal Data System (SLEDS) > Rigorous Course Taking > Rigorous Course Enrollment (Filter for: year, student group, program)



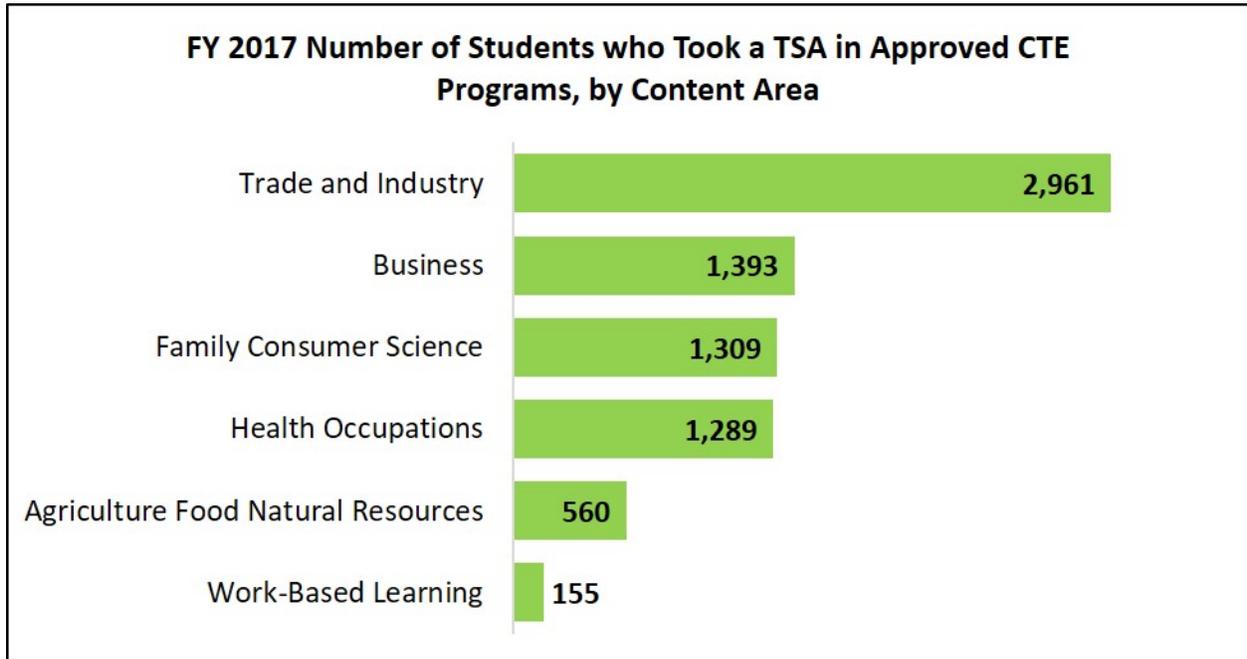
Inquiry: CTE/AP/IB/CE/PSEO	Deeper Dive	Action Items
<p>How many 12<sup>th</sup>-graders successfully completed 100–239 course hours within one career field of a CTE program (Participants = 29,521)?</p> <p>How many 12<sup>th</sup>-graders successfully completed 240 course hours or more within one career field of an approved CTE program (Concentrators = 23,132)?</p> <p>How many graduates enrolled in: <a href="#">Advanced Placement (AP)</a>, <a href="#">International Baccalaureate (IB)</a>, <a href="#">Concurrent Enrollment</a>, and/or <a href="#">Postsecondary Enrollment Options (PSEO)</a>?</p>	<p>Is the participation of the various student groups taking courses in different career areas representative of your school population?</p> <p>How can student interests be capitalized to further engage students and develop additional course offerings?</p> <p>Do all students have access to these courses (disaggregated data by student group)?</p>	<p>Do local school schedules support opportunities for students to more deeply develop career skills in their area of interest?</p> <p>Are program areas connecting with local business and industry partners in order to evolve and align programs and curriculum?</p> <p>Are the right <a href="#">CTE programs</a> in place that align with postsecondary as well as local business and industry needs? After identifying the root cause for why students may or may not be consistently attending, the next step is to identify additional resources and strategies for continuous improvement.</p>

## Career Development

### Technical Skill Assessment (TSA) Participation



MDE > Data Center > Secure Reports > Carl Perkins Reports > P-File Submission Status (Filter for: district and year)



Seventy-one percent (5,443/7,667) of students who took a TSA assessment in FY 2017 were proficient. Trade and industry programs offer more TSAs than any other program area.

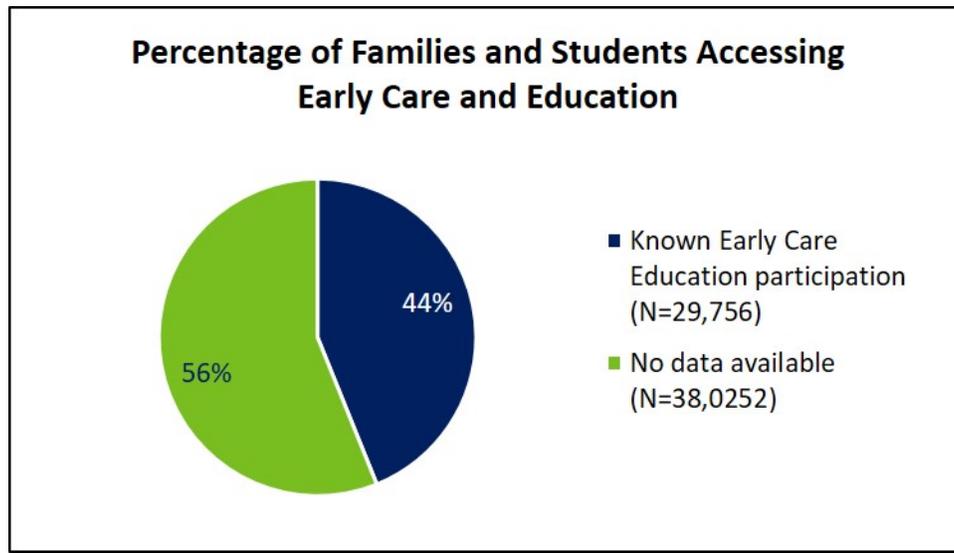
Inquiry	Deeper Dive	Action Items
<p>How many 9th- through 12th-grade students took the TSA?</p> <p>What was the overall TSA proficiency rate for the state?</p>	<p>What are the TSA outcomes by student group?</p> <p>What TSAs/certifications are valued by local business and industry partners?</p> <p>Are there any other approved CTE programs or courses that could offer the TSA and/or industry certification?</p>	<p>When was the last curriculum review conducted?</p> <p>Are the appropriate TSAs being offered relative to the curriculum being implemented?</p> <p>Are TSA outcomes being used to inform/modify/update/validate local instruction?</p>

## Kindergarten Readiness

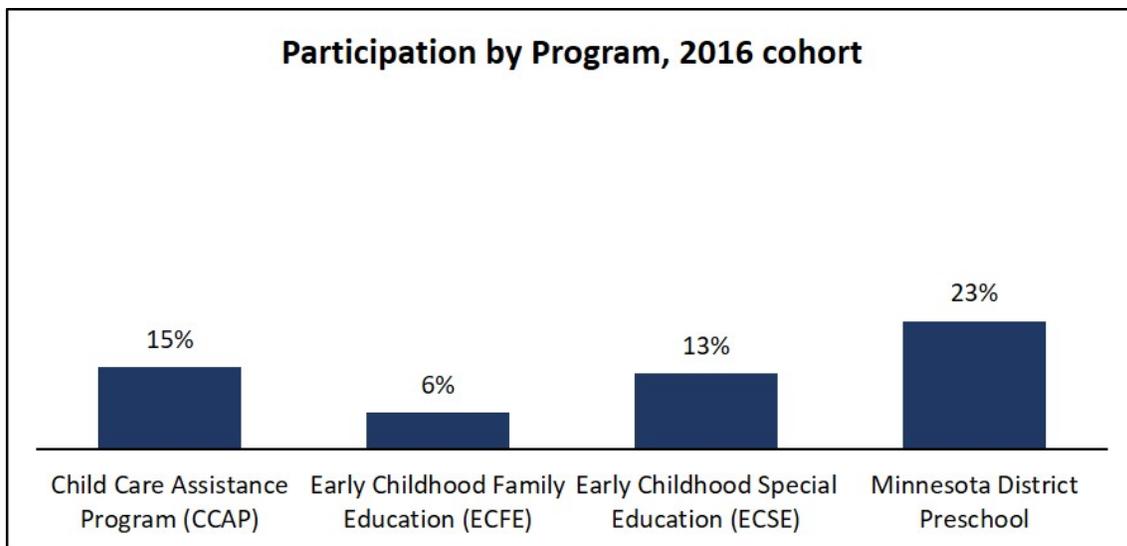
Data do not include private-pay childcare and preschool arrangements, or data sources not committed to integrating into the ECLDS system.



**MDE > ECLDS, Early Childhood Longitudinal Data System** (Report: Kindergarteners > Early Care & Education > Participation in Public Early Care and Education)



**MDE > ECLDS, Early Childhood Longitudinal Data System** (Report: Kindergarteners > Early Care & Education > Participation by Program)

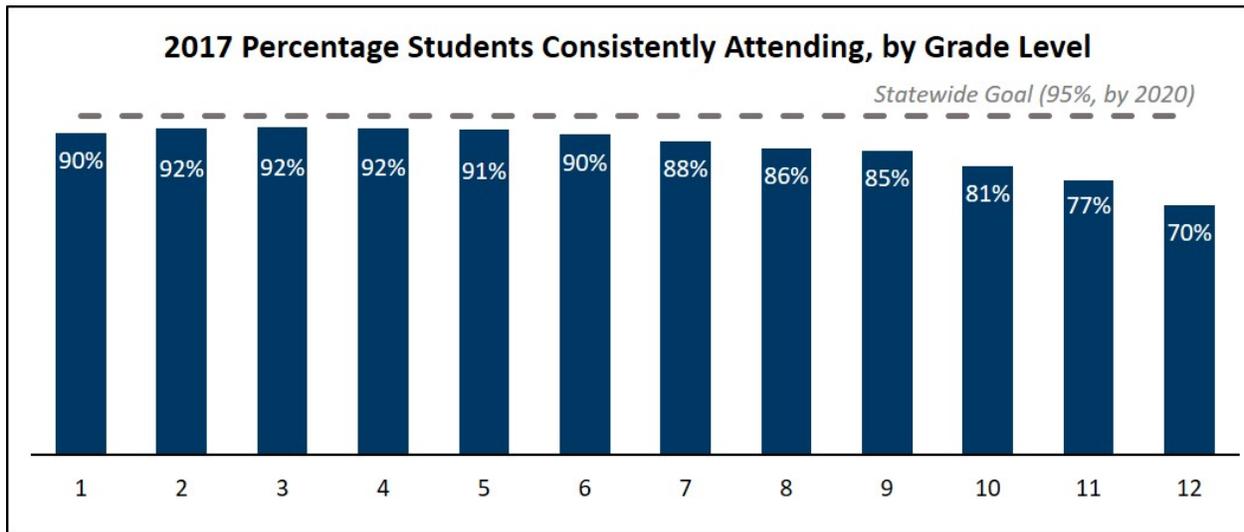


Inquiry	Deeper Dive	Action Items
<p>How many students were known to have participated in early care and education (ECE) opportunities?</p> <p>What programs are students and families accessing?</p>	<p>Were there any specific programs that appear to have a higher rate of participation?</p> <p>Does the student population enrolled in early childhood education represent the diversity of the district?</p> <p>Are students participating in only one program, or are students and families accessing multiple programs?</p>	<p>Examine local census data to determine whether there are any families/communities not currently accessing existing programs and who could benefit from the services. Determine what/if any additional barriers to participation might exist.</p>

## Consistent Attendance

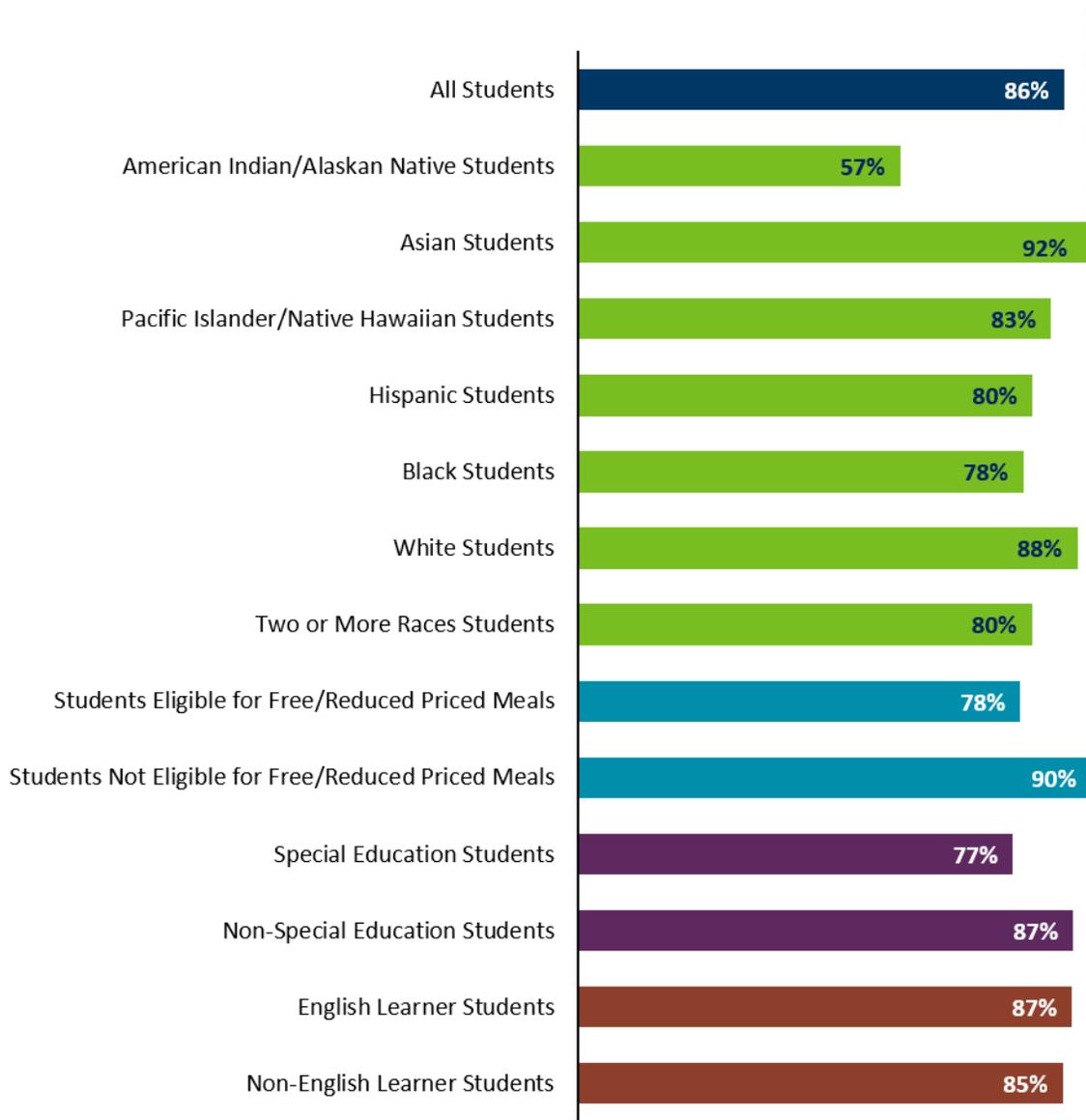


MDE > Data Center > Secure Reports > Accountability Secure Report > Consistent Attendance Roster Downloads (Percent students consistently attending by grade: Data Detail tab: Columns AE and AF, will need to aggregate in order to report grade level information; Percentage Students Consistently Attending, by Student group: used the Accountability Summary tab: Columns H, I, and J)



## 2017 Percentage Students Consistently Attending, by Student Group

*Statewide Goal: All student groups above 90%, by 2020*

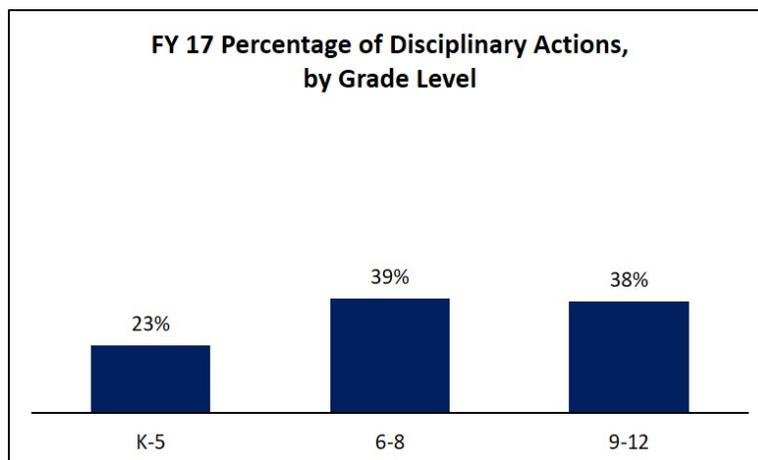
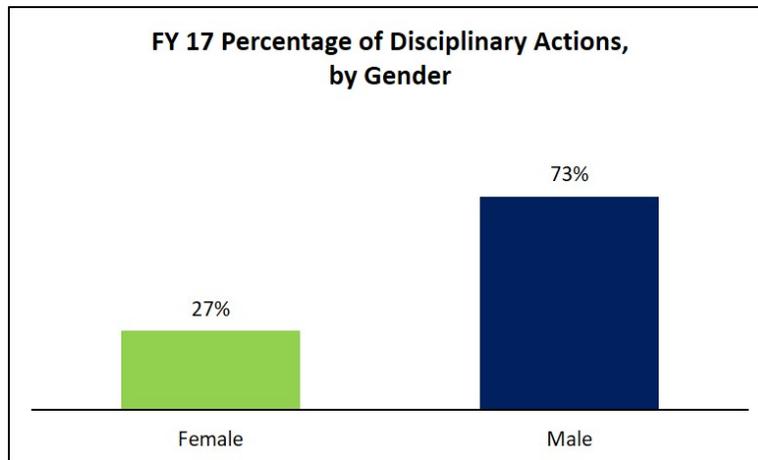


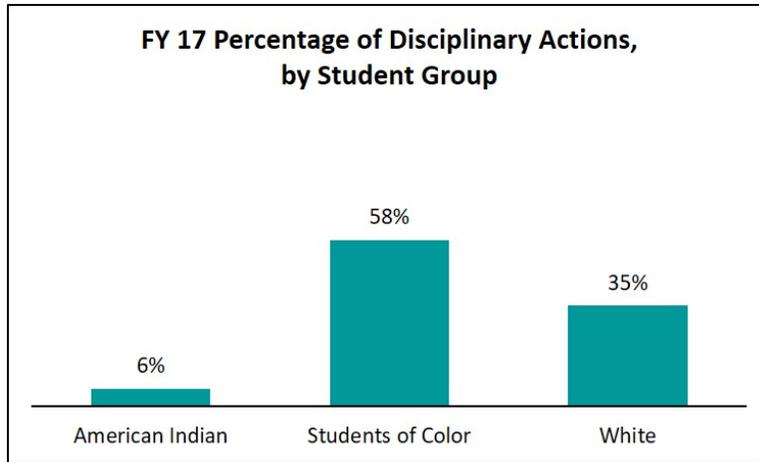
Inquiry	Deeper Dive	Action Items
<p>Of students enrolled for at least half a school year, how many attended more than 90 percent of the time?</p> <p>Note that attendance is a necessary, but by no means sufficient, condition for students to benefit from their experience of school.</p>	<p>Are there any grades or student groups that appear to have a lower level of attendance?</p> <p>Are there any adult actions that could address or influence the reasons students are chronically absent?</p> <p>How might the reasons for chronic absence also be affecting achievement and graduation?</p>	<p>After identifying the root cause for why students may or may not be consistently attending, the next step is to identify additional resources and strategies for continuous improvement, such as recognizing good attendance, engaging students and parents, developing personalized and early outreach, and/or developing systemic programmatic responses to provide support and reduce barriers. For more information, please visit <a href="#">MDE's Implementing ESSA website</a>.</p>

## Disciplinary Actions



**MDE > Data Center > Data Reports and Analytics** (Student Data, Discipline Data, Report List=Counts by grade/gender/All Students by Race/Ethnicity). Note a new MN Report Card discipline report will be available beginning FY19. For the most recent and detailed information see MDE > Districts Schools & Educators > Business & Finance > Data Submissions > Disciplinary Incident Reporting System (NOTE: access to this report is determined by the district).





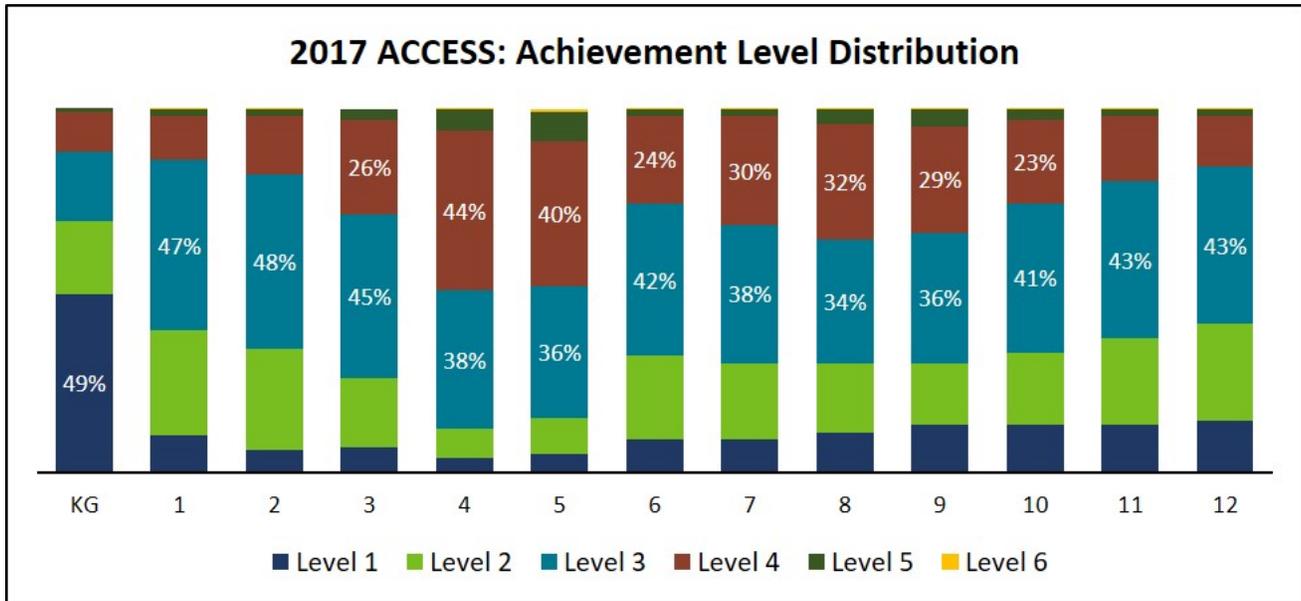
Note: Students of Color (SOC) include data from Asian, Hispanic, Hawaiian/Pacific Islanders, and multi-ethnic student groups.

Inquiry	Deeper Dive	Action Items
<p>Is there a particular grade band, gender, or student group that has a higher rate of disciplinary incidents resulting in actions?</p>	<p>Are there any particular incidents that occur at a higher rate than others?</p> <p>Do the student(s) with the highest incident rate engaged in school have a good relationship with at least one trusted adult, and/or feel safe in their environment?</p> <p>For a deeper dive into school climate, engagement, and safety, visit the most recent <a href="#">Minnesota Student Survey Reports 2013-16</a>. To go beyond identifying negative student behaviors and begin to identify student assets, see also <a href="#">current research conducted using data from the Minnesota Student Survey</a>.</p>	<p>Is it time to <a href="#">rethink discipline</a> as a strategy toward improving school climate?</p> <p>Are <a href="#">alternatives to suspension</a> being implemented system-wide?</p> <p>Do current interventions, or <a href="#">restorative practices</a>, allow students to be held accountable for their own actions?</p> <p>How are teachers being supported in this process? Is there a district team trained in the <a href="#">Minnesota Early Indicator and Response System (MEIRS)</a>?</p>

## Progress Toward English Language Proficiency



**For Program Improvement:** MDE > Data Center > Minnesota Report Card > ACCESS for ELLs (Filter by: grade, student groups, composite or domain). Option 2: MDE > Data Center > Secure Reports > Assessment Secure Reports: Test Result Summary > (Default: Test=Access, Subject=Composite, Year=2018, Grade=All Grades, Gender=All Students, Race/Ethnicity=All Students, Category=All Students); report on percent by level for Overall ACCESS for ELL's (as a place to start).

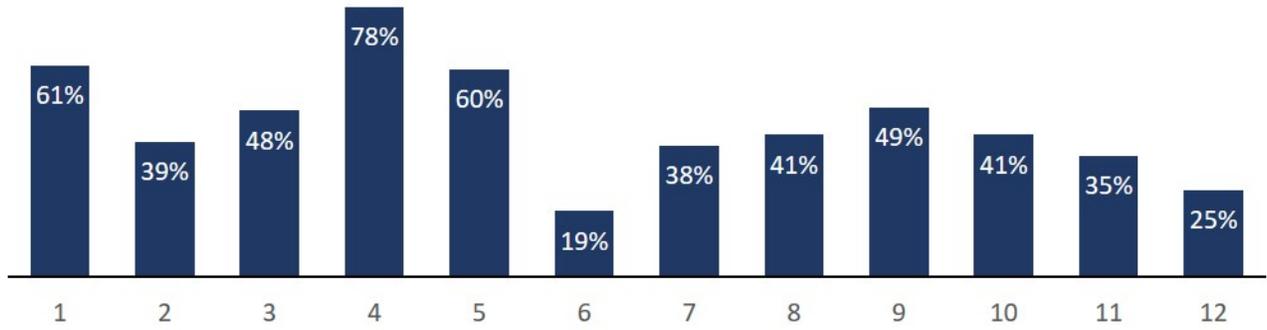


**For Accountability (high-level overview):** MDE > Data Center > Secure Reports > Accountability Secure Reports: North Star Report > Filters: District=your district, School=All Schools, Reporting year=most recent, Overall Average of Groups=No, Race/Ethnicity=All Students, Category=All Students > Run Report.

**For Accountability (includes grade level information):** MDE > Data Center > Secure Reports > Progress Toward English Language Proficiency Roster > compile the average of all "Accountability Index" points (Column AN) by "Grade" (Column P).

## 2017 Percent of English Learner Students Meeting Target, by Grade Level

*Statewide Goal (85% by 2025)*



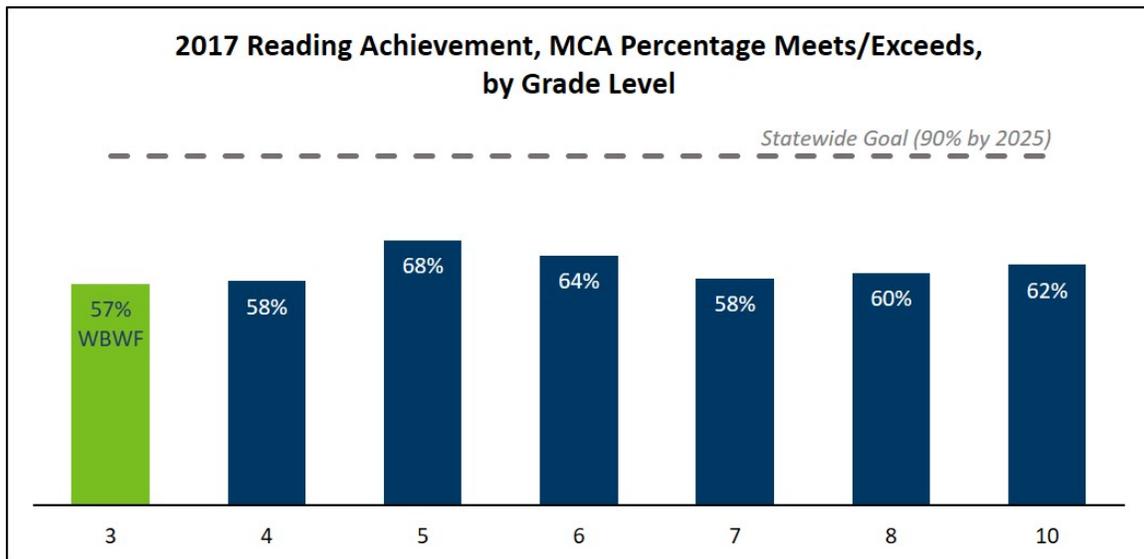
Inquiry	Deeper Dive	Action Items
<p><b>Program Improvement:</b> What are the achievement level distribution for ACCESS Composite scores by grade in school?</p> <p><b>Accountability:</b> What is the overall average student progress toward target for your school (Index)?</p>	<p>How large is your English Learner population?</p> <p>How many languages are represented?</p> <p>What are student scores on: Comprehension, Literacy, and Oral Language? Disaggregated by SLIFE?</p>	<p>Read the <a href="#">English Learner Education in Minnesota Report</a> for additional definitions and data details.</p> <p>Do you know the <a href="#">identification and exit procedures</a>?</p>

## Reading Achievement

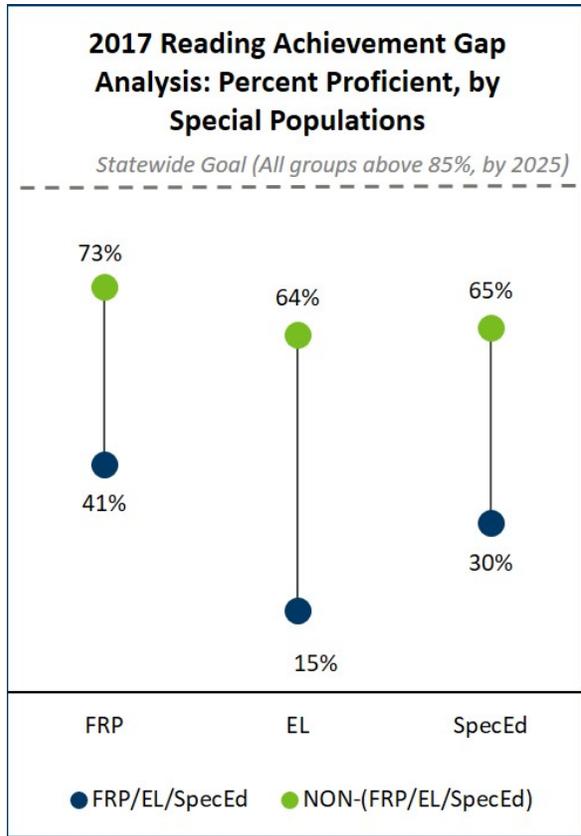
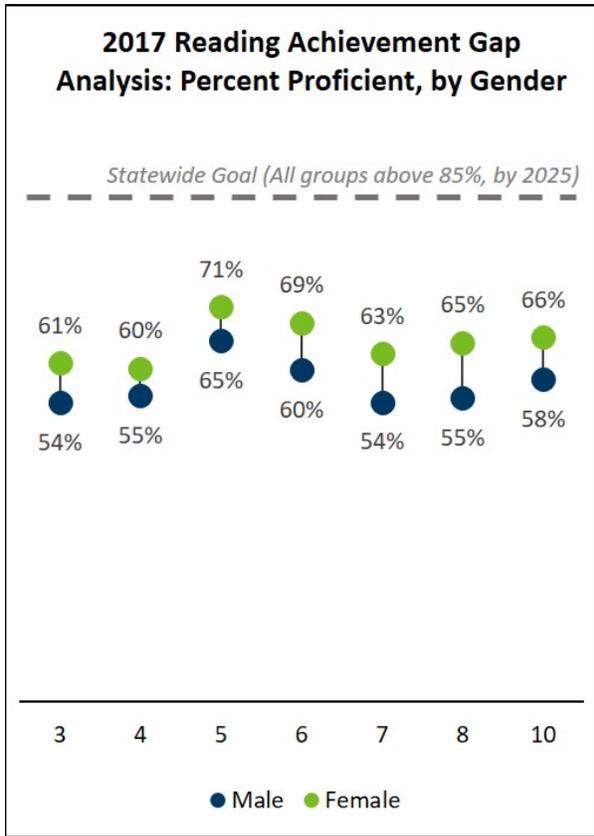
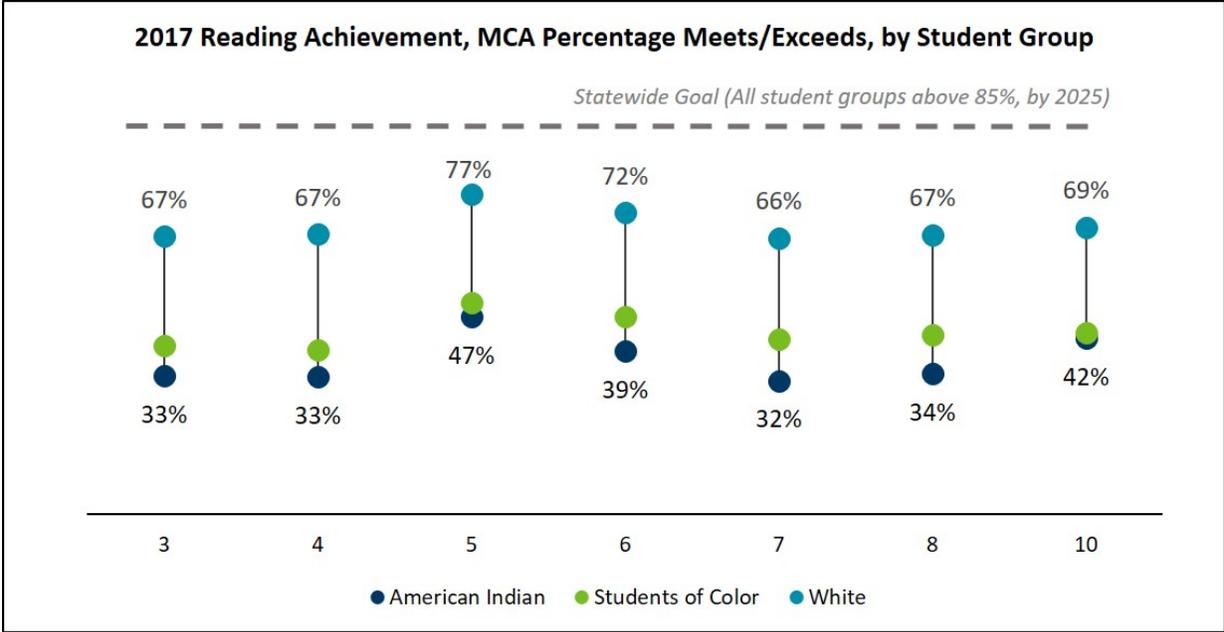


**MDE > Secure Reports > Accountability Academic Roster > Academic Achievement Summary tab**  
(note: Subject (Column F) displays M=Math, R=Reading) > **record Column K “Academic Achievement Rate”** > also look at “Include in average” (Column L) which indicates whether the group is included in the accountability calculations (Y) or not (N) (note: there must be at least 20 students within a group in order to be included in the calculation).

**Currently available, but, may not be much longer: Data Center > Assessment and Growth Files > Filter for: MCA or MTAS (these are separate in this file), Public/Non, and Subject. Then, insert a new column and either add columns Z+AA, or use this equation where the letter represent the columns (V+W)/S.**



**For a high-level overview, see also: MDE > Data Center > Secure Reports > \*North Star Report**  
(\*note: does not contain grade level data)



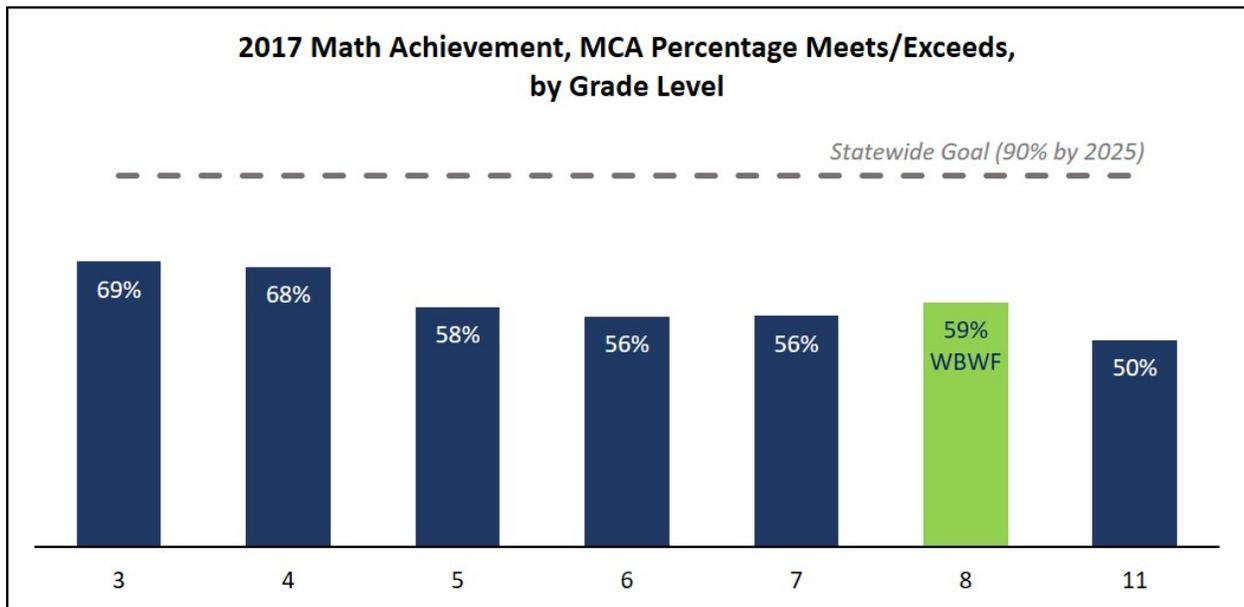
Inquiry	Deeper Dive	Action Items
<p>What percentage of students met/exceeded proficiency on the MCA/MTAS assessments (all students, by grade)?</p> <p>Which grades, gender, and other student group(s) tend to have disparities?</p>	<p>Are the three-year trends within a grade/student group increasing or decreasing?</p> <p>What additional data are collected at the local level to help monitor skill attainment and identify students in need of additional services?</p> <p>How are students identified for interventions or additional services?</p> <p>Are there gaps in the alignment of the curriculum to the standards and benchmarks?</p>	<p>How do teachers record progress toward standards and benchmarks?</p> <p>What collaborative structures are in place to support adult learning?</p> <p>Do students receive instruction on all the benchmarks before the MCA-III is given?</p> <p>How are core content and CTE teachers partnering to align technical reading concepts as well as coordinate learning experiences?</p> <p>What would the district need to do to start an American Indian education program if one does not already exist?</p> <p>Is a local literacy plan in place?</p> <p>Where challenges exist, how are <a href="#">parents being informed and included</a> in the student's learning process?</p>

## Math Achievement

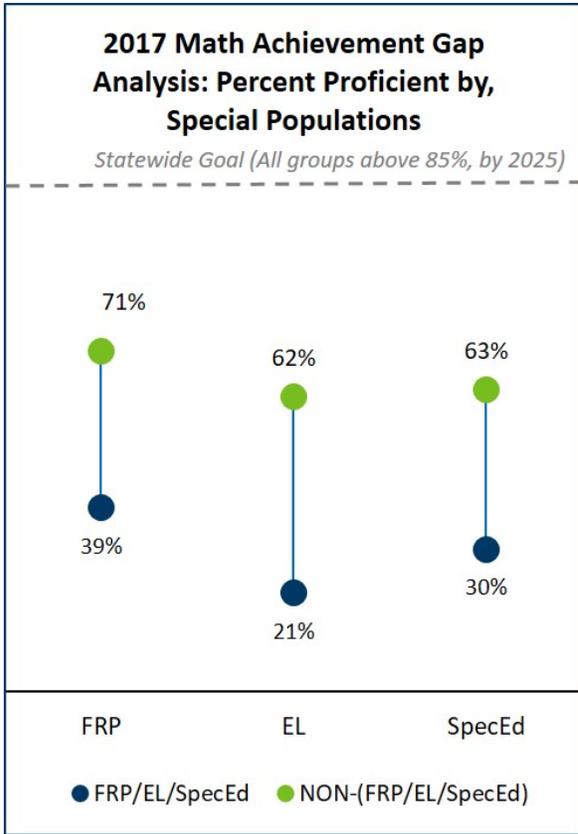
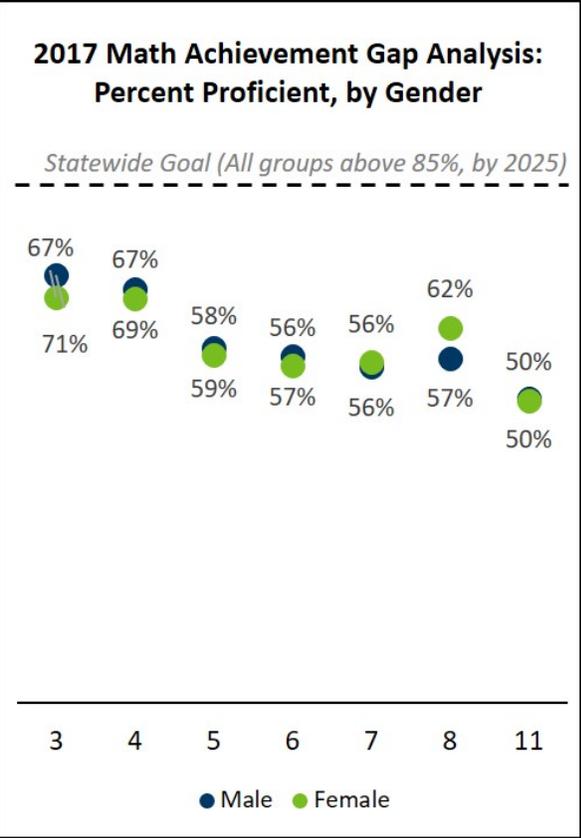
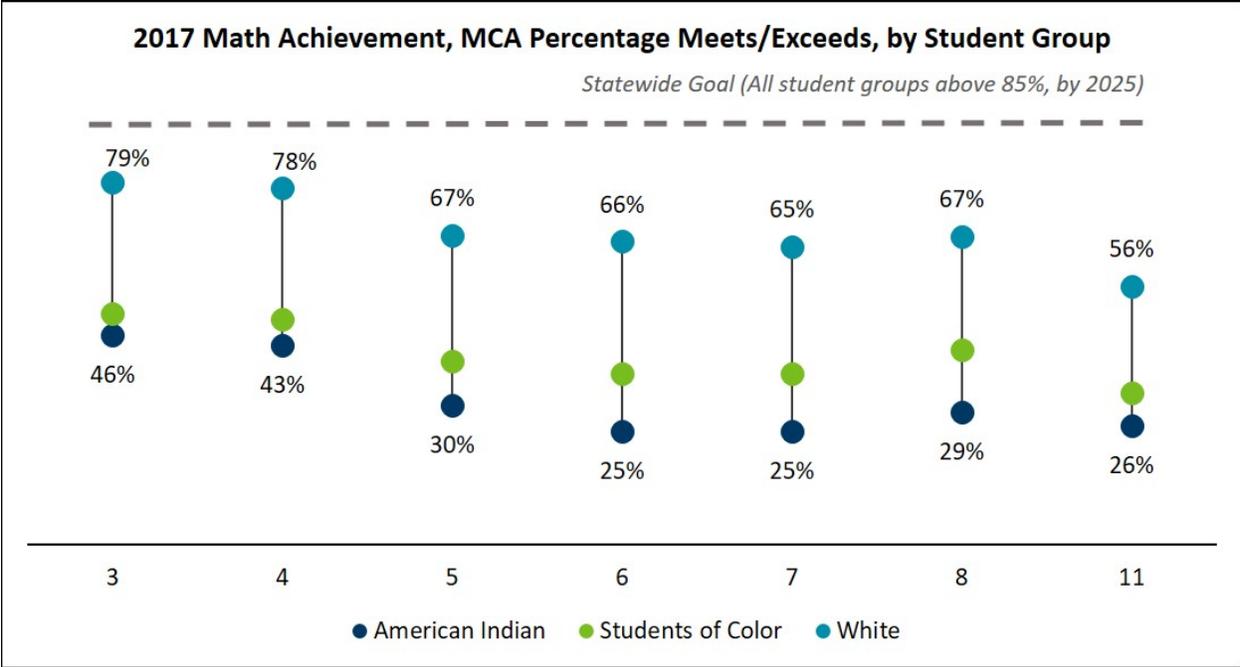


**MDE > Secure Reports > Accountability Academic Roster > Academic Achievement Summary tab**  
(note: Subject (Column F) displays M=Math, R=Reading) > **record Column K “Academic Achievement Rate”** > also look at “Include in average” (Column L) which indicates whether the group is included in the accountability calculations (Y) or not (N) (note: there must be at least 20 students within a group in order to be included in the calculation).

**Currently available, but, may not be much longer: Data Center > Assessment and Growth Files > Filter for: MCA or MTAS (these are separate in this file), Public/Non, and Subject. Then, insert a new column and either add columns Z+AA, or use this equation where the letter represent the columns (V+W)/S.**



**For a high-level overview, see also: MDE > Data Center > Secure Reports > \*North Star Report**  
(\*notes: does not contain grade level data)



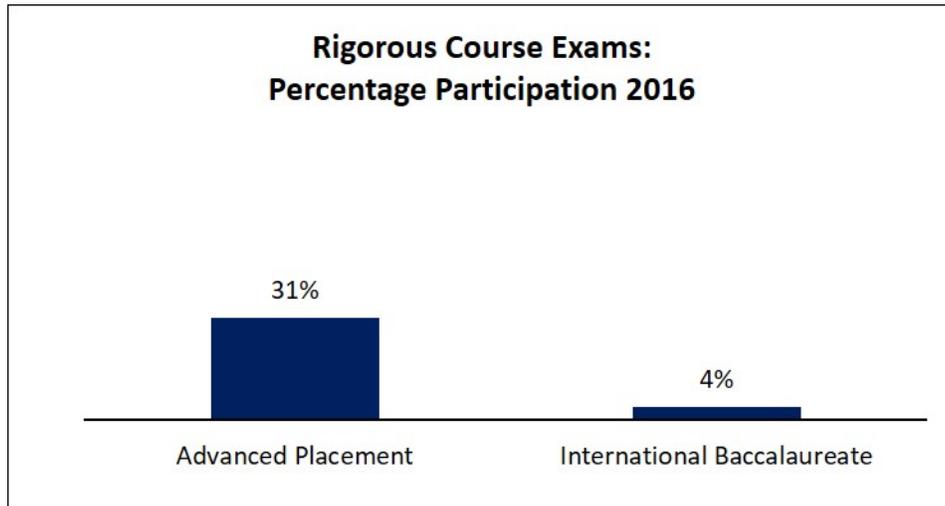
Inquiry	Deeper Dive	Action Items
<p>What percentage of students met/exceeded proficiency on the MCA/MTAS assessments (all students, by grade)?</p> <p>What grades, gender, and other student group(s) tend to have higher disparities?</p>	<p>Is there sufficient attention to mathematical problem solving, representations, and reasoning, or do learning experiences and common assessments emphasize skills and factual recall?</p> <p>What additional data are collected at the local level to monitor achievement, and how are these data used to motivate changes in instructional practices?</p> <p>Are beliefs about mathematics or beliefs about learners causing lower expectations, a narrower curriculum, or remedial tracks?</p> <p>Does district/school benchmark report data mirror what is happening in classrooms?</p> <p>Are there gaps in the alignment of the curriculum to the standards and benchmarks?</p>	<p>How do teachers record progress toward standards and benchmarks? Do students receive instruction on all the benchmarks before the MCA-III is given?</p> <p>How are core content and CTE teachers partnering to align vocabulary and concepts as well as coordinate learning experiences?</p> <p>What collaborative structures are in place to support adult learning of mathematics content, learning trajectories, and instructional responses to student thinking?</p>

## High School Performance

### AP and IB Exam Participation



MDE > Data Center > Statewide Longitudinal Data System (SLEDS) > Rigorous Course Taking > Rigorous Course Exams (Filter for: year, student group, program)

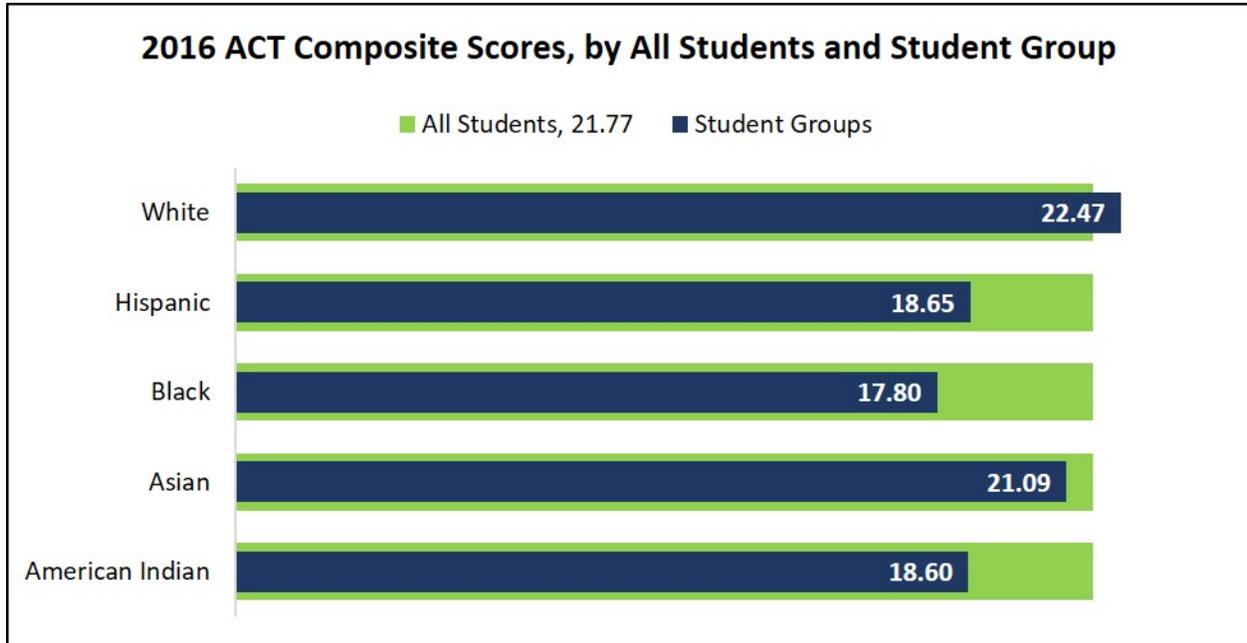


Inquiry	Deeper Dive	Action Items
How many graduates participated in an AP or IB exam?	Additional exam data are available within the <a href="#">Rigorous Course-Taking Report</a> , which provides exam participation and outcome data disaggregated by race/ethnicity and economic students groups. This information is available at the state, district, and school levels (within Appendices B and C).	<p>How are students invited to participate in honors courses, starting in grades 7–8?</p> <p>How are candidate students (who could be successful in an AP/IB course with assistance) being invited to participate?</p> <p>Are parents being notified of their learner’s potential?</p> <p>Are students aware of the opportunity for college credit if they pass an AP exam (3+) or IB exam (4+)?</p>

## ACT Score



MDE > Data Center > Statewide Longitudinal Data System (SLEDS) > “High School Graduates” High School Academics > ACT Mean Composite Score (Filter for: year and student group)

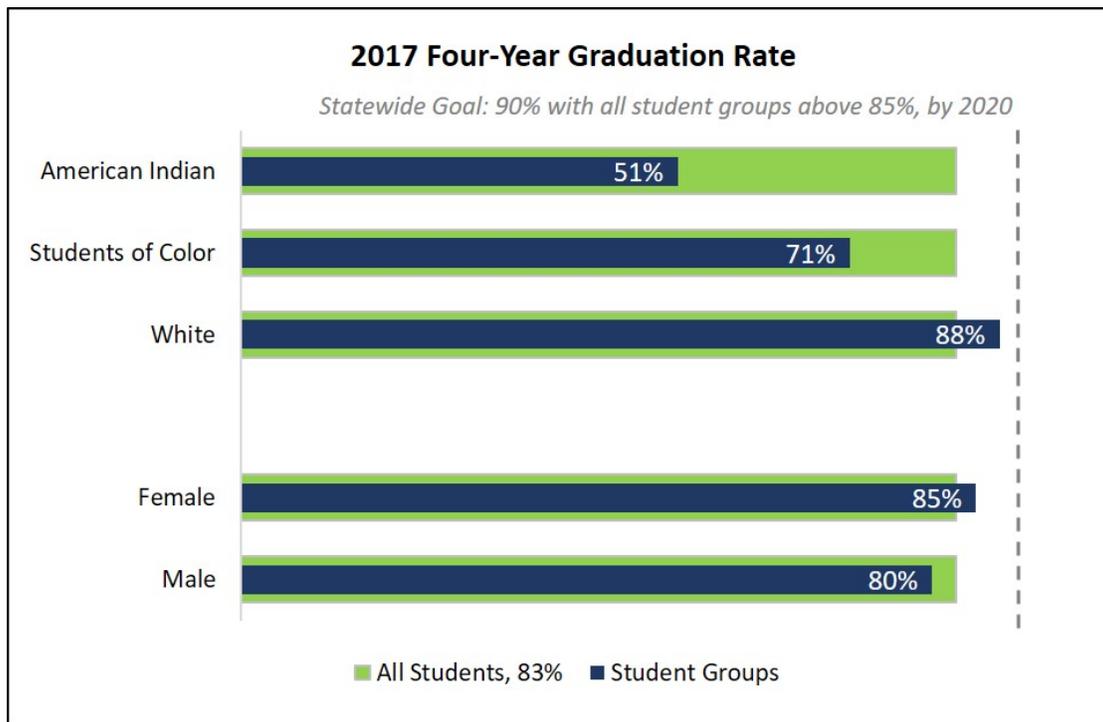


Inquiry	Deeper Dive	Action Items
Of those students who graduated in 2016, what were their average composite ACT scores?	<p>What are the scores for English, math, science, and reading?</p> <p>For each disaggregated student group?</p> <p>For students who have taken two or more credits in world languages, arts, CTE, and physical education?</p>	<p>What percentage of graduates from your district enroll in postsecondary?</p> <p>Two-year institution?</p> <p>Four-year institution?</p> <p>Are ACT prep opportunities made available to students?</p> <p>Are parents and students aware of the <a href="#">ACT Benchmarks</a>?</p>

## Four-Year Graduation Rate



MDE > Data Center > Secure Reports > Graduation Rate Roster > Accountability Summary > Percent Graduating (Column K), note: also look at “Include in Average” (Column L) which indicates whether the group is included in the accountability calculations (Y) or not (N) (note: there must be at least 20 students within a group in order to be included in the calculation). For a high-level overview, see also: MDE > Data Center > Secure Reports > \*North Star Report (\*does not include grade level information).



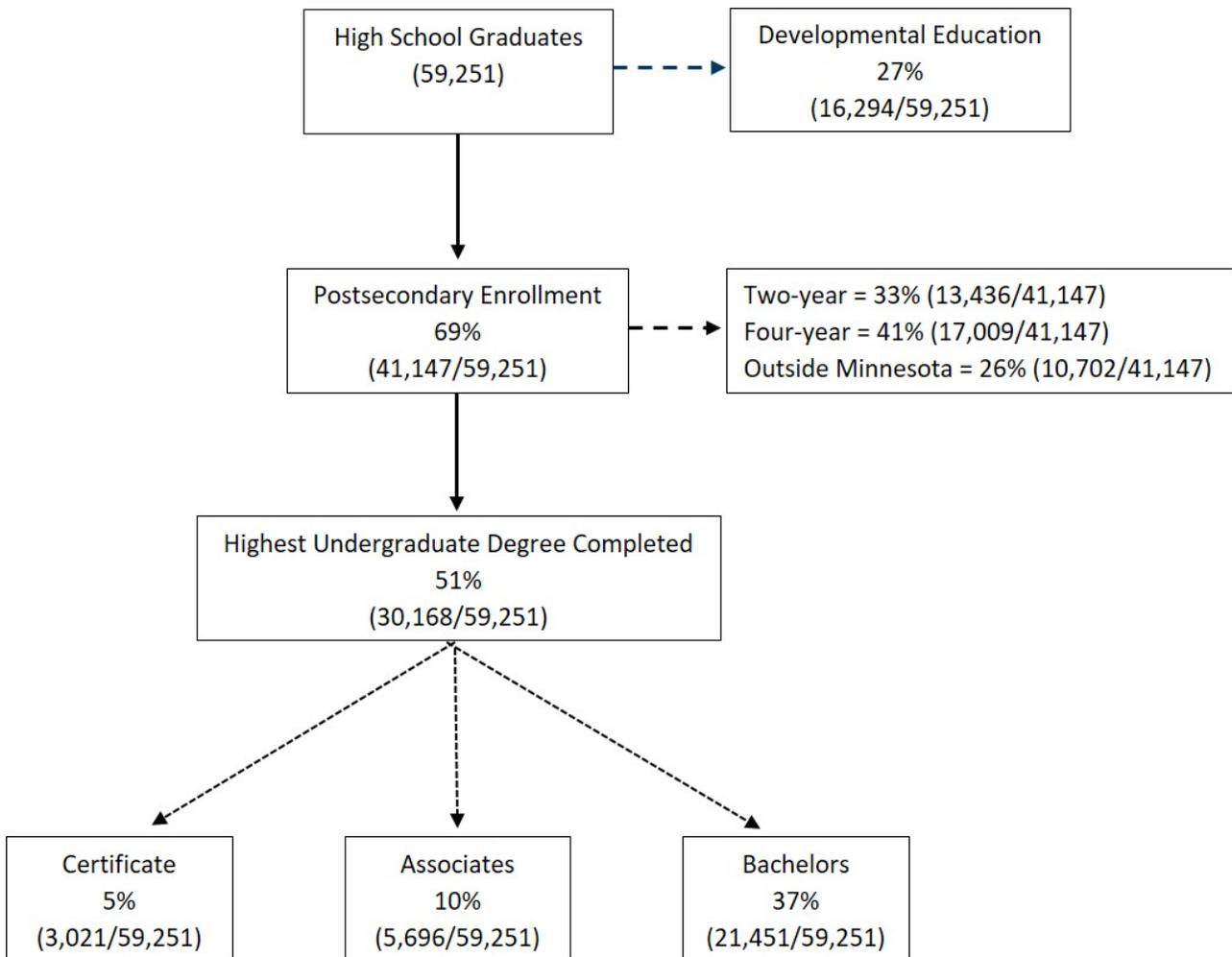
Inquiry	Deeper Dive	Action Items
What is the FY2017 four-year graduation rate for each student group as compared with the all-student rate?	What does scheduling look like? Are students in a position where they make course choices based on interests that then cause them to delay graduation?  Where (if at all) are students losing credits?  Do you have a CTE program in place that assist students toward their career interests and goals?  Are students engaged? Safe?  Are families/community involved?	Conduct a needs assessment including local employer needs, family/community perceptions, and student interests. Are the right programs in place? Could existing programs be enhanced?  Developing <a href="#">strong collaborations between schools, families, and communities</a> is an essential for students' academic success.

## College Performance

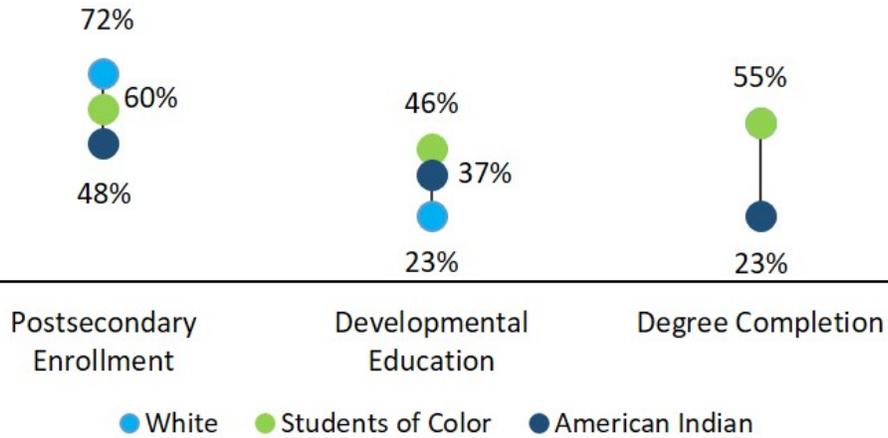


MDE > Data Center > Statewide Longitudinal Data System (SLEDS) (Filter for: year, student group, program)

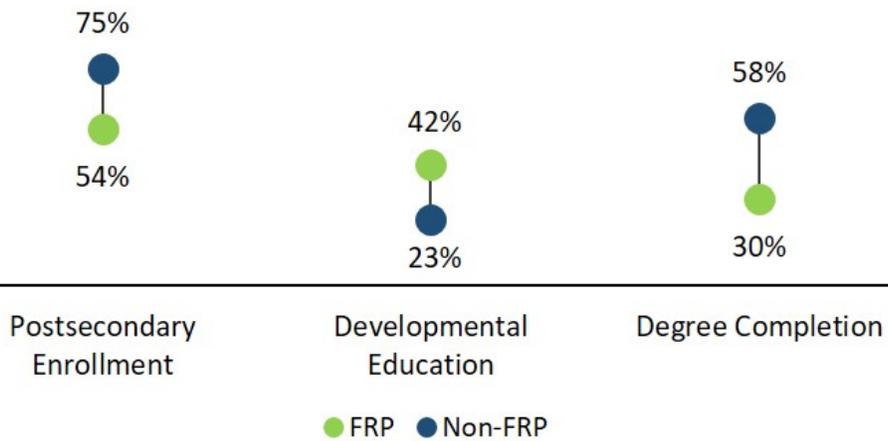
Note: The heading in each box under "SLEDS" is the name of the report.



### 2016 Postsecondary Gap Analysis, by Student Groups



### 2016 Postsecondary Gap Analysis, by FRP and Non-FRP



Interpretation	Deeper Dive	Action Items
<p>How many graduates enrolled in a postsecondary institution the first semester after graduation?</p> <p>Of those, how many enrolled in developmental education courses?</p> <p>What percentage of the students who initially enrolled earned a certificate (while in enrolled) or degree at any point during the last seven years?</p> <p>Finally, what certification or degree did students earn?</p>	<p>What were students' course-taking patterns in high school?</p> <p>Did those academic choices prepare students for the rigor of postsecondary courses and support students' career potential? (Course Taking and Rigorous Course Taking reports in SLEDS, can also use the CTE/Non-CTE filter.)</p> <p>What does this pattern of results look like for your district? Are students initially entering into two-year or four-year postsecondary institutions?</p> <p>What are the top 25 colleges attended by students from your district?</p>	<p>What can secondary instructional and administrative leadership do to support CCR systems and data teams?</p> <p>Does your district have a communication plan for WBWF and CCR teams to work across grade bands?</p> <p>Additional resources to better position students for future success can be found at <a href="#">Career and College Success</a>.</p>