

## Appendix C: Model North Star Support Identification Data

This appendix contains information about schools identified when modeling the North Star system for identifying schools for support. These numbers are estimates; while the general characteristics are likely to be similar, these do not and cannot describe the exact schools that will be identified before the 2018-19 school year.

The estimated data here reflect model identifications for Categories A, C, and E using the state-based decision process, as well as Category B schools identified based on low graduation rates. Additional information about these categories and how schools are identified can be found in the [accountability section of the state plan](#).

The model used data from the years listed below to simulate each indicator at the affected grade levels. “Year Used” refers to the year in which the data was generated. For example, “2017” refers to the 2016-17 school year. When the final system is run, it will use the most three years of available data whenever possible.

### *Modeling Information for Each Indicator*

Indicator	Year Used	Affected Grade Levels
Math Achievement	2017	All
Reading Achievement	2017	All
Progress Toward English Language Proficiency	2017	All
Math Progress	2017	Elementary and Middle School
Reading Progress	2017	Elementary and Middle School
Four-Year Graduation	2016	High School
Seven-Year Graduation	2016	High School
Consistent Attendance	2016	All

### Category A: The Lowest 5 Percent of Title I Schools

The following information describes the schools identified by the model for Category A, the lowest 5 percent of schools receiving Title I, Part A funding (schools receiving this funding are referred to here as “Title I schools”). Details about the process for identifying Category A schools can be found in the [accountability section of the state plan](#).

As described in the accountability section of the state plan, two additional types of schools are eligible for support based on a similar process that is used to identify Category A schools.

- Any Title I school that is not identified for Category A because of consistent attendance (i.e., a school with low performance on Stage 1 and Stage 2 indicators but with consistent attendance higher than the threshold used to identify Category A schools) will be identified for targeted support and improvement. Based on the model data used here, approximately 38 schools would meet this criteria.
- If a Title I school is in the lowest 25 percent of Title I schools for any Stage 1 indicator (math achievement, reading achievement, or progress toward English language proficiency) and is not otherwise identified for support under ESSA, its district is eligible for support under the WBWF. Approximately 167 schools would meet this criteria.

For most of these tables, the characteristics of the identified Category A schools are compared to all Title I schools in Minnesota, as only Title I schools can be identified for Category A.

### Counts and School Types

These tables describe basic information about the schools identified for Category A in the modeling process.

*Category A Schools by Grade Level*

Grade Level	Number of Category A Schools
Elementary Schools	34
Middle Schools	9
High Schools	7

*Category A Schools by School Type (Traditional or Charter), Compared to Title I Percentages Statewide*

School Type	Number of Category A Schools of This Type	Percentage of Category A Schools of This Type	Among All Title I Schools Statewide, the Percentage of Schools of This Type
Traditional	34	68%	83.7%
Charter	16	32%	16.3%

The distribution of identified schools across Minnesota’s economic development regions is included here to illustrate the geographic distribution of Category A schools.

*Category A Schools by Economic Development Region, Compared to Title I Percentages Statewide*

Economic Development Region	Number of Category A Schools in This Region	Among Category A Schools, the Percentage of Schools in This Region	Among All Title I Schools Statewide, the Percentage of Schools in This Region
1 (Northwest)	0	0%	3.2%
2 (Headwaters)	5	10%	3.7%

<b>Economic Development Region</b>	<b>Number of Category A Schools in This Region</b>	<b>Among Category A Schools, the Percentage of Schools in This Region</b>	<b>Among All Title I Schools Statewide, the Percentage of Schools in This Region</b>
3 (Arrowhead)	1	2%	7.3%
4 (West Central)	0	0%	5.7%
5 (North Central)	1	2%	4.5%
6E (Southwest Central)	0	0%	2.6%
6W (Upper Minnesota Valley)	0	0%	1.9%
7E (East Central)	1	2%	2.9%
7W (Central)	4	8%	5.9%
8 (Southwest)	0	0%	3.7%
9 (South Central)	0	0%	5.5%
10 (Southeast)	0	0%	8.2%
11 (Seven-County Twin Cities Metropolitan Area)	38	76%	44.9%

## Demographic Characteristics

These tables describe the student groups served by the identified schools. “Average” here refers to school-level averages for schools serving a given group. For example, “the average enrollment percentage” for American Indian students among Category A schools is calculated by adding the percentage of American Indian students at each Category A school that enrolls at least 20 American Indian students, then dividing by the number of Category A schools that serve at least 20 American Indian students. If a school does not serve American Indian students, it would not be included in the calculation. For this reason, it is not expected that the “average enrollment percentage” across all groups will add up to 100 percent. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

### *Racial and Ethnic Groups*

<b>Group</b>	<b>Among Category A Schools, the Average Enrollment Percentage</b>	<b>Among All Title I Schools Statewide, the Average Enrollment Percentage</b>
American Indian	14.2%	2.9%
Asian	6.1%	5.4%
Black	39.2%	13.7%
Hispanic	12.3%	9%
Pacific Islander	0%	0%
White	15.4%	58.4%
Two or More Races	3.7%	3.1%

*Special Populations*

<b>Group</b>	<b>Among Category A Schools, the Average Enrollment Percentage</b>	<b>Among All Title I Schools Statewide, the Average Enrollment Percentage</b>
English Learners	23.6%	12.5%
Students Eligible for Free or Reduced-Price Lunch	80.8%	52.4%
Students with Disabilities	16.6%	16.6%

While gender groups are not being used to identify schools for support, information about the gender composition of identified schools is included here for reference.

*Gender*

<b>Group</b>	<b>Among Category A Schools, the Average Enrollment Percentage</b>	<b>Among All Title I Schools Statewide, the Average Enrollment Percentage</b>
Female	48%	48.3%
Male	52%	51.7%

**Academic Profile**

These tables describe the average performance on each relevant indicator. Each school’s performance is based on an average of the performance of each student group with at least 20 students in the school, and each group is weighted equally when calculating school performance. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Elementary Schools*

<b>Indicator</b>	<b>Average Performance on Each Indicator at Category A Schools</b>	<b>Average Performance on Each Indicator at Title I Schools Statewide</b>
Math Achievement	24.4	57.3
Reading Achievement	24.9	53.7
Progress Toward English Language Proficiency	76.3	78.9
Math Progress	0.9	1.9
Reading Progress	1.7	2.6
Consistent Attendance	81.4	92.2

*Middle Schools*

<b>Indicator</b>	<b>Average Performance on Each Indicator at Category A Schools</b>	<b>Average Performance on Each Indicator at Title I Schools Statewide</b>
Math Achievement	16.7	39.2
Reading Achievement	23.6	43.8
Progress Toward English Language Proficiency	18.3	43.7
Math Progress	1.3	1.8
Reading Progress	1.6	2.2
Consistent Attendance	59.4	86.8

*High Schools*

Indicator	Average Performance on Each Indicator at Category A Schools	Average Performance on Each Indicator at Title I Schools Statewide
Math Achievement	5.4	27.5
Reading Achievement	9.1	40.2
Progress Toward English Language Proficiency	45.9	28.7
Four-Year Graduation	22.1	63.0
Seven-Year Graduation	23.2	68.7
Consistent Attendance	44.3	68.2

### Category C: Schools with at Least One Student Group Performing Similarly to Category A Schools

The following information describes the schools identified by the model for Category C, the schools where at least one student group is performing similarly to Category A schools. Details about the process for identifying Category C schools can be found in the [accountability section of the state plan](#). For these tables, the characteristics of the identified Category C schools are compared to all schools in Minnesota (including both Title I schools and non-Title I schools), as any school can be identified for Category C.

#### Counts and School Types

These tables describe basic information about what kinds of schools were identified for Category C in the modeling process. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Category C Schools by Grade Level, Compared to All Schools Statewide*

Grade Level	Number of Category C Schools at This Grade Level	Among Category C Schools, the Percentage at This Grade Level	Among All Schools Statewide, the Percentage at This Grade Level
Elementary Schools	30	60%	47.7%
Middle Schools	10	20%	17.6%
High Schools	10	20%	34.7%

*Category C Schools by Title I Status, Compared to All Schools Statewide*

<b>Grade Level</b>	<b>Number of Category C Schools</b>	<b>Among Category C Schools, the Percentage with This Status</b>	<b>Among All Schools Statewide, the Percentage with This Status</b>
Title I	40	80%	46%
Not Title I	10	20%	54%

*Category C Schools by School Type (Traditional or Charter), Compared to All Schools Statewide*

<b>School Type</b>	<b>Number of Category C Schools of This Type</b>	<b>Percentage of Category C Schools of This Type</b>	<b>Among All Schools Statewide, the Percentage of Schools of This Type</b>
Traditional	41	82%	84.5%
Charter	7	14%	10.6%
Other	2	4%	4.9%

The distribution of identified schools across Minnesota’s Economic Development Regions is included here to illustrate the geographic distribution of Category C schools.

*Category C Schools by Economic Development Region, Compared to All Schools Statewide*

<b>Economic Development Region</b>	<b>Number of Category C Schools in This Region</b>	<b>Among Category C Schools, the Percentage of Schools in This Region</b>	<b>Among All Schools Statewide, the Percentage of Schools in This Region</b>
1 (Northwest)	0	0%	2.3%
2 (Headwaters)	2	4%	2.6%
3 (Arrowhead)	2	4%	6.7%
4 (West Central)	0	0%	5.1%
5 (North Central)	2	4%	3.6%
6E (Southwest Central)	1	2%	2.3%
6W (Upper Minnesota Valley)	0	0%	1.7%
7E (East Central)	2	4%	3.1%
7W (Central)	2	4%	7.5%
8 (Southwest)	0	0%	3.7%
9 (South Central)	0	0%	5.3%
10 (Southeast)	2	4%	9.4%
11 (Seven-County Twin Cities Metropolitan Area)	37	74%	46.1%

## Demographic Characteristics

These tables describe how various student groups contributed to the identification of schools for Category C. Note that a school can be identified because of one or more groups, depending on which group(s) at the school are performing similarly to Category A schools. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Groups for Which Category C Schools Were Identified*

<b>Student Group</b>	<b>Percentage of Category C Schools Identified Because of This Group</b>
All Students	20%
American Indian	12%
Asian	0%
Black	32%
Hispanic	2%
Pacific Islander	0%
White	2%
Two or More Races	0%
English Learners	0%
Students Eligible for Free or Reduced-Price Lunch	38%
Students with Disabilities	58%

*Number of Groups Leading to Identification*

<b>Number of Groups at a School Leading to Identification in Category C</b>	<b>Percentage of Category C Schools Identified Because of This Number of Groups</b>
1	60%
2	16%
3	24%

## Academic Profile

These tables describe the threshold for each indicator that was used when determining whether a group was performing similarly to Category A schools. These thresholds were set using the average performance for Category A schools on each indicator. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.



*Thresholds Used to Identify Elementary Schools*

<b>Indicator</b>	<b>Threshold Used to Identify Category C Elementary Schools</b>
Math Achievement	24.4
Reading Achievement	24.9
Progress Toward English Language Proficiency	76.3
Math Progress	0.9
Reading Progress	1.7
Consistent Attendance	81.4

*Thresholds Used to Identify Middle Schools*

<b>Indicator</b>	<b>Threshold Used to Identify Category C Middle Schools</b>
Math Achievement	16.7
Reading Achievement	23.6
Progress Toward English Language Proficiency	18.3
Math Progress	1.3
Reading Progress	1.6
Consistent Attendance	59.4

*Thresholds Used to Identify High Schools*

<b>Indicator</b>	<b>Threshold Used to Identify Category C High Schools</b>
Math Achievement	5.4
Reading Achievement	9.1
Progress Toward English Language Proficiency	45.9
Four-Year Graduation	22.1
Seven-Year Graduation	23.2
Consistent Attendance	44.3

## Category E: Schools with at Least One Consistently Underperforming Student Group

The following information describes the schools identified by the model for Category E, the schools where at least one student group is consistently underperforming. Details about the process for identifying Category E schools can be found in the [accountability section of the state plan](#). For these tables, the characteristics of the identified Category E schools are compared to all schools in Minnesota (including both Title I schools and non-Title I schools), as any school can be identified for Category E.

### Counts and School Types

These tables describe basic information about what kinds of schools were identified for Category E in the modeling process. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Category E Schools by Grade Level, Compared to All Schools Statewide*

Grade Level	Number of Category E Schools at This Grade Level	Among Category E Schools, the Percentage at This Grade Level	Among All Schools Statewide, the Percentage at This Grade Level
Elementary Schools	94	80.3%	47.7%
Middle Schools	11	9.4%	17.6%
High Schools	12	10.3%	34.7%

*Category E Schools by Title I Status, Compared to All Schools Statewide*

Grade Level	Number of Category E Schools	Among Category E Schools, the Percentage with This Status	Among All Schools Statewide, the Percentage with This Status
Title I	100	85.5%	46%
Not Title I	17	14.5%	54%

*Category E Schools by School Type (Traditional or Charter), Compared to All Schools Statewide*

School Type	Number of Category E Schools of This Type	Percentage of Category E Schools of This Type	Among All Schools Statewide, the Percentage of Schools of This Type
Traditional	107	91.5%	84.5%
Charter	9	7.7%	10.6%
Other	1	0.9%	4.9%

The distribution of identified schools across Minnesota's economic development regions is included here to illustrate the geographic distribution of Category E schools.

*Category E Schools by Economic Development Region, Compared to All Schools Statewide*

<b>Economic Development Region</b>	<b>Number of Category E Schools in This Region</b>	<b>Among Category E Schools, the Percentage of Schools in This Region</b>	<b>Among All Schools Statewide, the Percentage of Schools in This Region</b>
1 (Northwest)	3	2.6%	2.3%
2 (Headwaters)	11	9.4%	2.6%
3 (Arrowhead)	11	9.4%	6.7%
4 (West Central)	1	0.9%	5.1%
5 (North Central)	4	3.4%	3.6%
6E (Southwest Central)	3	2.6%	2.3%
6W (Upper Minnesota Valley)	0	0%	1.7%
7E (East Central)	4	3.4%	3.1%
7W (Central)	5	4.3%	7.5%
8 (Southwest)	0	0%	3.7%
9 (South Central)	2	1.7%	5.3%
10 (Southeast)	5	4.3%	9.4%
11 (Seven-County Twin Cities Metropolitan Area)	68	58.1%	46.1%

### **Demographic Characteristics**

These tables describe how various student groups contributed to the identification of schools for Category E. Note that a school can be identified because of one or more groups, depending on which group(s) at the school are consistently underperforming. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Distribution of School Identification by Student Group*

<b>Student Group</b>	<b>Percentage of Category E Schools Identified Because of This Group</b>
All Students	10.3%
American Indian	12.8%
Asian	0%
Black	20.5%
Hispanic	2.6%
Pacific Islander	0%
White	0.9%
Two or More Races	4.3%

<b>Student Group</b>	<b>Percentage of Category E Schools Identified Because of This Group</b>
English Learners	2.6%
Students Eligible for Free or Reduced-Price Lunch	35.9%
Students with Disabilities	65%

*Number of Groups Leading to Identification*

<b>Number of Groups at a School Leading to Identification in Category E</b>	<b>Percentage of Category E Schools Identified Because of This Number of Groups</b>
1	63.2%
2	20.5%
3	15.4%
4	0%
5	0.9%

## **Academic Profile**

These tables describe the threshold for each indicator that was used when determining whether a group was consistently underperforming. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Thresholds Used to Identify Elementary Schools*

<b>Indicator</b>	<b>Threshold Used to Identify Category E Elementary Schools</b>
Math Achievement	47.2
Reading Achievement	46.4
Progress Toward English Language Proficiency	75
Math Progress	1.2
Reading Progress	2.1
Consistent Attendance	84.7

*Thresholds Used to Identify Middle Schools*

<b>Indicator</b>	<b>Threshold Used to Identify Category E Middle Schools</b>
Math Achievement	26.4
Reading Achievement	30.2
Progress Toward English Language Proficiency	28.4

Indicator	Threshold Used to Identify Category E Middle Schools
Math Progress	1.2
Reading Progress	1.6
Consistent Attendance	60

*Thresholds Used to Identify High Schools*

Indicator	Threshold Used to Identify Category E High Schools
Math Achievement	9.8
Reading Achievement	25.9
Progress Toward English Language Proficiency	22.0
Four-Year Graduation	67.6
Seven-Year Graduation	31.2
Consistent Attendance	20.6

## Category B: Low Graduation High Schools

The following information describes the schools identified by the model for Category B, high schools with a four-year graduation lower than 67 percent overall or for any student group, based on the average of the most recent three years of data available. Details about the process for identifying Category B schools can be found in the [accountability section of the state plan](#). For these tables, the characteristics of the identified Category B schools are compared to all high schools in Minnesota (including both Title I high schools and non-Title I high schools), as any high school can be identified for Category B.

### Counts and School Types

These tables describe basic information about what kinds of schools were identified for Category B in the modeling process. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Category B Schools by Title I Status, Compared to All High Schools Statewide*

Grade Level	Number of Category B Schools	Among Category B Schools, the Percentage with This Status	Among All High Schools Statewide, the Percentage with This Status
Title I	59	24%	18.1%
Not Title I	187	76%	81.9%

*Category B Schools by Traditional or Charter School Type, Compared to All High Schools Statewide*

School Type	Number of Category B Schools of This Type	Percentage of Category B Schools of This Type	Among All High Schools Statewide, the Percentage of Schools of This Type
Traditional	175	71.1%	84%
Charter	39	15.6%	10.7%
Other	32	13%	5.3%

In Minnesota, traditional high schools can be identified as a state-approved alternative program if they focus primarily on credit or dropout recovery and/or dropout prevention for students identified as at risk of dropping out.

*State-Approved Alternative Program Status Among Traditional Category B Schools*

Alternative Program Status	Among Traditional Category B Schools, the Percentage of Schools with This Status	Among All Traditional High Schools Statewide, the Percentage of Schools with This Status
Alternative Programs	46.9%	16%
Not Alternative Programs	53.1%	84%

The distribution of identified schools across Minnesota’s economic development regions is included here to illustrate the geographic distribution of Category B schools.

*Category B Schools by Economic Development Region, Compared to All High Schools Statewide*

Economic Development Region	Number of Category B Schools in This Region	Among Category B Schools, the Percentage of Schools in This Region	Among All High Schools Statewide, the Percentage of Schools in This Region
1 (Northwest)	1	0.4%	4.3%
2 (Headwaters)	9	3.7%	2.9%
3 (Arrowhead)	14	5.7%	8.4%
4 (West Central)	10	4.1%	6.8%
5 (North Central)	8	3.2%	5.1%
6E (Southwest Central)	4	1.6%	2.7%
6W (Upper Minnesota Valley)	1	0.4%	1.9%
7E (East Central)	13	5.3%	3.3%
7W (Central)	9	3.7%	6.8%
8 (Southwest)	5	2%	4.7%
9 (South Central)	9	3.7%	6.0%
10 (Southeast)	21	8.5%	10.9%
11 (Seven-County Twin Cities Metropolitan Area)	142	57.8%	36.2%

## Demographic Characteristics

These tables describe how various student groups contributed to the identification of schools for Category B. Note that a school can be identified because of one or more groups, depending on which group(s) at the school have a four-year graduation rate below 67 percent based on the average of the last three years of available data. As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Distribution of School Identification by Student Group*

<b>Student Group</b>	<b>Percentage of Category B Schools Identified Because of This Group</b>
All Students	69.5%
American Indian	4.1%
Asian	2.0%
Black	20.7%
Hispanic	9.3%
Pacific Islander	0%
White	40%
Two or More Races	0.4%
English Learners	14.6%
Students Eligible for Free or Reduced-Price Lunch	64.6%
Students with Disabilities	35%

*Number of Groups Leading to Identification*

<b>Number of Groups at a School Leading to Identification in Category B</b>	<b>Percentage of Category B Schools Identified Because of This Number of Groups</b>
1	25.2%
2	19.5%
3	35.4%
4	14.2%
5	3.3%
6	0.8%
7	1.2%
8	0.4%

# Identification of Schools in Multiple Categories

In these estimates, 399 schools were identified in at least one category, including 289 that would be identified for comprehensive support (the highest level of support offered to schools under ESSA). Some schools may be identified in more than one category. For example, many high schools in Categories A, C, and E are also in Category B. The tables below summarize the number of schools in each category that were identified in one or more additional categories. For each table, any given school is counted once in the Total row and once in another row. For example, a school that is counted in “Categories A, B, and C” is left out of “Categories A and B.” As with all data in this appendix, these are estimates; the data will be slightly different when the complete system is used for the first time before the 2018-19 school year.

*Category A School Identification Across Categories*

Category or Combination of Categories	Number of Schools
Category A Only	12
Categories A and B	5
Categories A and C	0
Categories A and E	9
Categories A, B, and C	0
Categories A, B, and E	0
Categories A, C, and E	22
Categories A, B, C, and E	2
Total	50

*Category B School Identification Across Categories*

Category or Combination of Categories	Number of Schools
Category B Only	239
Categories A and B	5
Categories B and C	0
Categories B and E	0
Categories A, B, and C	0
Categories A, B, and E	0
Categories B, C, and E	0
Categories A, B, C, and E	2
Total	246



*Category C School Identification Across Categories*

<b>Category or Combination of Categories</b>	<b>Number of Schools</b>
Category C Only	26
Categories A and C	0
Categories B and C	0
Categories C and E	0
Categories A, B, and C	0
Categories A, C, and E	22
Categories B, C, and E	0
Categories A, B, C, and E	2
<b>Total</b>	<b>50</b>

*Category E School Identification Across Categories*

<b>Category or Combination of Categories</b>	<b>Number of Schools</b>
Category E Only	84
Categories A and E	9
Categories B and E	0
Categories C and E	0
Categories A, B, and E	0
Categories A, C, and E	22
Categories B, C, and E	0
Categories A, B, C, and E	2
<b>Total</b>	<b>117</b>

Additionally, based on the model data used here, 38 Title I schools not identified for Category A would be identified for targeted support and improvement due to low performance in Stage 1 and Stage 2 of the process for identifying Category A schools. Furthermore, 167 Title I schools would have been in the lowest 25 percent of Title I schools on one or more Stage 1 indicators (math achievement, reading achievement, or progress toward English language proficiency) without being identified for any support category; the districts containing these schools would be eligible for support under World’s Best Workforce.