

## Appendix D: Student and School Inclusion Data

Several elements of ESSA impact which students and schools are reflected in the calculations for each indicator in North Star. This appendix contains information about how minimum cell size, the testing of recently arrived English learners, and the inclusion of former English learners impact student and school inclusion.

### Minimum Cell Size

The minimum cell size for a student population to be included as a specific student group will be 20 students. Nearly all possible students for each indicator will be included in the “all students” group, and most students in every student population are included as a specific student group.

For some groups, a large percentage of the student population is included, even though many schools serving that population are not. In these cases, large numbers of schools serve very small numbers of students in some groups. For example, hundreds of schools in Minnesota serve at least one American Indian student but fewer than five American Indian students.

All data in these tables are from the 2015-16 school year.

### Academic Achievement

This table describes inclusion in the academic achievement indicator in all schools. The specific data here show that inclusion in math achievement calculations, and inclusion in reading achievement calculations is very similar.

## Student and School Inclusion in Academic Achievement

Student Group	Percentage of Student Population Included as a Specific Student Group at a School	Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group
American Indian	54.6%	7.2%
Asian	84.0%	7.2%
Black	89.3%	36.5%
Hispanic	80.9%	33.1%
Pacific Islander	0.0%	0.0%
White	99.1%	78.7%
Two or More Races	54.3%	20.0%
English Learners	92.1%	45.1%
Students Eligible for Free or Reduced-Price Lunch	98.0%	78.0%
Students with Disabilities	92.1%	64.8%

### Academic Progress

This table describes inclusion in the academic achievement indicator in elementary and middle schools. The specific data here show that inclusion in math progress calculations, and inclusion in reading progress calculations is very similar.

## Student and School Inclusion in Academic Progress

Student Group	Percentage of Student Population Included as a Specific Student Group at a School	Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group
American Indian	51.9%	6.3%
Asian	82.0%	26.6%
Black	88.7%	36.5%
Hispanic	79.2%	29.9%
Pacific Islander	0.0%	0.0%
White	99.1%	81.7%
Two or More Races	47.1%	14.4%
English Learners	91.0%	44.4%
Students Eligible for Free or Reduced-Price Lunch	97.6%	78.6%
Students with Disabilities	89.3%	60.7%

### Four-Year Graduation

This table describes inclusion in the four-year graduation indicator in high schools.

### Student and School Inclusion in Four-Year Graduation

Student Group	Percentage of Student Population Included as a Specific Student Group at a School	Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group
American Indian	27.0%	3.0%
Asian	78.0%	19.1%
Black	75.5%	19.5%
Hispanic	57.1%	14.5%
Pacific Islander	0.0%	0.0%
White	95.4%	50.7%
Two or More Races	8.5%	1.5%
English Learners	71.4%	17.9%
Students Eligible for Free or Reduced-Price Lunch	88.5%	45.7%
Students with Disabilities	59.8%	18.0%

## Seven-Year Graduation

This table describes inclusion in the seven-year graduation indicator in high schools.

### Student and School Inclusion in Seven-Year Graduation

<b>Student Group</b>	<b>Percentage of Student Population Included as a Specific Student Group at a School</b>	<b>Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group</b>
American Indian	24.1%	3.0%
Asian	74.7%	16.0%
Black	70.9%	16.7%
Hispanic	47.9%	11.6%
Pacific Islander	0.0%	0.0%
White	94.8%	50.1%
Two or More Races	6.3%	0.8%
English Learners	68.9%	15.3%
Students Eligible for Free or Reduced-Price Lunch	87.6%	44.9%
Students with Disabilities	55.7%	17.9%

## Progress Toward English Language Proficiency

This table describes inclusion in the progress toward English language proficiency indicator for all schools. Since this indicator only applies to English learners, only the English learner group is included in the table.

### *Student and School Inclusion in Progress Toward ELP*

<b>Student Group</b>	<b>Percentage of Student Population Included in a School's Progress Toward ELP Calculation</b>	<b>Among Schools Serving at Least One English Learner, the Percentage of Schools With a Progress Toward ELP Calculation</b>
English Learners	92.8%	47.9%

## Consistent Attendance

This table describes inclusion in the consistent attendance indicator in all schools.

### *Student and School Inclusion in Consistent Attendance*

<b>Student Group</b>	<b>Percentage of Student Population Included as a Specific Student Group at a School</b>	<b>Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group</b>
American Indian	64.0%	10.4%
Asian	91.2%	36.4%
Black	93.5%	41.4%
Hispanic	89.9%	46.3%
Pacific Islander	5.2%	0.3%
White	99.6%	83.8%

<b>Student Group</b>	<b>Percentage of Student Population Included as a Specific Student Group at a School</b>	<b>Among Schools Serving at Least One Member of This Population, the Percentage of Schools Where the Population is Included as a Separate Student Group</b>
Two or More Races	76.6%	36.6%
English Learners	93.8%	50.8%
Students Eligible for Free or Reduced-Price Lunch	99.3%	86.8%
Students with Disabilities	96.6%	78.8%

## Recently Arrived English Learners

Under ESSA, Minnesota will now administer its academic reading test to recently arrived English learners who are still in their first year in the U.S. This is a change from the previous system, and in 2016 would have led to the testing of 1,709 recently arrived English learners who were not required to test under the previous system.

## Former English Learners

Under ESSA, Minnesota will now include former English learners in the English learner group for four years after they exit English learner status. This will apply to the academic achievement and academic progress indicators. This is a change from the previous system, which included former English learners for two years after they exited English learner status. On the Minnesota Report Card, test results will be available for this expanded EL group and, separately for current English learners.

For math achievement in 2016, this change would have led to the inclusion of 8,079 former English learners in the English learner group who would not have been included under the previous system. This would have led to the inclusion of the English learner group at 65 schools that otherwise would not have reported English learners as a separate group.

For reading achievement in 2016, this change would have led to the inclusion of 8,153 former English learners in the English learner group who would not have been included under the previous system. This would have led to the inclusion of the English learner group at 58 schools that otherwise would not have reported English learners as a separate group.