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# Minneapolis Public Schools 2015 MCA-III Summary Results

*JULY 2015*

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**REA**

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# MCA Highlights:

*No Increase in math and reading (flat)*

*Achievement gap increase in Math between White students and American Indian.*

*Reduction in gap in mathematics for Hispanic and Asian students*

*Reduction in reading gap for Hispanics*

*Slight Increase in Reading Gap between Whites and Asian, and American Indian*



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# MCA Highlights:



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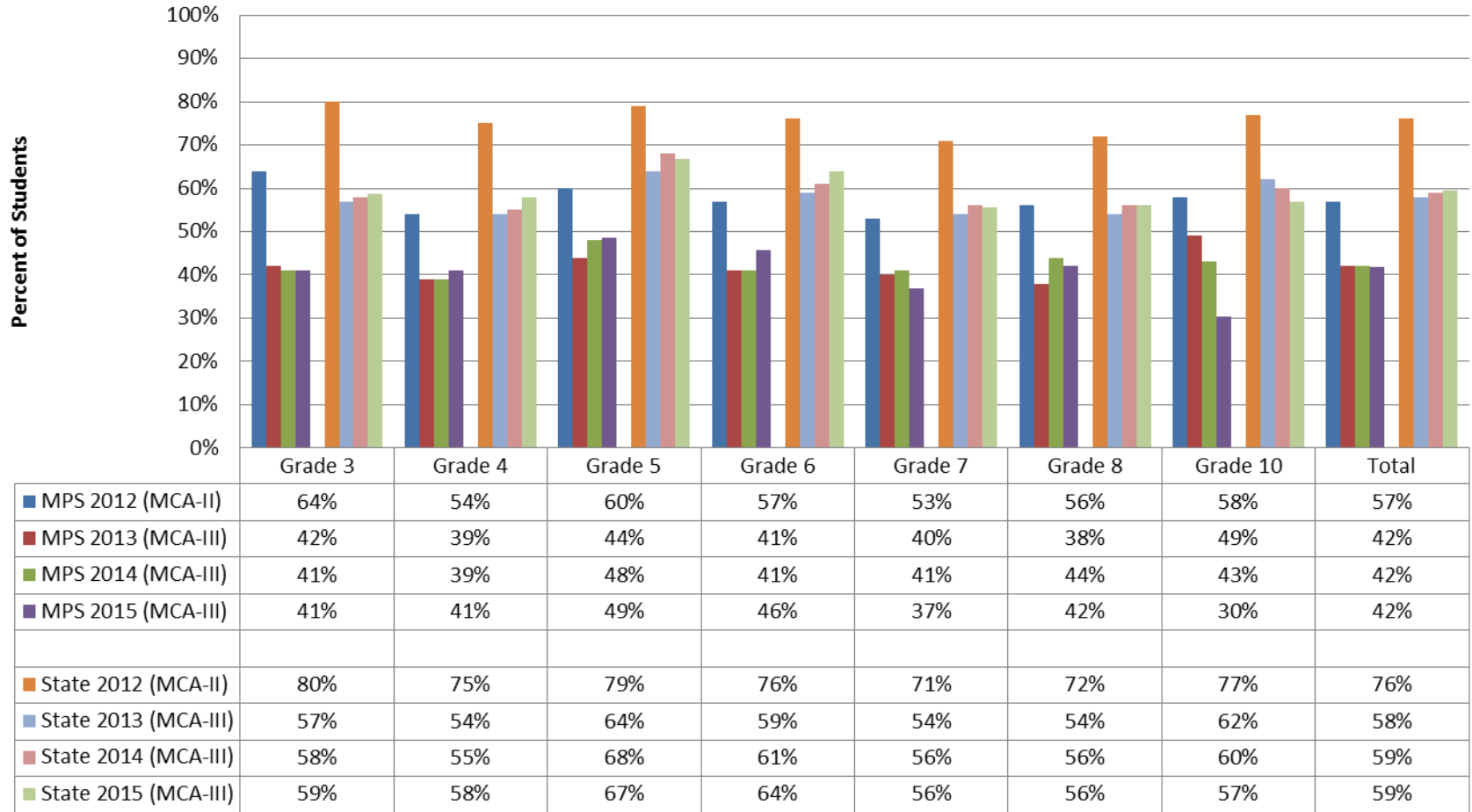
*Grades 4,6, and 11 had greatest gains in Math (3%)*

*Grades 4,5 and 6 increased in Reading. Grade 6 increased 5%. Grade 10 declined 13%*



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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III Reading by Tested Grade (MPS vs. State)





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# Slide 2 Notes

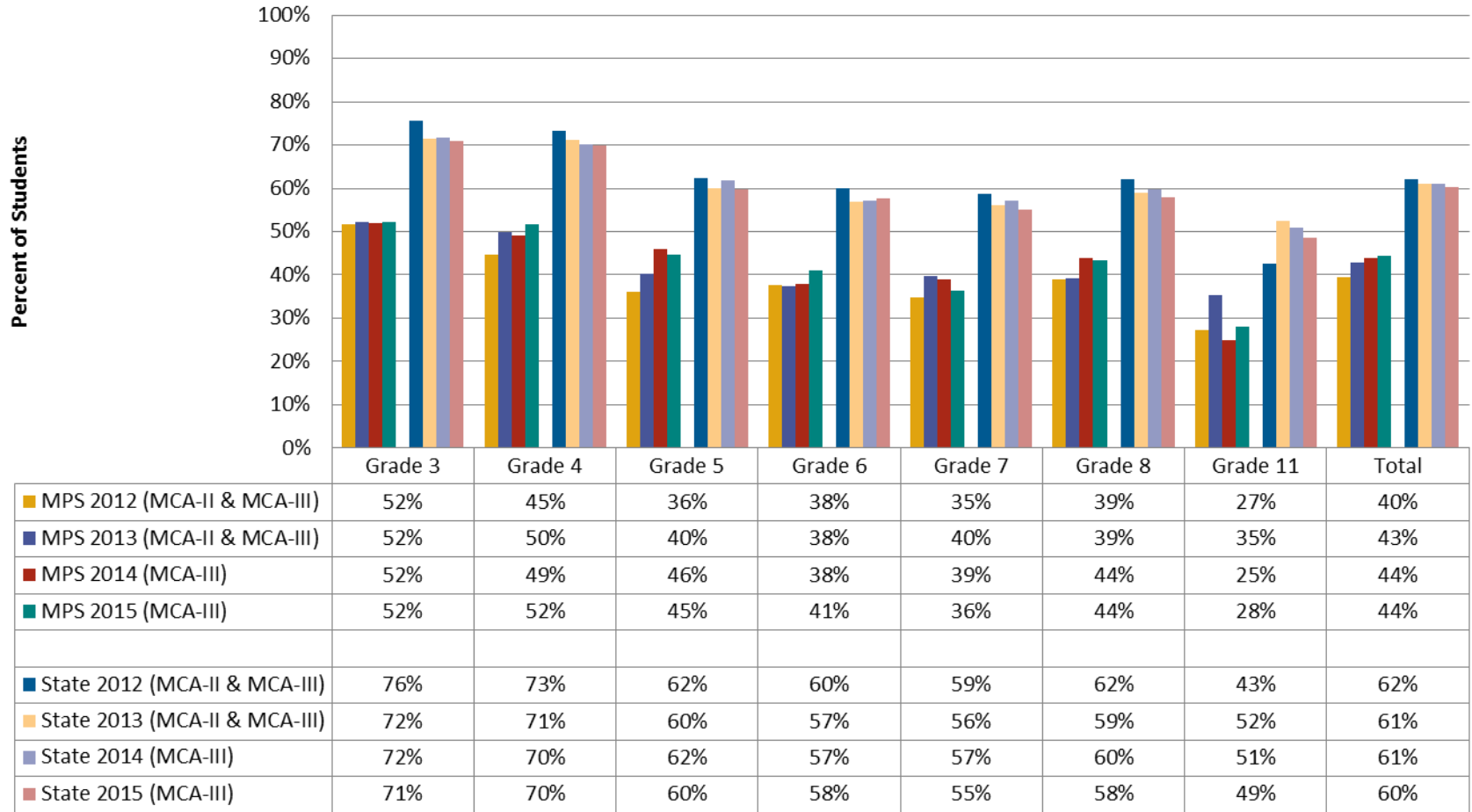
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- Beginning with the spring 2013 administration, students were assessed on the new MCA-III Reading Standards which represent the MN adoption of the Common Core English language arts standards in their entirety. Results between 2012 and 2013-2015 are therefore not directly comparable.



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# Percent of Students Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III Math by Tested Grade (MPS vs. State)

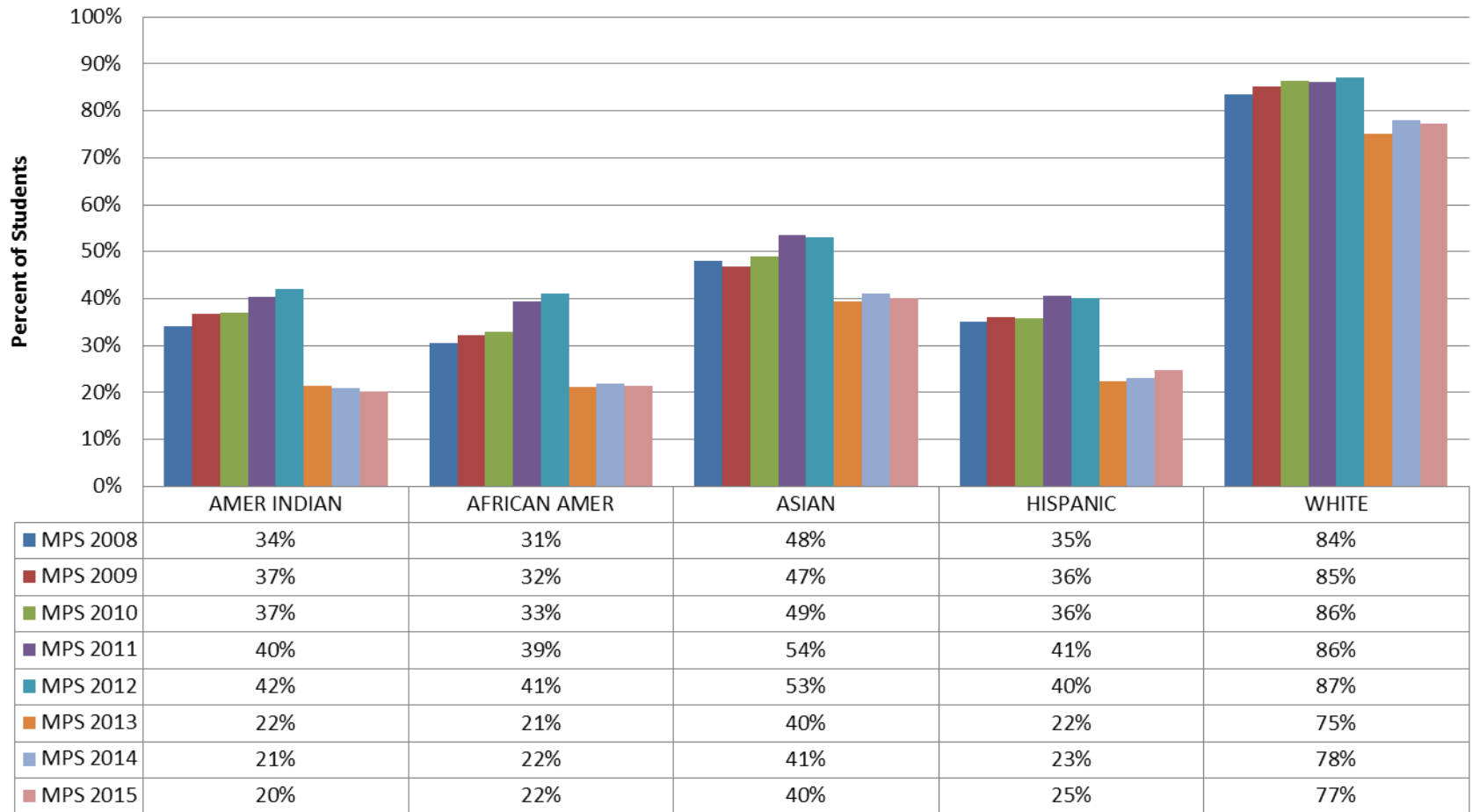


\*Notes: Grades 3-8 Math 2011-2013 figures are based on the new MCA-III Math Standards, Grade 11 figures are based on the MCA-II. In 2014 all grades were assessed using MCA-III standards.



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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III\* Reading by Ethnicity (MPS)

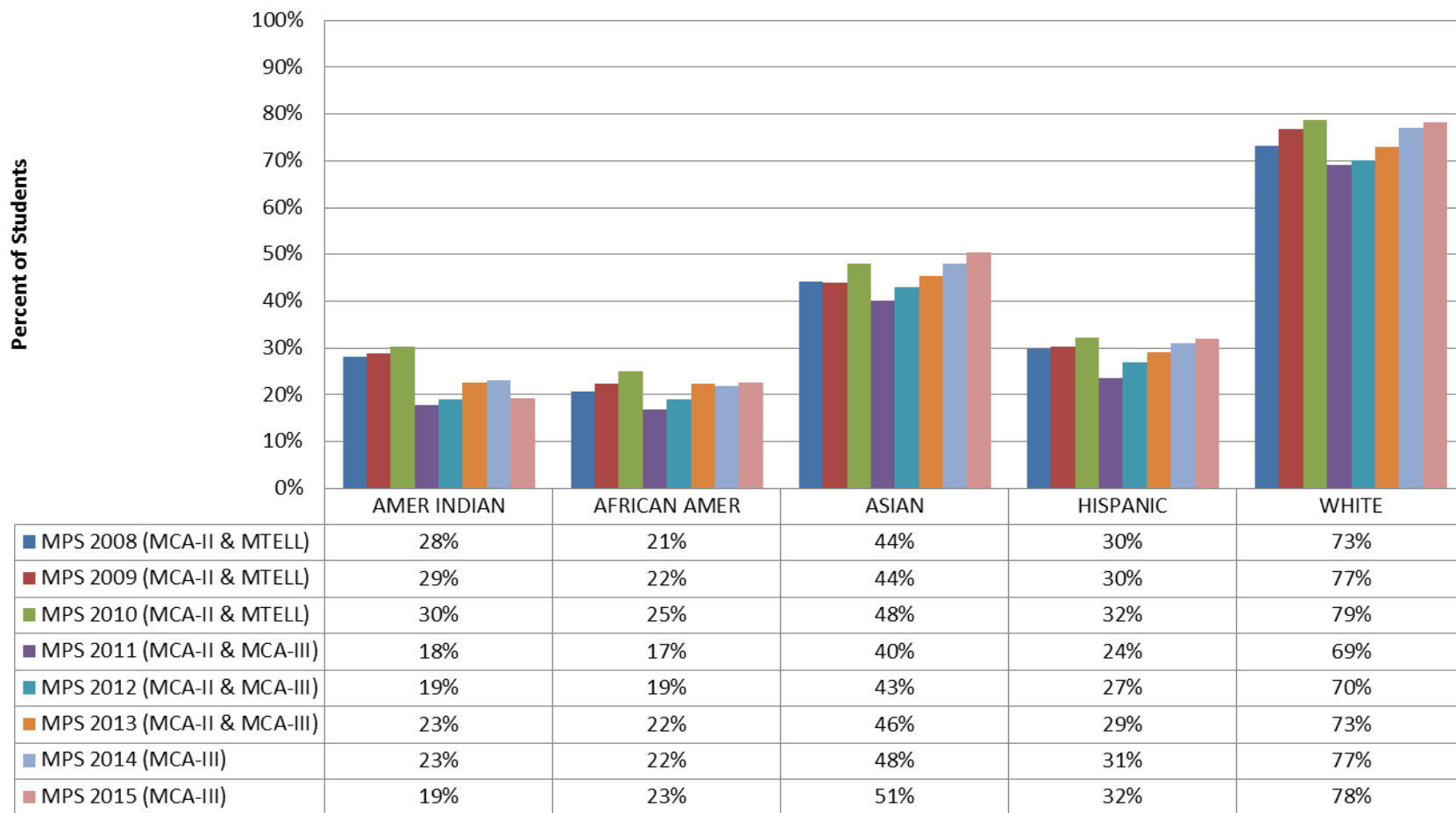


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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II and MCA-III Math by Ethnicity (MPS)



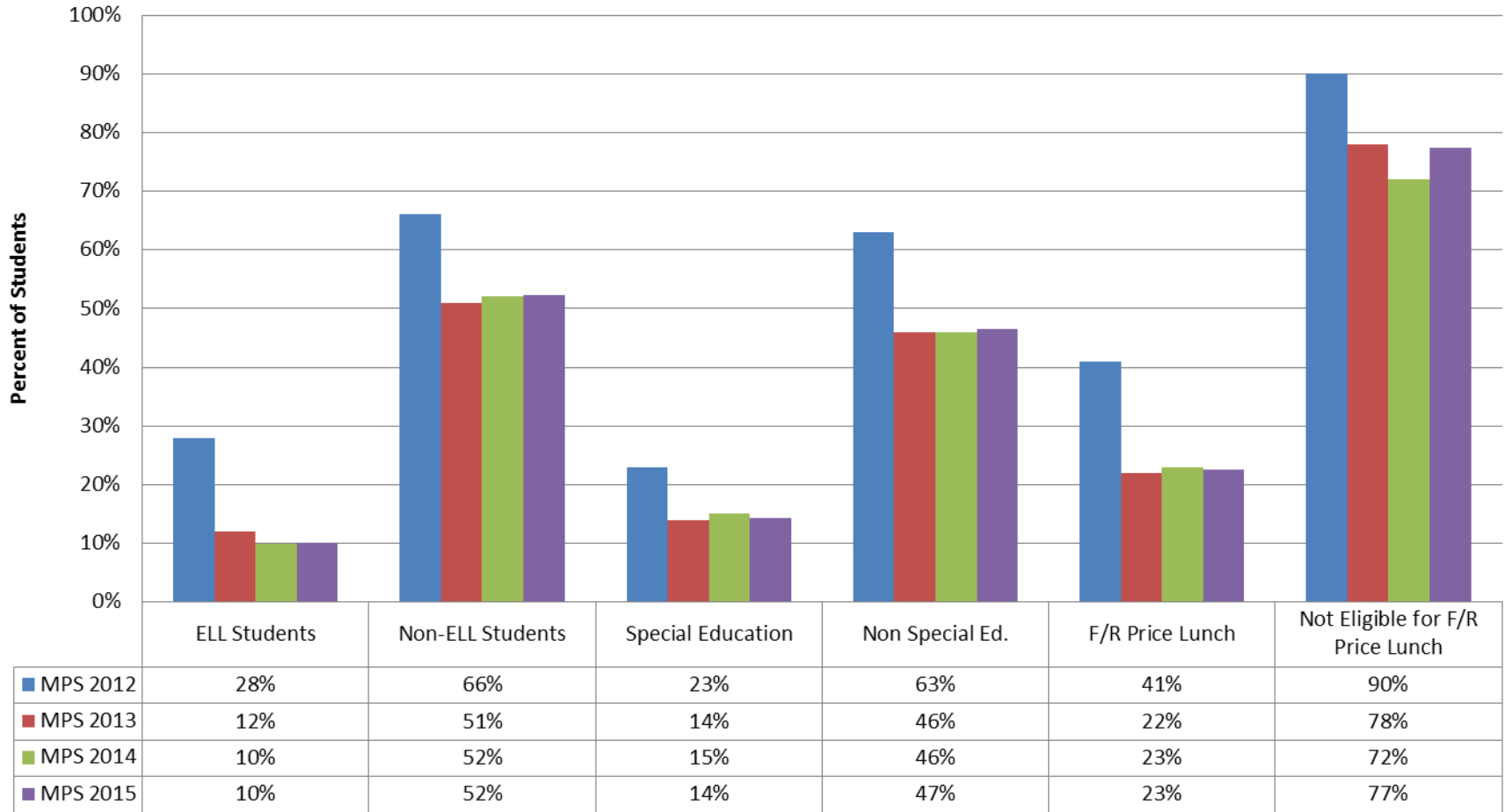
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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III\* Reading by Subgroups (MPS)

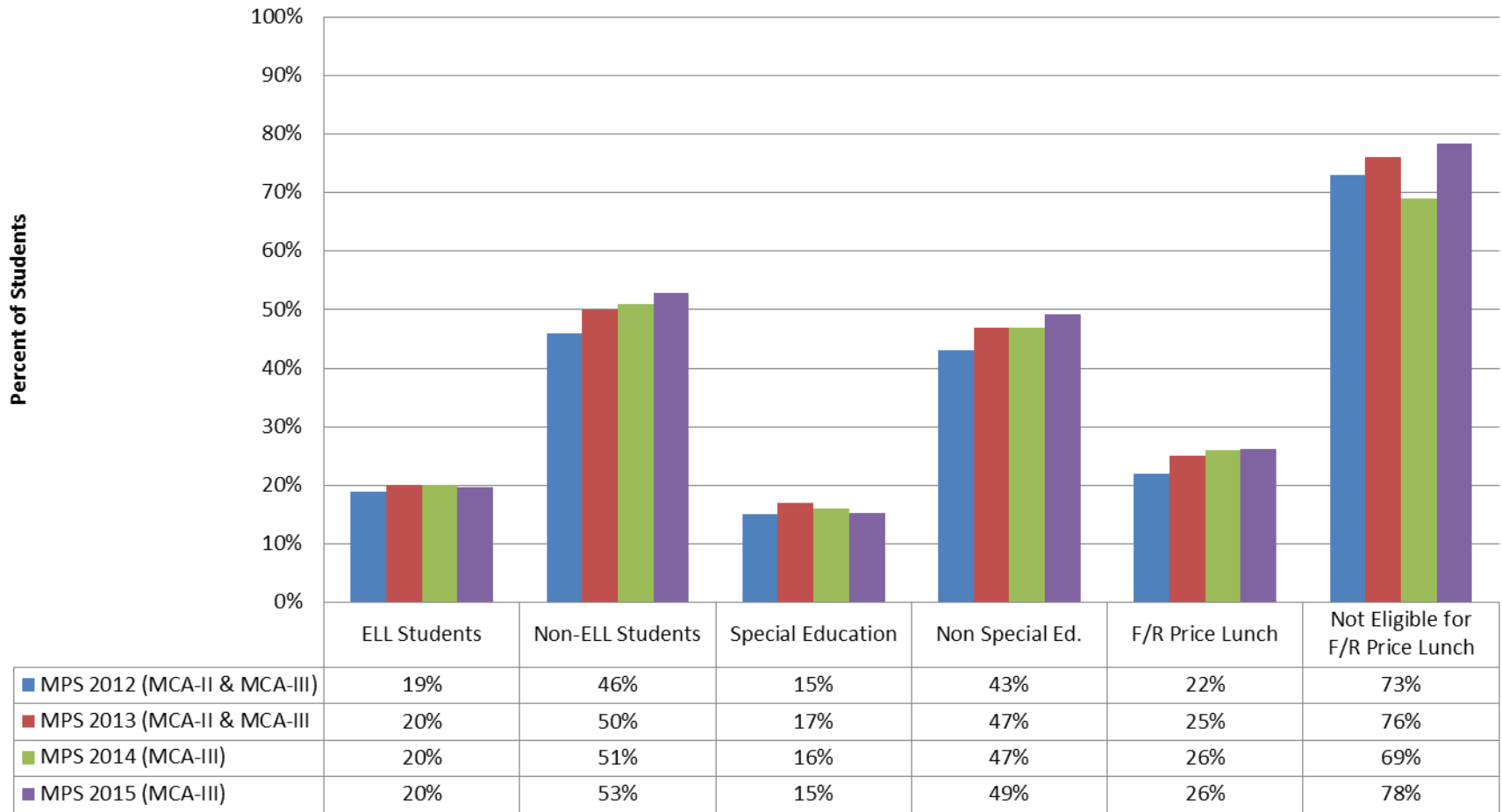


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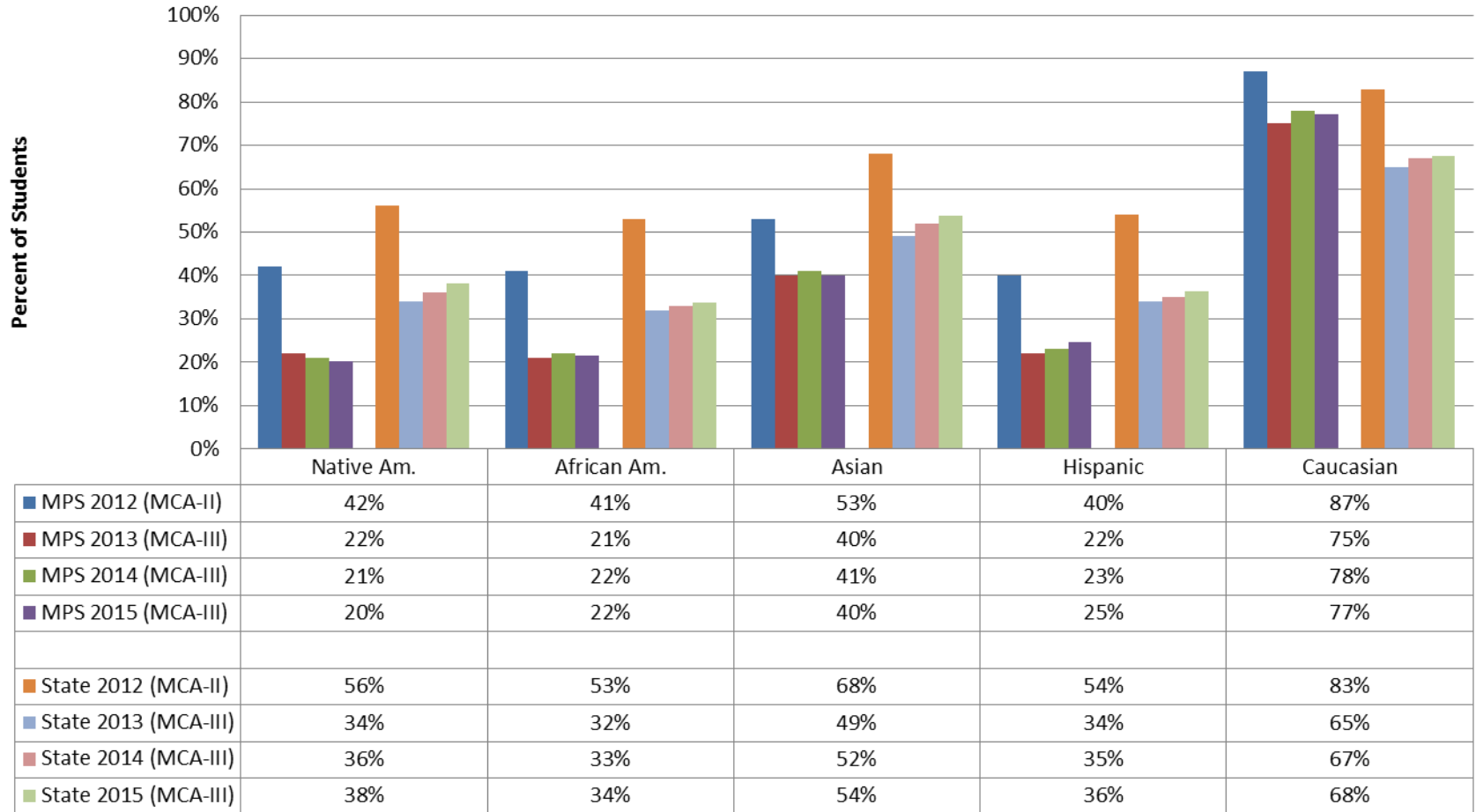
# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III Math by Subgroups (MPS)



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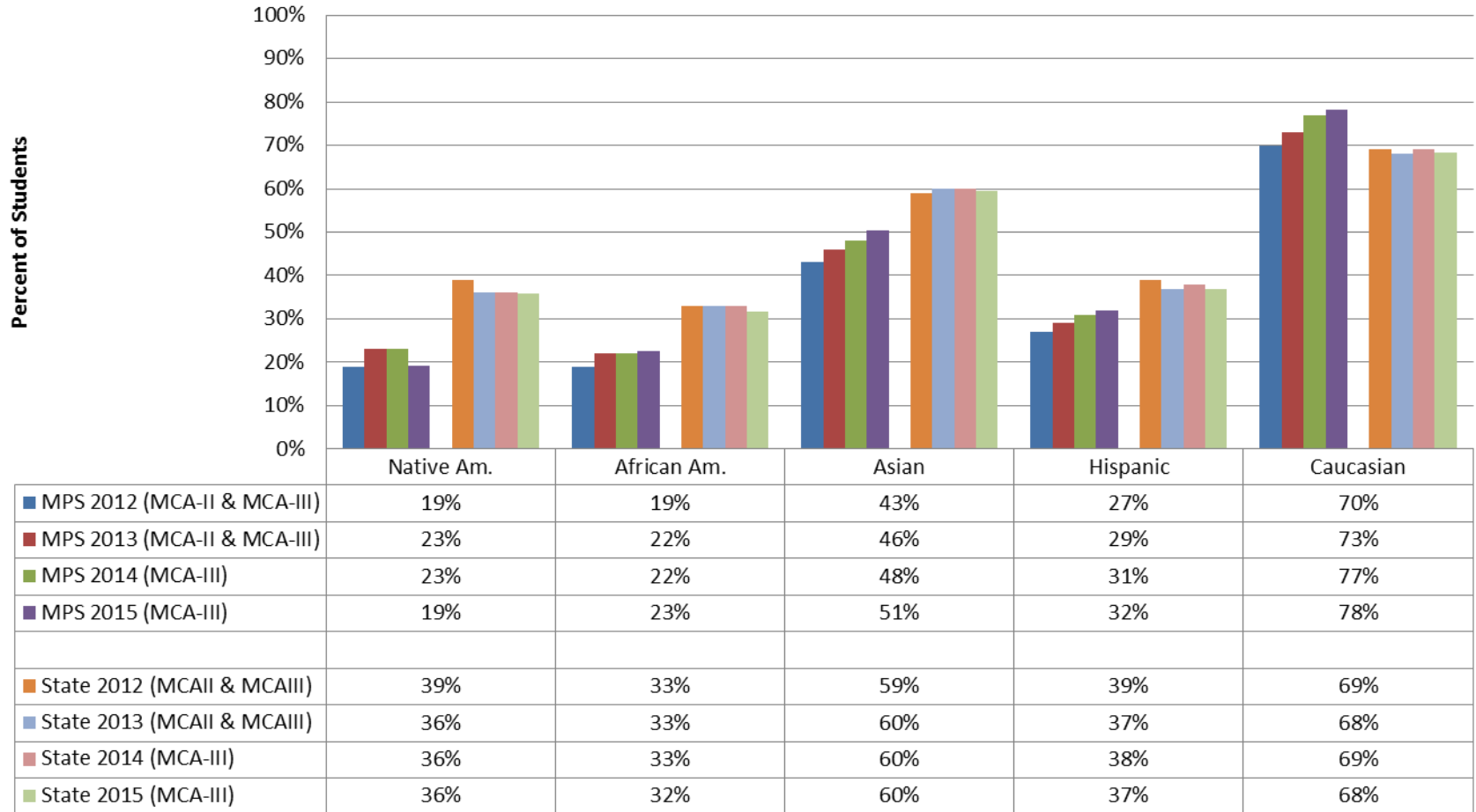


# Percent of Students who Met or Exceeded the Standards on MCA-II & MCA-III\* Reading by Racial/Ethnic Category (MPS vs. State)





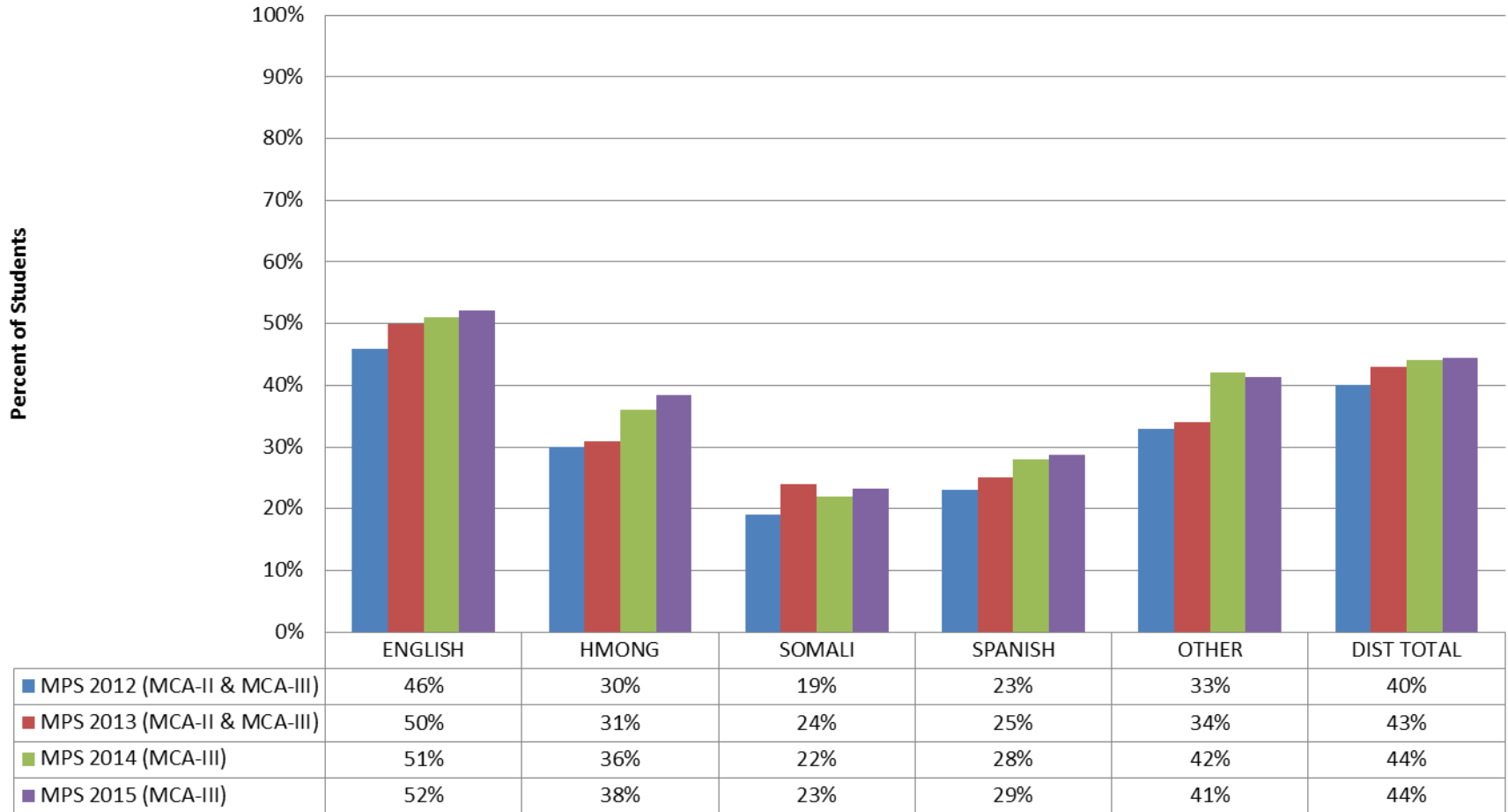
# Percent of Students who Met or Exceeded the Standards on MCA-II & MCA-III\* Math by Racial/Ethnic Category (MPS vs. State)





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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III Math by Student Home Language Category (MPS)

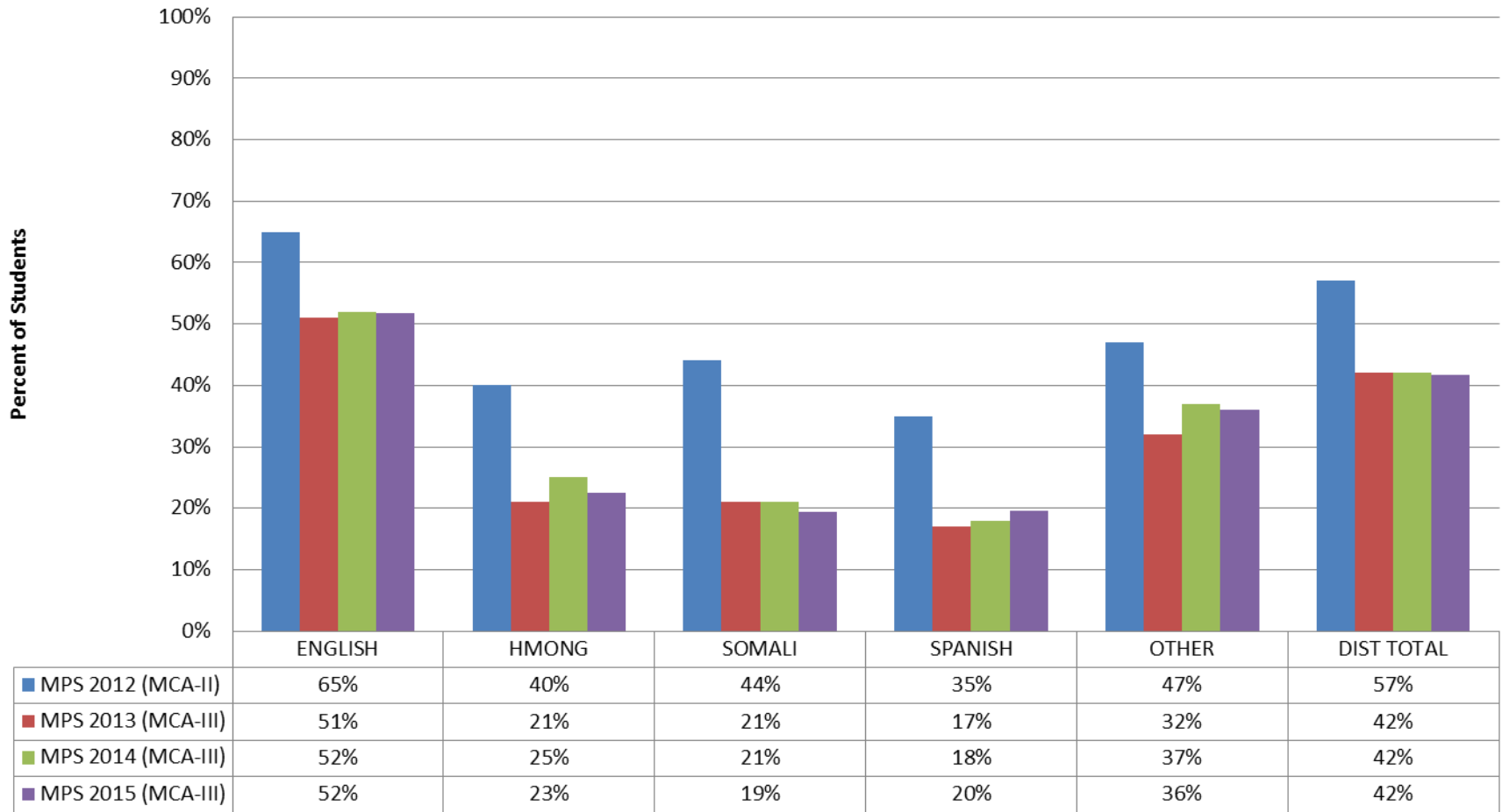


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# Percent of Students who Met or Exceeded the Standards on 2012-2015 MCA-II & MCA-III Reading by Student Home Language Category (MPS)





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# Longitudinal by Race

## Reading

GROUP	SCHOOL YEAR							
	2012		2013		2014		2015 PRELIM	
	PCT PROF	N	PCT PROF	N	PCT PROF	N	PCT PROF	N
African American	40.6%	5531	21.1%	5708	21.8%	6110	21.5%	6037
American Indian	41.7%	755	21.5%	806	21.1%	715	20.6%	667
Asian/Pacific Islander	53.0%	1249	39.5%	1205	40.6%	1163	40.4%	1104
Hispanic	40.3%	2810	22.3%	2778	23.2%	3130	24.9%	3098
White	86.6%	5380	75.2%	5642	78.2%	5614	77.6%	5540
Not Receiving ELL Services	65.8%	12220	50.9%	12314	52.2%	12773	52.6%	12479
Receiving ELL Services	27.8%	3505	11.6%	3825	10.4%	3959	9.9%	3968
Free/Reduced Priced Lunch Eligible	40.5%	10309	21.7%	10415	23.0%	10116	22.5%	10518
Not Eligible For Free/Reduced Priced Lunch	89.4%	5416	77.8%	5724	71.7%	6616	77.3%	5929
Not Receiving Special Ed Services	62.6%	13614	45.8%	13972	46.3%	14572	46.7%	14237
Receiving Special Ed Services	23.3%	2111	14.4%	2167	15.4%	2160	13.5%	2210
<b>Total</b>	<b>57.3%</b>	<b>15751</b>	<b>41.6%</b>	<b>16159</b>	<b>42.2%</b>	<b>16741</b>	<b>42.3%</b>	<b>16463</b>



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# Next Steps

## *Considerations*

*Sporadic increases and declines indicate lack of coherent system (real or understood)*

*We lack a consistent system for implementation monitoring and accountability*

*Do high leverage initiatives work in our context?*

- Focused Instruction
- Teacher Evaluation
- Associate Superintendent Model
- Autonomy
- Turnaround Teams
- Coaches and IS
- School Improvement Plans

## *Research*

*Grounded theory at high leverage and low leverage locations*

- Interviews
- Focus groups
- Structural Analysis
  - Use of Academic Resources
  - Leadership
    - Stability
    - Perception
    - Task Management
  - Teacher absences





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# MCA

## Increases / Declines

School	Math Increase	School	Math Decline
Armatage	9.6	Barton *	5.8
Kenny	6.9*	Bethune	3.7
Jenny Lind	7.3	Kenwood *	3.4
Pratt	17.5*	Seward *	3.2
Sheridan	4	Folwell	3.2
Windom	3.5*	Dowling *	4.4
Waite Park	7.9 *	Anderson *	3.7
Anishinabe	5.1	Marcy	7.1
Nellie Stone	6.5	Bryn Mawr *	7.1
Ramsey	4.3*	Whittier	8.4
Sanford	4.5*	Emerson	5.1
Henry	6.2*	Roosevelt	4.7
South	3.3	Hall	9.3
Southwest	13.2	Loring	11.3



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# MCA

## Increase<sup>ing</sup>/Declines

School	Reading Increase	School	Reading Decline
Armatage	10.5	Barton	5.8
Lake Nokomis	13.3*	Burroughs	5
Kenny	12.0*	Hale*	4.2
Jenny Lind	5.9	Kenwood*	5.7
Pratt	12.6	Pillsbury	4.4
Windom	7.6	Jefferson	3.5*
Bryn Mawr	4.6	Edison	10.8
Green	4.7*	Henry	17.6
Hall	4.3	Southwest*	17.4
Sanford	4.0*	Washburn	4.4
		South	16.4*
		Roosevelt	5.8



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# Themes

## ***There are too many competing interests for teacher/staff time***

*Time is a critical and limited resource. More flexibility and new ideas are needed to enable staff to work together to support students, co-plan, review data, collaborate with their ESPs, and attend PD, among others. Teachers consistently talked about the disruption to students and learning when they are out of the classroom and the problems of using reserves (when they are available).*

## ***Teachers want to improve their practice***

*Through PD, learning from each other, and through coaching. Coaching is an effective model when there is time and staff to implement it. Instructional Specialists have been helpful in many sites where they have enough time to provide feedback and support teachers.*

## ***Implementation of initiatives is a problem***

*We have great programs that are implemented poorly, without the needed training, support, and communication to make them work. Last year's Focused Instruction evaluation indicated there was not a clear implementation plan that was understood by stakeholders. Teachers and staff are still unclear about Q Comp components.*

## ***School climate is critical***

*Developing a positive school climate and understanding students better, through social-emotional learning and individualized instruction, are extremely important.*

## ***Family Engagement***

*Engaging families in their student's learning promotes high achievement.*



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# District Voices

FROM WHO	WHAT	# Participants	TOTAL
2014 Focused Instruction	Surveys, interviews, and focus groups	approximately 1,000 teachers, principals, and district leaders	1,000
Q Comp 2014	Surveys, interviews, and focus groups	1,108 staff responded to the survey; 225 ESPs; 46 Admin Focus Groups – n=28; interviews – n=6	1,413
Turnaround Schools 2015	Focus Groups	10	10
Q Comp 2015	Surveys, interviews, and focus groups	1,043 staff responded to the survey (as of 5.28); ESPs=17; principals=51; Advisory Group=17; ILTs=42; School staff=40; Secondary observer survey=51; interviews=4	1,342
Middle Grades Math	Focus Groups at 20 sites	75 teachers and math specialists	75
			<b>3,840</b>



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# 2015 Opt Outs

How many students have opted out this year from state achievement tests?

1,890 students (89 still took test)

School	Students Opting Out
South	895
Southwest	549
Roosevelt	156
Barton	80
Lake Harriet Upper	40
Anwatin	38
Anthony	27



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# 2015 Opt Outs

## *Potential District Impact*

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Subject	Proficiency Rate	Including Opt Outs	Impact
Math	44.5%	44.6%	-0.1 points
Reading	41.8%	42.3%	-0.5 points

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# 2015 Opt Outs

## *School Impact*

School	Math	Reading
South	-26 points	-28 points
Southwest	-8 points	-12 points
Roosevelt	0.5 points (gain)	-6 points
Barton	0 points	0 points
Lake Harriet Upper	0 points	0 points
Anwatin	-0.5 points	1 point (gain)
Anthony	0 points	0 points



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# Metro Comparison

DistrictName	MCA-III MATH PCT PROF OVERALL				MCA-III READING PCT PROF OVERALL			
	TEST N 2015	SY2015	SY2014	CHANGE M	TEST N 2015	SY2015	SY2014	CHANGE R
<b>Statewide Public</b>	<b>432336</b>	<b>60.2%</b>	<b>61.4%</b>	<b>-1.2%</b>	<b>434191</b>	<b>59.4%</b>	<b>59.1%</b>	<b>0.4%</b>
<b>MINNEAPOLIS PUBLIC SCHOOL DIST.</b>	<b>16400</b>	<b>44.5%</b>	<b>43.6%</b>	<b>0.9%</b>	<b>16329</b>	<b>41.9%</b>	<b>42.3%</b>	<b>-0.4%</b>
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	19389	66.0%	66.3%	-0.3%	19529	62.9%	62.3%	0.6%
ST. PAUL PUBLIC SCHOOL DISTRICT	17687	37.2%	40.3%	-3.1%	17818	37.4%	38.4%	-1.0%
ROSEMOUNT-APPLE VALLEY-EAGAN	14098	68.3%	69.7%	-1.4%	14112	67.4%	67.2%	0.1%
OSSEO PUBLIC SCHOOL DISTRICT	10180	57.0%	59.2%	-2.1%	10334	56.7%	56.6%	0.2%
SOUTH WASHINGTON COUNTY SCHOOL	9291	69.1%	71.4%	-2.3%	9288	69.5%	67.6%	1.9%
ROCHESTER PUBLIC SCHOOL DISTRICT	8502	58.7%	60.0%	-1.4%	8464	59.8%	59.5%	0.2%
ROBBINSDALE PUBLIC SCHOOL DISTRICT	6049	41.3%	44.7%	-3.4%	6092	47.8%	49.0%	-1.2%
LAKEVILLE PUBLIC SCHOOL DISTRICT	5751	74.8%	74.5%	0.3%	5781	75.3%	72.7%	2.6%
WAYZATA PUBLIC SCHOOL DISTRICT	5745	82.9%	81.9%	1.0%	5772	80.3%	80.4%	0.0%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	5484	71.4%	70.5%	0.9%	5499	70.7%	68.3%	2.5%
BLOOMINGTON PUBLIC SCHOOL DISTRICT	5210	59.9%	60.7%	-0.7%	5330	60.6%	58.6%	2.0%
NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	5201	60.0%	61.2%	-1.1%	5192	54.2%	51.7%	2.4%
MINNETONKA PUBLIC SCHOOL DISTRICT	5186	80.6%	80.8%	-0.3%	5153	81.7%	79.9%	1.8%
BURNSVILLE PUBLIC SCHOOL DISTRICT	4633	50.7%	53.6%	-2.9%	4643	53.9%	53.9%	0.1%
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4585	71.3%	72.3%	-1.0%	4641	72.8%	72.8%	0.0%
EDINA PUBLIC SCHOOL DISTRICT	4511	80.6%	81.9%	-1.2%	4551	80.1%	80.5%	-0.3%