Minnesota Department of
Educati☉n

Minnesota Report Card Information Guide

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

All data is reported by fiscal year, which runs from July 1 – June 30 each year. Information reported as 2015 is for data during the 2014-2015 school year.

How the reports work

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

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

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

What is CTSTR?

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

My School

What you should know about the My School Report

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

What are the caveats when looking at this data?

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

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

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

Demographics

What you should know about the Demographics Report

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

Where can I find more information?

For historic enrollment data or for data available by grade or by county, go to Data Reports and Analytics > Student. Choose the category to be Enrollment. The Special Populations file will provide enrollment information on English learners, students receiving special education services, and students receiving free or reduced-price lunch. The Ethnicity/Gender file provides enrollment information by race/ethnicity and gender. Each file back to 2006 provides information for the state, district, school, and county level by grade and across all grades.

When does the data get released each year?

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

Test Results

What you should know about the Test Results Report

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

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

What are the caveats when looking at this data?

- Students are tested in mathematics in grades three-eight and 11, in reading in grades three-eight and 10, and in science in grade five, grade eight, and once in high school (during the school year they completed a life science course).

- By default, all accountability tests are selected. This refers to the Title-I accountability tests. In mathematics, reading, and science all accountability tests refers to the Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS) for all grades tested for all years of data reported.

- In mathematics and reading, the Modified Minnesota Comprehensive Assessment (MOD) was available for grades five and above until 2014. Starting in 2015, the MCA and MTAS are the only accountability tests.

- In the last five years, there have been new academic standards in Minnesota; thus, the state has had changes to the tests in mathematics, reading, and science.

- The mathematics tests changed in 2011 for grades three-eight (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III). For grade 11, the change of mathematics tests occurred in 2014 (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III).

- The reading tests changed in 2013 (MCA-II to MCA-III, MTAS to MTAS-III, and MOD-II to MOD-III).

- The science tests changed in 2012 (MCA-II to MCA-III, MTAS to MTAS-III).

- Proficiency trend comparisons should not be made between tests.

- There is also data available for the Title-III accountability test, ACCESS for ELLs. This test was first administered in 2012.

  - The percent proficient represents students who received a composite proficiency level score of five or greater AND received proficiency level scores of four or greater in each of the individual domains of reading, writing, listening and speaking. The language domain scale scores contribute to the composite scale score in this way:

    - Reading: 35 percent

    - Writing: 35 percent

    - Listening: 15 percent

    - Speaking: 15 percent

  - Prior to ACCESS, the Test of Emerging Academic English (TEAE) test was given to English learners.

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

MCA was 2013 and it was 2012 that the reading GRAD was embedded in the grade 10 Reading MCA.

Where can I find more information?

For historic assessment data prior to the last five years, go to Data Reports and Analytics > Assessment and Growth Files. Each test is available separately and is reported by grade by school, district, and statewide. Starting in 2015, data is available by charter authorizer in the assessment files. If you are seeking data by student group, the TAB file (instead of the XLS file) can be selected for download. Information for eligibility requirements for MTAS and ACCESS are also provided here. Technical reports are also available about the Minnesota tests.

When does the data get released each year?

This report is typically updated in the summer of each year.

Graduation Rates

What you should know about the Graduation Rates Report

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

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

What are the caveats when looking at this data?

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

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

- The adjusted cohort graduation rate model follows students in a group, or a "cohort", throughout high school and determines if they graduate within four, five or six years. More information about these calculations can be found in the Functional Specifications.

- The five-year and six-year graduation rates show the number of students who took additional time to earn sufficient credits or meet other graduation requirements and to receive a high school diploma from their district. These two extended-year graduation rates are calculated in the same way as the four-year

rate but instead determine the percent of students graduating in five years and six years. Information about graduation requirements is available.

Where can I find more information?

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

When does the data get released each year?

This report is typically updated in February/March of each year. Graduation rates are released later in the year because Minnesota allows summer graduates to be included in the prior year graduation rate. For example, students that complete graduation requirements in summer of 2015 can be included in the 2015 rates.

School Performance

What you should know about the School Performance Report

The school performance report is only available for schools.

The Multiple Measurements Rating (MMR) is a measurement of school performance used for holding schools accountable under the federal Elementary and Secondary Education Act (ESEA) Flexibility Waiver. The MMR considers the proficiency, growth, achievement gap reduction and graduation rates of schools. Points are assigned in each of the four domains based on how well the school performed, and the total MMR is the percentage of possible points that the school earned. The Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student groups that exhibit an achievement gap in Minnesota. Schools will only receive an MMR if they have sufficient student data in at least two of the four areas of MMR. See more information about the calculations and designations in the MMR.

What are the caveats when looking at this data?

The Designation 2014 data combined the 2013 and the 2014 MMR ratings. If the single year 2014 is selected, only data based on that academic year is provided in the report. The Initial Designation used the 2010 and 2011 combined MMR data as well. Two years of data are used to calculate the MMR only in years when new focus and priority schools are identified.

- A school will not receive an MMR if they do not have sufficient data for at least two of the four areas of the MMR.

    o In the proficiency domain, there must be at least 20 students tested.

    o In the growth domain, there must be at least 20 unique students with a growth score.

- o In the achievement gap reduction domain, there must be at least 20 unique students who are in historically underachieving student groups with a growth score.

- o In the graduation rate domain, there must be at least 20 students in the four year graduation cohort.

- In each MMR domain, a school can earn up to 25 points.

  - o In the proficiency domain, a school with closer to 25 points is doing well at getting each possible student group to meet proficiency targets in math and reading.

  - o In growth, higher scores correspond to higher average growth z-scores. Schools that are doing well at getting students to progress from year to year will receive closer to 25 points. The range of possible growth z-scores for a school is from -3 to +3.

  - o In the achievement gap reduction domain, higher scores correspond to **lower** achievement gap reduction scores. Schools that are doing well at closing achievement gaps will receive closer to 25 points.

  - o In the graduation domain, a school with closer to 25 points is doing well at getting each possible student group to meet graduation targets by demonstrating a 90 percent graduation rate or showing adequate improvement over time. In addition, the graduation rates used for MMR are always one year behind the reported MMR year. For example, the 2015 MMR results use the 2014 graduation rates.

Schools may not have an MMR designation for two reasons. First, if a school does not take federal Title-I funds, the school is not eligible for a designation. Second, a school that does take Title-I funds may fall into the middle of the distribution of schools and would also not receive a designation. Only Title I schools that are identified for support or recognition receive a designation – about 35 percent of Title I schools fall in the middle and do not receive a designation. The Title-I status reported on the Minnesota Report Card is for the future school year and is not necessarily reflective of whether the school had been taking Title-I funds in a prior year and may have been eligible for a designation.

Where can I find more information?

For MMR data about all schools within a district, you can use the Multiple Measurement District Download or the statewide Multiple Measurement File (Data Reports and Analytics > Multiple Measurement Files).

When does the data get released each year?

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

Student Progress

What you should know about the Student Progress Report

The Student Progress report is available for the state, schools, and districts.

Student growth data is utilized for all aspects of this report. Students receive individual growth results by comparing their score from last year to the current year. This growth result tells us whether students are progressing from year to year at expected rates. Expectations for students are set based on average improvements from year to year on statewide assessments. Expectations are slightly adjusted for the first three years after a tested was first given. Therefore, growth expectations were set for mathematics grades three-eight in 2014, for reading in all tested grades in 2015, and for mathematics in grade 11 in 2016. See the most recent year's growth expectations.

What are the caveats when looking at this data?

In the Student Progress report, only students taking the Minnesota Comprehensive Assessment (MCA) are included. Students taking other assessments (such as the Minnesota Test of Academic Skills (MTAS)) can receive growth scores which are included in the growth domain of the Multiple Measurement System (MMR; found in the School Performance report), but they are not included in the data provided on the Student Progress report.

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

Where can I find more information?

For information about how student growth is calculated, see the functional specifications. For historic growth data, go to Data Reports and Analytics > Assessment and Growth Files and choose the test to be Growth. In order to see data by student groups, the zip file must be selected.

When does the data get released each year?

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

Academic Standards

The academic standards report is available for the state, schools, districts, and charter authorizers.

What are the caveats when looking at this data?

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

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

Where can I find more information?

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

When does the data get released each year?

This report is typically updated in the summer of each year.

Staffing Profile

What you should know about the Staffing Profile Report

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

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

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

The Federal "Highly Qualified" requirements for teaching positions are for core content courses, which are listed as language arts, reading, social studies, sciences, mathematics, visual arts, musical arts, and languages. Classes that do not fall into the core content list are not counted in the total percentage. A teacher is considered "Highly Qualified" if they hold a full-time, standard license and have either passed the teacher licensing content examination in the core content area or hold a bachelor's degree or higher in the core content area. Please visit the [Highly Qualified Teacher Requirements](#) webpage for further information. Paraprofessionals are considered "Highly Qualified" if they have a minimum of 60 semester credits in higher education or an Associate's degree or higher or have demonstrated highly qualified skills through a formal state or local academic assessment.

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

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

Where can I find more information?

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

When does the data get released each year?

This report is typically updated in July.

Federal Accountability

What you should know about the Federal Accountability Report

This report is available for the state, schools, and districts.

Minnesota was approved in 2012 for a waiver to certain provisions of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB). Under the waiver, the state began to implement a new accountability system focused on closing achievement gaps and increasing achievement for all students. The waiver allowed Minnesota to utilize the Multiple Measurement Rating (MMR). Data for the MMR can be found in the School Performance report.

Under the ESEA Flexibility waiver, Minnesota still reports Adequate Yearly Progress (AYP) for schools and districts; however, there are no requirements or consequences tied to these results. The Federal Accountability report on the Minnesota Report Card provides information about AYP. For information about the calculations related to AYP, see the functional requirements.

What are the caveats when looking at this data?

In the first report, AYP Status History, All Student Groups, the data reports whether, within each area of AYP, all eligible student groups met their targets.

- A "No" in the table indicates that at least one student group did not meet their target in that area. In math and reading this could indicate missing the participation or the proficiency index target.

- For a student group to be included in AYP, at least 20 students needed to be included in calculations for math, reading, and attendance.

- Prior to 2014, at least 40 students needed to be included in the graduation calculation, though that count has since been lowered to 20.

- The proficiency index reported in Federal Accountability is not the same as percent proficient.

  - Students who were proficient (scoring Exceeds or Meets) earn a full point towards the index.

  - Students who were partially proficient earn a half point towards the index.

- The sum of full and half points within a school, district, or at the state is then divided by the total number of students who received test scores in order to calculate the proficiency index.

The graduation rates reported in Federal Accountability do not change once they have been calculated and reported. The graduation rates reported in the Federal Accountability report may not be the same as is seen in the Graduation Rates report. In addition, the graduation rates used for AYP are always one year behind the reported AYP year. For example, the 2015 AYP results use the 2014 graduation rates.

Where can I find more information?

For historic AYP data or more information about whether specific groups met targets, go to Data Reports and Analytics > Adequate Yearly Progress (AYP).

When does the data get released each year?

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

NAEP

What you should know about the NAEP Report

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

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

Where can I find more information?

See more information on NAEP - also known as the Nation's Report Card.

When does the data get released each year?

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

Engagement and Safety

What you should know about the Engagement and Safety Report

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

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

Where can I find more information?

For results on other questions on the MSS in 2013, please see the interactive 2013 MSS web report. You can see historic MSS data tables as well.

When does the data get released each year?

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

College-Going

What you should know about the College-Going Report

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

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

What are the caveats when looking at this data?

- The data for the College-Going report is pulled from data in the Statewide Longitudinal Education Data Systems (SLEDS).

- However, unlike data reported on the SLEDS website, only information for students from Minnesota enrolling in a Minnesota institute of higher education is included.

- SLEDS is unable to calculate a four-year graduation cohort rate. Because of this, SLEDS defines a graduate as any student who received a high school diploma in the given year. It does not take into account if the students graduated in four, five, or six years.

Where can I find more information?

Other reports on high school to college transitions using SLEDS data can be found at sleds.mn.gov.

When does the data get released each year?

This report is typically updated each spring.