

Data Review

2002-2005

Gates/CSC Funded Saint Paul Public Schools

- Harding
- Highland Park
- Johnson

June 2006



Gates Exemplary sMall Schools Project

The three Saint Paul Public High Schools that completed the terms of the Bill and Melinda Gates Foundation Grant they received in 2000 improved Four-Year Graduation Rates, Higher Education Enrollment rates, and narrowed the Gap between Caucasian and African American student achievement and Free/Reduced Lunch and Non-Free/Reduced Lunch student achievement.

Harding (\$999,280), Highland Park (\$754,509), and Johnson (\$787,809) completed the grant process and received the full amount of funding they were eligible for. A total of \$2.89 million has been spent on Saint Paul Schools under the grant.

BACKGROUND:

In the fall of 2000, the Saint Paul Public Schools received a substantial grant from the Bill and Melinda Gates Foundation to use the best current research to make major improvements in high schools. This grant was administered by the Center for School Change at the University of Minnesota's Hubert H. Humphrey Institute, operating as an intermediary for the Foundation.

The thrust of the grant was to focus on **rigorous** academic expectations that were designed to be **relevant** to students, and to organize the large high schools into smaller learning communities where each student could develop **relationships**—where each student would be well known by at least one staff member.

Originally all seven high schools were given planning grants to design their own plan on how to proceed with the goals of serving all students well, producing higher graduation rates, and students better prepared to enter the world after high school.

Harding, Highland Park, and Johnson completed the five year grant process.

Four Year Completion Rates:

Four Year Completion Rates increased district-wide (5%), and at all three funded schools. At Highland Park (9%) and Johnson (14%) they grew faster than the district average. The Completion Rate has grown faster for African American students than for Caucasian students—District (10%), Highland Park (16%), Johnson (17%). In addition, the Rate for Free/Reduced Lunch students has grown at a higher rate than that for Non-Free/Reduced Lunch students.

Higher Education Enrollment Rates:

Harding, Highland Park, and Johnson combined Higher Education Enrollment Rates exceed the district rate by 4%. All three schools show increases of African American Student Higher Education enrollment growing faster than the all student rate. All three schools also show growth in Enrollment Rates for Free/Reduced Lunch students. Highland Park and Johnson show these rates growing faster than the rate for Non-Free/Reduced Lunch students.

Narrowing the Gap:

The Gap between African American and Caucasian students, and between Free/Reduced Lunch and Non-Free/Reduced Lunch students has narrowed at these schools. In addition to the numbers cited above for Four-Year Completion Rates and Higher Education Enrollment Rates, strides were also made in the Minnesota Graduation Tests. All three schools made gains in at least 2 of 3 areas (math, reading, writing). The gap between African American and Caucasian students was reduced at Harding and Highland Park. The gap between Free/Reduced Lunch and Non-Free/Reduced Lunch was reduced at Highland Park and Johnson.

ACKNOWLEDGMENTS

Creating more effective schools is hard work. Many people contributed their creativity, persistence and insight to help produce the results described in this report. The Center for School Change wants to acknowledge, in particular, the following:

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Project Advisory Committee Members: George Latimer chair, Roger Barr, Theresa Baultrippe, Mary Kaye Boyd, Anne Carroll, Roz Carroll, Mo Chang, Arlene Datu, John Davis, Arty Dorman, Pauline Eichten, Lilian Ejebe, Roxy Foster, Warren Grantham, John Hamilton, Wayne Jennings, Ian Keith, Ruthanne Kurth-Schai, Jim McCorkell, Becky Montgomery, Debbie Montgomery, Tom O'Connell, Diane Schroepfer, and Karen Woodward.

We deeply appreciate major support from the Bill and Melinda Gates Foundation.

Finally, thanks to the students, parents, and community members from the three participating high schools worked so hard to help produce the progress reported in the following pages.

Data Highlights

Attachment 1: Four-Year Completion Rates

- Four Year Completion Rates increased at all three schools.
- Highland Park and Johnson four-year completion rates are higher than District average.
- Four-Year Completion Rates for African American students has grown at a higher rate than that for Caucasian students.
- Four-Year Completion Rates for Free/Reduced Lunch students has grown at a higher rate than that for Non Free/Reduced Lunch.

Attachment 2: Higher Education Enrollment Rates

- Harding and Highland Park show gains in college enrollment between 2003 and 2004.
- GEM School average is higher than District average.
- Harding, Highland Park, and Johnson combined rates exceed district rate by 4%.
- Harding, Highland Park, and Johnson all show increases of African American Student Higher Education enrollment growing faster than the All Student rate.

Attachment 3: Minnesota Graduation Tests

- Significant gains in at least 2 areas (math, reading, writing) in state required graduation tests for all GEM Schools.
- Gap between African American and Caucasian students was reduced at Harding and Highland.
- Gap between Free/Reduced Lunch and Non Free/Reduced Lunch was reduced at Highland and Johnson.

Attachment 4: Saint Paul Public Schools AYP in 2005

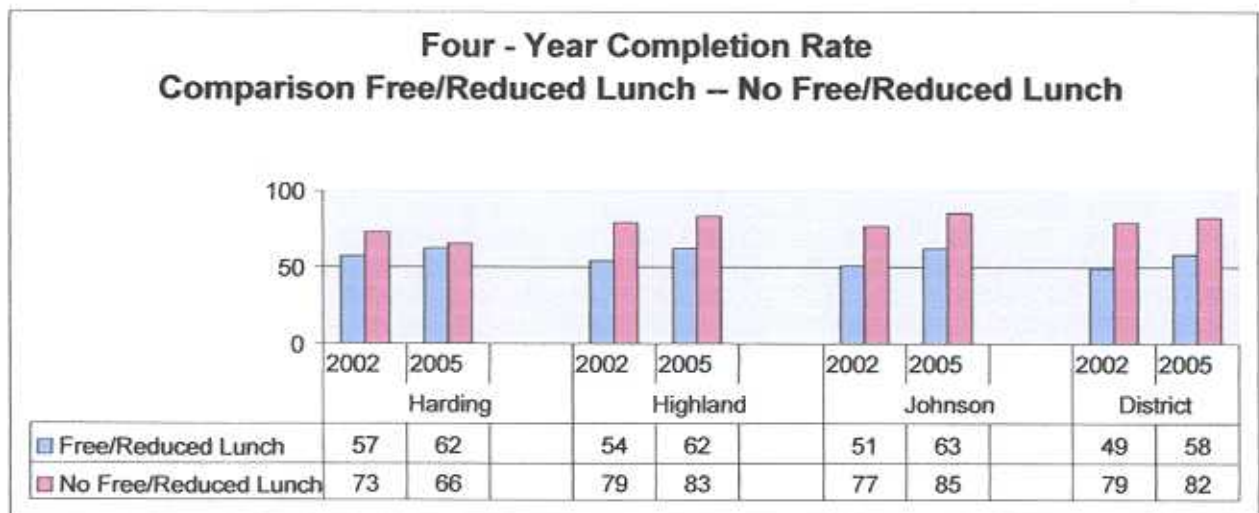
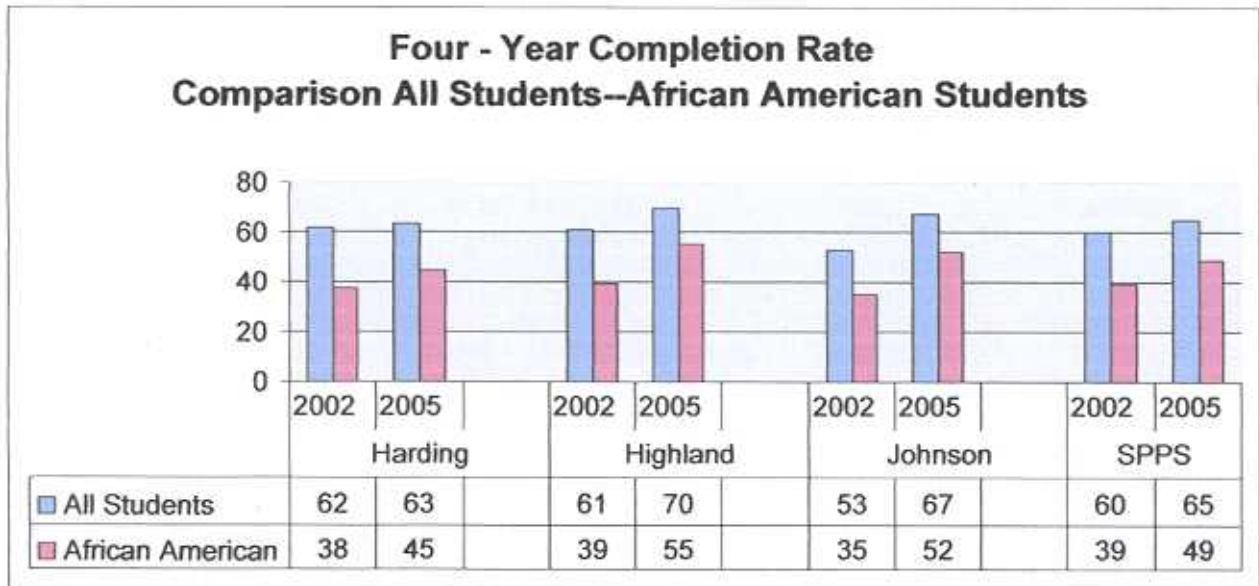
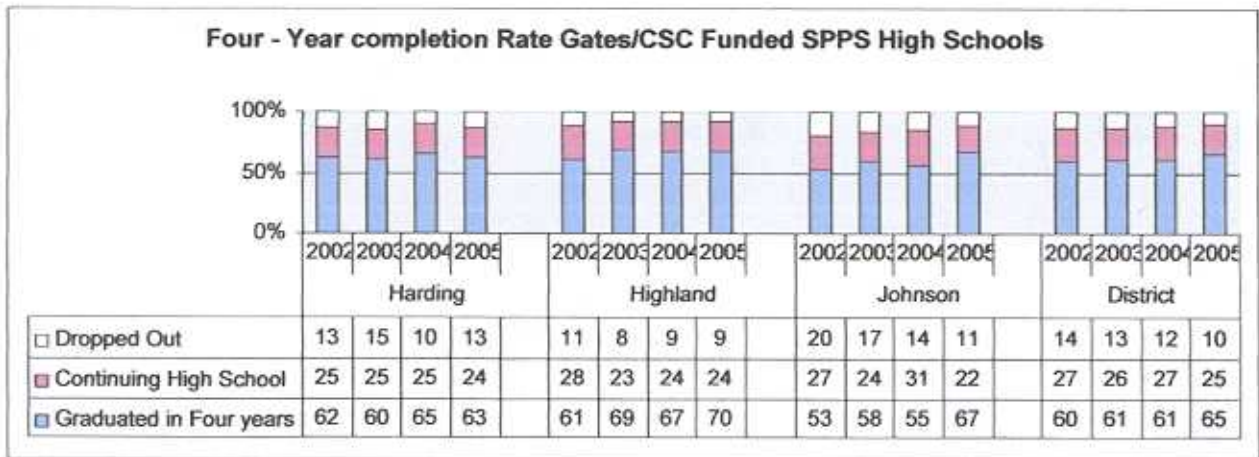
- Saint Paul Public Schools meets AYP in all District areas.
- Harding, Highland Park, and Johnson meet AYP for graduation.
- Harding, Highland Park, and Johnson have reduced the number of subgroups not meeting AYP from 2004-2005.

Attachment 5: Narrowing Achievement Gaps

- Gaps in math narrowed for 6 of 7 subgroups between 2004 and 2005 on state tests.
- Reading gains were made by all 7 subgroups, although the gap narrowed in only three subgroups.

Attachment 6: Demographic Trends 2002-2005

- Percentage of students of color is trending up—70% in the District, 69% IN GEM Schools.
- Harding is going up at twice the District rate—now at 76%.
- Percentage of students living in a home where English is not the primary language is stable in the District over last two years at 43%, while Harding is 10% higher at 53%.



**Gates/CSC Funded
Saint Paul Public Schools Higher Ed. Enrollment Rates
Class of '03 and Class of '04**

	Class of '03		Class of '04		Enrollment rate increased
	N	%	N	%	
HARDING	299	57.5%	321	59.8%	Y
HIGHLAND	249	69.1%	158	69.9%	Y
JOHNSON	210	61.9%	223	57.5%	N
Gates Schools Totals	758	62.5%	770	62.1%	N
District Total	1216	58.4%	1228	58.1%	N

Sub Group Higher Ed. Enrollment Rates—Class of '03 and Class of '04

	HARDING		HIGHLAND		JOHNSON		DISTRICT
	Class of '03	Class of '04	Class of '03	Class of '04	Class of '03	Class of '04	
All Students	57.5%	59.8%	69.9%	61.9%	57.5%	58.4%	58.1%
Asian American	64.1%	59.4%	63.0%	50.6%	67.9%	57.1%	56.6%
African American	61.1%	72.7%	64.3%	50%	67.6%	53.9%	57.5%
Caucasian	52.7%	56%	78.9%	73%	45.8%	63.8%	64.1%
Free/Reduced Lunch	56.1%	57.3%	61.1%	51.8%	57.7	54.5	54.9
Not Free/Reduced Lunch	50%	61.1%	74%	73%	57	61.7	61.5

Minnesota Graduation Tests

Minnesota is currently transitioning from the Basic Skills Test to the MCA-II/GRAD Assessment (Minnesota Comprehensive Assessment II/Graduation-Required Assessments for Diploma). This has resulted in a temporary break in the continuity of test score comparisons.

We provide the BST 10th Grade Writing Scores (test will continue to be used until 2010):

SPPS Percent Passing BST in 10th Grade Writing

School Name	2002	2003	2004	2005	2006	Change 2003-2005*
Harding	73%	76 %	78 %	78 %	76%	+ 3 %
Highland Park	78%	80 %	79 %	88 %	88%	+ 10 %
Johnson	70%	73 %	74 %	82 %	79%	+ 9 %
District Average	74%	77 %	77 %	81 %	77%	+ 3 %

*Bold numbers reflect outcomes above the District average

Percent of Subgroup Increased Passing BST in 10th Grade Writing

	Harding 2002-05	Highland 2002-05	Johnson 2002-05	District 2002-05
All Students	73-76%—3%	78-88%—10%	70-79%—9%	74-77%—3%
Asian American	73-66%—(7%)	65-88%—23%	66-78%—12%	70-69%—(1%)
African American	57-76%—19%	61-75%—14%	61-68%—7%	62-71%—9%
Caucasian	84-95%—11%	91-95%—4%	82-94%—12%	87-95%—8%
Free/Reduced Lunch	67-71%—4%	63-78%—15%	63-75%—12%	65-70%—5%
Not Free/Reduced Lunch	85-92%—7%	89-96%—7%	83-92%—9%	87-95%—8%

MCA Grades 10 and 11 Results

School Name	Grade 10 Reading			Grade 11 Math		
	2004	2005	Change*	2004	2005	Change*
Harding	49 %	60 %	+11	56 %	52 %	-4
Highland Park	65 %	72 %	+7	63 %	62 %	-1
Johnson	54 %	62 %	+8	49 %	52 %	+3
District Average	57 %	61 %	+4	55 %	54 %	+1

*Bold numbers reflect outcomes above the District average

Saint Paul Public Schools District AYP Results in 2005

AYP Status: Making AYP						
	Reading		Mathematics		*Attendance	*Graduation
	Part. Rate	% Prof	Part. Rate	% Prof	Rate	Rate
All Students	Yes	Yes	Yes	Yes	Yes	Yes
American Indian/Alaskan Native	Yes	Yes	Yes	Yes		
Asian/Pacific Islander	Yes	Yes	Yes	Yes		
Hispanic	Yes	Yes	Yes	Yes		
Black	Yes	Yes	Yes	Yes		
White	Yes	Yes	Yes	Yes		
Limited English Proficient	Yes	Yes	Yes	Yes		
Special Education	Yes	Yes	Yes	Yes		
Free/Reduced Price Lunch	Yes	Yes	Yes	Yes		

The Minnesota AYP plan looks at four areas in determining whether a school or district has made adequate yearly progress:

- **Participation** : Schools and districts must test 95% of students in tested grades.
- **Proficiency** : Students in tested grades must show adequate yearly progress towards proficiency and be 100% proficient in reading and mathematics by 2013-14. A score 1420 on the Minnesota Comprehensive Assessments indicates proficiency
- **Attendance** : Elementary schools, middle schools and districts must have an average daily attendance rate of 90% or show acceptable growth towards 90% to make AYP. Attendance data is taken from the previous school year.
- **Graduation** : High schools and districts must have an average graduation rate of 80% or show acceptable growth towards 80% to make AYP. Graduation data is taken from the previous school year.

The No Child Left Behind Act also required schools and districts to break out their data into nine different subgroups or cells:

- All students LEP Special Education Free and Reduced Price Lunch White
Black Asian Pacific Islander American Indian Hispanic

Gates Schools: Changes In Number Of Subgroups Not Meeting AYP Achievement Target 2004 to 2005

	<i>Not Met Reading 2004</i>	<i>Not Met Reading 2005</i>	<i>Not Met Math Proficiency 2004</i>	<i>Not Met Math Proficiency 2005</i>
Harding	2 subgroups	1 subgroups	7 subgroups	2 subgroups
Highland	2 subgroups	2 subgroups	6 subgroups	3 subgroups

Johnson	3 subgroups	2 subgroups		6 subgroups	2 subgroups
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Progress in Narrowing Achievement Gaps in Saint Paul Public Schools

Percent of Grade 7, 10, and 11 Students Proficient on the Minnesota Comprehensive Assessment from 2004 to 2005

In just one year's time, SPSS has made significant progress in narrowing the achievement gaps in grades 7, 10, and 11 for most student groups. SPSS has narrowed gaps for ELL students in both reading and math at all three grade levels. Moreover, SPSS has reduced the achievement gap between African American and Caucasian and American Indian and Caucasian students in grade 7 (reading and math) and in grade 11 math. The achievement gap for low income students has similarly shrunk. These are all remarkable achievements. However, as witnessed at elementary grade levels, the gap for special education students widened in grade 7. Particular attention should be paid to this student group.

□ = gap has narrowed by three percentage points or more from 2004 to 2005

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	Grade 7 Reading		Grade 7 Math		Grade 10 Reading		Grade 11 Math					
	2004	2005	2004	2005	2004	2005	2004	2005				
<i>Low Income</i>	30.6	42.7	-12	28.8	45.7	+17	42.5	43.1	-6	39.2	45.2	+6
<i>Non-Low Income</i>	69.5	78.4	+9	67.5	79.4	+12	75.3	60.5	-4	69.6	68.7	-1
<i>ELL</i>	21.5	44.9	+23	27.2	52.8	+26	36.4	45.9	+9	35.3	43.7	+8
<i>Not ELL</i>	51.5	56.2	+5	45.3	55.1	+10	64.1	65.6	+2	58.8	57.5	-1
<i>Special Education</i>	14.0	16.8	+3	9.9	19.4	+10	15.0	19.0	+4	11.4	19.5	+8
<i>Regular Education</i>	46.1	58.9	+13	44.3	51.1	+7	61.1	64.0	+3	58.0	57.1	-1
<i>African American</i>	26.5	37.7	+11	19.6	35.2	+16	36.3	37.9	+2	24.0	27.7	+4
<i>Caucasian</i>	69.0	73.7	+5	64.3	75.0	+11	73.9	73.7	-5	70.2	69.7	-1
<i>Hispanic</i>	32.9	41.9	+9	30.3	42.9	+13	40.4	47.6	+7	36.1	43.1	+7
<i>Caucasian</i>	69.0	73.7	+5	64.3	75.0	+11	73.9	73.7	-5	70.2	69.7	-1
<i>Asian American</i>	32.1	51.1	+19	39.0	59.7	+21	54.8	59.0	+4	58.7	57.4	-1
<i>Caucasian</i>	69.0	73.7	+5	64.3	75.0	+11	73.9	73.7	-5	70.2	69.7	-1
<i>American Indian</i>	36.7	50.0	+13	34.4	54.8	+20	40.4	51.7	+11	40.0	51.3	+11
<i>Caucasian</i>	69.0	73.7	+5	64.3	75.0	+11	73.9	73.7	-5	70.2	69.7	-1

Demographic Trends in GEM Schools from 2002-2005

	White American	African American	Hispanic American	Asian American	American Indian	TOTAL STUDENTS	TOTAL STUDENTS OF COLOR	PERCENT STUDENTS OF COLOR	PERCENT OTHER HOME LANG.	FREE & REDUCED LUNCH	SPECI/ EDUC
Harding 2005-06	448	456	184	1003	50	2141	1693	79.08%	56%	77%	NA
Harding 2004-05	502	478	150	944	50	2124	1622	76.37%	53%	77%	15%
Harding 2003-04	549	438	136	936	45	2104	1555	73.91%	53%	69%	15%
Harding 2002-03	636	429	119	899	51	2134	1498	70.20%			
Highland Park 2005-06	696	296	145	271	25	1433	737	51.43%	31%	49%	NA
Highland Park 2004-05	701	275	130	294	17	1417	716	50.53%	31%	47%	16%
Highland Park 2003-04	705	253	143	312	17	1430	725	50.70%	33%	44%	15%
Highland Park 2002-03	690	268	132	337	19	1446	756	52.28%			
Johnson 2005-06	457	447	180	523	34	1641	1184	72.15%	42%	73%	NA
Johnson 2004-05	519	387	154	539	39	1638	1119	68.32%	42%	71%	16%
Johnson 2003-04	578	360	146	545	28	1657	1079	65.12%	42%	66%	15%
Johnson 2002-03	576	335	149	572	25	1657	1081	65.24%			
District 9-12 2005-06	3187	3092	1083	3855	192	11409	8222	72.07%	45%	69%	NA
District 9-12 2004-05	3949	3780	1210	4111	247	13297	9348	70%	43%	67%	17%
District 9-12 2003-04	4195	3642	1212	4091	203	13343	9148	68.56%	43%	62%	15%
District 9-12 2002-03	4467	3498	1160	4164	204	13493	9026	66.89%			