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**Minnesota
Voluntary Public School Choice Grant
Year Four Evaluation Report**

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*Prepared for the Minnesota Department of Education
by:*

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Consultant's Report

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SECTION I: INTRODUCTION

Report Overview

The following report documents the evaluation findings for the Minnesota Voluntary Public School Choice Project (VPSC) for the period October 1, 2007 through September 30, 2011. This VPSC Year Four Evaluation Report is the early version of the final project report, as much of the VPSC Year Five data needed to perform this evaluation, including academic test data and student data from the Minnesota Department of Education (MDE), will not be available until after the grant has expired in summer 2012. Evaluation results presented in this report are both formative, as they are presented to inform continuous improvement of ongoing Year Five activities conducted by the VPSC partners, and summative, as project outcomes are discussed in detail.

Overview of the VPSC Grant Program

The Voluntary Public School Choice (VPSC) project is a program funded by the U.S. Department of Education with the purpose of establishing or expanding intra-district, inter-district, and open enrollment school choice programs. The intent is to provide parents, particularly parents whose children attend low-performing public schools, expanded educational options. The U.S. Department of Education makes competitive awards to State Education Agencies (SEAs), Local Education Agencies (LEAs), or partnerships that include both organizations and other for-profit or non-profit groups. The Department gives priority to applications that: 1) provide the widest variety of choices to students in participating schools; 2) have the greatest impact in allowing students who attend low-performing schools to attend higher-performing schools; and 3) propose partnerships to implement an inter-district approach to providing students with the greater public school choice. VPSC funds may be used for planning, tuition payments to chosen public schools, enhanced capacity-building activities in high-demand schools, public awareness campaigns, and other costs necessary to implement a school choice program. Student participation must be voluntary to qualify for the funds.¹ Minnesota was one of fourteen states awarded a VPSC grant in 2007. It was the second grant awarded to the State of Minnesota.

The Minnesota VPSC Partners

The Minnesota VPSC operates through a collaborative partnership including the Minnesota Department of Education (MDE), Minneapolis Public Schools (MPS), West Metro Education Program (WMEP), an inter-district collaboration of Minneapolis Public Schools and ten Twin Cities suburban school districts, the Center for School Change (CSC), an organization working at the school, community, and policy levels located at Macalester College, and the Choice Information and Support Services (CISS), which assists with academic support and tutoring activities for Choice Is Yours program participants. The Minnesota Department of Education, the Minneapolis Public Schools, and the West Metro Education Program have been involved in both VPSC grant projects. MDE leads the Minnesota VPSC efforts. Through this collaborative partnership, the Minnesota VPSC project activities are open to urban and suburban kindergarten through grade twelve students enrolled in the school districts represented by the partner organizations.

¹ Minnesota Voluntary Public School Choice Option Abstract from the U.S. Department of Education website:

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Proposed VPSC Goals and Objectives

It is important to document the history of the Minnesota VPSC efforts in order to understand both the context of current findings and how the project has evolved since the writing of the proposal that resulted in the 2007 grant. The goals and objectives taken from the original proposal assist in understanding the partners' intent for the project and also how they have revised activities to meet current needs.

The goals as noted in the original proposal abstract were to:

- Maintain cohesive marketing and family outreach strategies for voluntary public school choice;
- Continue to offer transportation services;
- Coordinate academic tutoring with school curriculum enhancement;
- Expand school choice options;
- Develop a Leadership Academy for charter and alternative school/district administrators;
- Strengthen the Post-Secondary Education Options (PSEO) outreach program; and
- Develop a comprehensive orientation and mentoring program.

The proposal also listed objectives that further illuminated the partners' intentions. The objectives as noted in the original proposal were to:²

- Expand efforts to market urban schools to suburban school students;
- Create a new school choice website;
- Enhance parental involvement;
- Continue providing services to transport Minneapolis students to suburban and choice magnet schools;
- Expand transportation service to include suburban-to-urban transportation options;
- Increase access to and actively promote use of academic tutoring and support services;
- Improve and expand staff training;
- Expand existing magnet programs at Edison High School;
- Expand arts focus and capacity at Inter-District Downtown School (now named FAIR School Downtown);
- Expand choices to include branding two charter schools;
- Incorporate Online Learning as a viable choice option;
- Create a Leadership Academy for current and prospective charter and other public school/district administrators;
- Develop outreach and marketing strategies to increase participation in dual credit options by students from low-income families and students of color;
- Identify and reach out to first-generation college prospects in low-income families;
- Provide proactive, ongoing support and follow-up services to participants and their families; and
- Increase parent/caregiver advocacy services.

² Minnesota Voluntary Public School Choice Option Abstract from the U.S. Department of Education website: <http://www2.ed.gov/programs/choice/2007awards.html>; December 14, 2010.

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In addition, Minnesota generated desired outcomes that would assist in their assessment of the project's success. The original proposal included the following desired outcomes:

- Increase awareness of school choice options and assist families in making informed choices;
- Increase the number of suburban students choosing to attend schools in Minneapolis;
- Increase outreach to dropout students;
- Increase parents'/guardians' involvement in their children's education;
- Support school choice options;
- Improve academic performance of students;
- Increase student retention and graduation rates;
- Increase use of academic support services by program participants;
- Prepare staff to teach all participating students;
- Increase choice options available to all students;
- Reduce dropout rates;
- Strengthen charter school and district leadership to improve school quality, teacher quality, and student academic success;
- Increase participation in Post-Secondary Enrollment Options (PSEO);
- Facilitate students' transition into school choice options; and
- Improve life opportunities for students.

Together, the goals, objectives, and desired outcomes form the basis for understanding Minnesota's overall intent for the VPSC program. Many of these have remained central to current activities; however, as the program as been implemented, some activities and focus areas have changed or have been more closely aligned with the current educational realities.

SECTION II: THE MINNESOTA VPSC PROGRAM

The Minnesota Voluntary Public School Choice Program closely followed the project goals, components, outputs, and outcomes shown in the Program Logic Model developed for the original grant (see Appendix A). The goals noted below remained unchanged and guided the project in all aspects of implementation. The goals are as follows:

1. Ensure that *all* families (MPS and suburban districts) are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.
2. Increase student academic performance for those who participate in VPSC-funded programs.
3. Ensure that those students who choose an option through VPSC-funded activities will receive proactive, ongoing support needed to succeed academically in their new educational environment.

VPSC partners focused on four major project components as shown in the Minnesota Voluntary Public School Choice Logic Model (Appendix A).

- Student and Family Outreach
- School Choice Options and Enhanced/Expanded Options
- Academic Tutoring and Support
- Staff Support

An overview of each major project component follows.

Project Component Description: Student and Family Outreach

Student and family outreach is composed of three primary activity areas: 1) the Marketing and Outreach; 2) the Choice Information and Support Services Center; and 3) Partner Internal Marketing Activities.

Marketing and Outreach. Marketing to families and students is one of the major project activities associated with Student and Family Outreach. The intent of the partners was to have an active Marketing and Outreach group led by MDE and consisting of representatives from the partner organizations. The original plan was to develop a comprehensive marketing plan with strategies and rationales delineated for the marketing efforts funded through the VPSC project.

Choice Information and Support Services (CISS). The overall purpose of CISS is to provide proactive support services for Choice Is Yours student participants so that they succeed in their new educational environment. CISS replaced the Minneapolis Parent Information Center in fall 2010. CISS activities include developing individual learning plans for students, tutoring, as well as providing academic mentoring and coaching for students and parents. CISS assists families in obtaining transportation, conducts informational meetings to make students and families aware of support services, helps parents understand student achievement and test results, connects students with academic assistance opportunities and other supports, and provides financial assistance to

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families in the form paying for fees and equipment for after school programs, sports, field trips, and musical instruments. CISS activities also include obtaining feedback on support services from families and students using surveys and interviews.

Partner Internal Marketing. The third project activity associated with Student and Family Outreach involves internal marketing by VPSC partners: West Metro Education Program, Minneapolis Public Schools, the Center for School Change, and the Choice Information and Support Services. The intent of this activity was for the internal marketing efforts of the partners to include information about VPSC-funded school choice options, thus leveraging resources to further increase awareness of students and families about the options available through the VPSC project. Student and Family Outreach are described in detail in Section IV, Findings.

Project Component Description: School Choice Options and Enhanced/Expanded Options

Central to the intent of the U.S. Department of Education's VPSC initiative is that 2007 grant awardees: 1) provide the widest variety of choices to students in participating schools; 2) would have the greatest impact in allowing students who attend low-performing schools to attend higher-performing schools; and 3) propose partnerships to implement an interdistrict approach to providing students with greater public school choice.³ The Minnesota VPSC project has five major efforts concentrating on meeting the project goals and the intent of the Department. Some of these programs are ongoing and were in operation under the first VPSC grant, others are new and implemented under this grant while others are expansions of existing programs. Overall, original student participation goals for this grant were 2,000 student participants in the Choice Is Yours Program (CIY) and 1,000 student participants from suburban school districts attending urban school choice options.

VPSC partners chose to focus on school choice options and expansion with the following VPSC-funded programs:

1. The Choice Is Yours program
2. FAIR School Downtown
3. Enhance School Programs—Three Minneapolis Public School enhanced programs and two West Metro Education Program enhanced programs
4. Dual credit options
5. Staff support and professional development

A description of each choice option and expansion is presented below. Detailed information on all school choice options and enhanced/expanded options are presented in Section IV, Findings.

The Choice Is Yours (CIY) Program. The Choice Is Yours (CIY) is a continuation of a program that began with the settlement of an education adequacy lawsuit in 2000 that resulted in an inter-district voluntary desegregation initiative. The Choice Is Yours program gives low-income Minneapolis families more options to attend suburban schools. All Minneapolis students who are eligible to receive free or reduced-price lunch may apply to participate in the program. Minneapolis students attending suburban schools through the Choice Is Yours program receive free transportation to and from their suburban schools.⁴ The program is supported financially through many sources, one of which is the VPSC grant.

³ U.S. Department of Education website, Voluntary Public School Choice webpage: <http://www2.ed.gov/programs/choice/index.html>

⁴ Minnesota Voluntary Public School Choice 2006–2007 Evaluation Brief, February 26, 2008, Aspen.

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VPSC funds dedicated to CIY are detailed in each district's grant applications to WMEP, who manages the MN VPSC grant for suburban schools. VPSC funds are used to provide personnel, equipment, and support services within the schools and school districts. In addition to the Minneapolis Public Schools, nine suburban school districts that are members of the West Metro Education Program participate in Choice Is Yours program. These school districts are Columbia Heights (District 13), Hopkins (District 270), Eden Prairie (District 272), Edina (District 273), Richfield (District 280), Robbinsdale (District 281), St. Anthony/New Brighton (District 282), St. Louis Park (District 283), and Wayzata (District 284). The following four criteria are used to identify and track students participating in the Choice Is Yours program (as indicated on students' Minnesota Automated Reporting Student System (MARSS) records):

1. Student's resident district is in Minneapolis Public Schools.
2. Student is eligible for free and/or reduced-price meals.
3. Transportation code indicates desegregation-funded transportation (code 4).
4. Student's serving district is one of the nine West Metro Education Program participating districts (Districts: 13, 270, 272, 273, 280, 281, 282, 283, or 284).

FAIR School Downtown (Fine Arts Interdisciplinary Resource).⁵ FAIR School Downtown was one of the school choice options highlighted in the original grant proposal. The grant specified the goal to provide choice options for all students, including suburban students, as well as those from the city of Minneapolis. FAIR School Downtown, located in the heart of the commercial district, was formerly known as the Interdistrict Downtown School (IDDS). FAIR School Downtown offers students and their parents and educational experience in partnership with arts and business organizations in the central city. The school is located near major theatrical venues that are part of the Hennepin Theater Trust and the school has relationships with the Pimsler Dance Theater, MacPhail Music School, Stages Theater Company, Wells Fargo Bank, the University of St. Thomas and Target Corporation.

FAIR Schools are a K-12 community with two campuses, FAIR School Downtown and FAIR School Crystal (located in the northwest suburb of Crystal, MN). As part of the West Metro Education Program (WMEP), FAIR Schools are a collaborative effort involving eleven public school districts: Brooklyn Center, Columbia Heights, Edina, Eden Prairie, Hopkins, Minneapolis, Richfield, Robbinsdale, St. Anthony-New Brighton, St. Louis Park, and Wayzata. FAIR School Downtown will transition to a K-3 and 9-12 campus in downtown Minneapolis; FAIR School Crystal is the 4-8 campus. As a downtown school, FAIR School Downtown provides an educational experience rich with community partnerships while providing an all day, tuition-free kindergarten.

Enhanced/Expanded Options Schools. An important aspect of this VPSC project is to identify programs that increase opportunities for students to transfer to high-performing schools and to assist school districts in reaching the high-performing status. The programs discussed in the original proposal were reviewed, and it was decided that new criteria needed to be set to ensure that the Minnesota VPSC project was supporting the movement of students to high-performing schools. At issue was the reality that there was need for more high-performing schools. Thus, the partners decided to focus funding and efforts on enhancing and/or expanding programs in five schools (in addition to FAIR School Downtown) that had the potential to reach high-performing status. Two schools with VPSC-funded enhanced programs have been in operation for the past two years— Central Middle School in Columbia Heights School District (engineering and media arts courses) and Earle Brown Elementary in Brooklyn Center (Gifted and Talented and band programs). The

⁵ West Metro Education Program website: <https://wmep.k12.mn.us/fair/about>

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other three schools located in Minneapolis did not receive VPSC-funded program enhancements, due at least in part, to project funding issues.

Dual Credit Options. Dual credit outreach efforts are included under School Choice Options and Expansion but could also be considered as an activity associated with partner internal marketing efforts. The primary purpose of these efforts is to disseminate information, form partnerships, and conduct activities to increase participation in dual credit options for students from low-income families and students of color. One of the reasons to promote dual credit courses is that participation in such courses helps students graduate with stronger skills and knowledge and prepares them to for post-secondary education. Dual credit options include post-secondary enrollment options (PSEO), enrollment in Advanced Placement (AP) classes and International Baccalaureate (IB) programs, participation in Concurrent Enrollment courses and some Concurrent Technical Education (CTE) programs.

Project Component Description: Academic Tutoring and Support

WMEP participating school districts and the Choice Information and Support Services (CISS) deliver Minnesota VPSC academic tutoring and support activities. WMEP districts, as part of their grant application for VPSC funds, describe plans to support students, including tutoring, equipment, and staff development. CISS provides academic tutoring and support directly to CIY students and also works with the WMEP CIY liaison and with liaisons within WMEP districts to ensure that academic tutoring and support services are in place. Detailed information on academic tutoring and support is presented in Section IV, Findings.

Project Component Description: Staff Support and Professional Development

WMEP Professional Development. WMEP does not use VPSC funds directly for staff professional development. However, VPSC student participants in WMEP districts benefit from non-VPSC funded professional development conducted by the districts.

Leadership Academy. The Leadership Academy provides a research-based adult learning model that trains, supports, and helps charter, district, and alternative public school leaders. Participant selection for the Leadership Academy is based on a demonstrated commitment to student achievement and results. Participants must be currently serving in a school leadership position, have experience in a leadership role, or be viewed by officials as a person with considerable leadership potential. The core content of the program is to develop instructional leadership skills, organizational leadership skills, and school management skills. The instructional model is a year long in duration, consists of a small cohort of participants and provides fifteen full instructional days per year, six needs-based seminars, and ongoing communication among cohort participants. The goals of the program include expanded participant knowledge of research-based strategies to help students attain high levels of achievement, increased understanding of components and strategies of successful schools, and expanded knowledge of fiscal responsibilities. The Leadership Academy's third cohort began operating in SY2011. Detailed information on staff support and professional development is presented in Section IV, Findings.

SECTION III: MINNESOTA VPSC EVALUATION FRAMEWORK

The evaluation of the VPSC project includes a formative and summative evaluation with the formative data aggregated and analyzed for the summative evaluation. The purpose of the formative evaluation is to “furnish information that will guide program improvement,”⁶ unlike the summative evaluation that focuses on “rendering a judgment on critical aspects of the program’s performance,”⁷ the formative evaluation focuses on program improvement and gathering data frequently to assist staff and service providers in implementing the project goals. This report includes both formative findings to assist VPSC partners with continuous improvement for Year Five activities and a summative evaluation, to assess the extent to which the project resulted in meeting project goals.

Project Program Theory

The theory underlying the VPSC project is illustrated in the project logic model (Appendix A) and is discussed below. The stated purpose of the VPSC project is to...

facilitate voluntary integration of urban and suburban school districts and movement of students from low-performing to high-performing schools.

The underlying assumptions guiding project activities are:

- Public school choice can provide opportunities for student success, especially for students in low-performing schools.
- Support is necessary for a students’ choice to result in success.

Specifically, the theory on which the project is based contends that if students attending low-performing schools can easily transfer to higher-performing schools or programs and if they are provided with academic and social support, their academic performance will improve. Thus, the goals for the project include reference to opportunities for choosing schools and to having support necessary to be successful in the chosen schools. It is important to note that school choice, in general, is subject to capacity constraints and that there is a natural hierarchy in priorities in determining the enrollment, at the top of which is local residency. The project goals noted in Section II are central to the logic model and program implementation.

Evaluation Questions

Three broad evaluation questions guide the Minnesota VPSC evaluation. As noted in the logic model and in the discussion below, the evaluation questions are associated with nearly all activities and focus on both the implementation of the project and the desired outcomes. The evaluation questions are designed to inform project staff on what is working and where improvement is needed. They also are summative in that all data gathered throughout the years of the project are used to ascertain how successful the project was in meeting its goals and the desired outcomes. The questions are noted below followed by tables showing project goals, outputs and outcomes identified in the VPSC Evaluation Plan included in Appendices B-C.

⁶ P. H. Rossi, H. E. Freeman, and M. W. Lipsey, *Evaluation: A Systematic Approach*, 6th ed. (Thousand Oaks, CA: Sage., 1999), 36.

⁷ Ibid.

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1. To what extent has the VPSC grant been implemented as intended? (Process)
 - What barriers or opportunities emerged that changed implementation?
 - What is working?
 - How can the process or project be improved?

2. To what extent were desired outcomes met? (Outcomes)
 - What unexpected outcomes have emerged?

3. What are the contextual variables that affect implementation and outcome results? (Process and Outcomes)

Outputs and Outcomes, and Indicators of Success

The tables below document desired outputs and outcomes for the Minnesota VPSC program by goal area. An examination of outputs informs process-related questions and will be used to address the extent that the Minnesota Voluntary Public School Choice Grant was implemented as intended. Assessment of direct, intermediate, and long-term outcomes addresses the extent that project goals were achieved. Long-term outcomes align with the purpose and goals of the U.S. Department of Education.

Project Goal 1: Ensure that <i>all</i> families (MPS and suburban districts) are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.	
Outputs	Outcomes
<ul style="list-style-type: none"> - Completed marketing plan - Student and family support mechanism operating - Marketing materials developed - Marketing materials distributed - Transportation participation data - Choice participation data - FAIR School Downtown program documentation - Number of expanded programs 	<p>Direct Outcomes:</p> <ul style="list-style-type: none"> • Parents and students in MPS and WMEP participating districts will be aware of their educational options. • MPS and WMEP will have increased capacity to serve more students in voluntary public school choice options and will meet target participation goals. <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> • There will be increased participation in voluntary public school choice options highlighted by the project: <ul style="list-style-type: none"> • Low-performing to high-performing schools • Dual credit first-generation college prospects, students of color, and low-income students • MPS and WMEP expanded programs

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Project Goal 2: Increase student academic performance for those who participate in VPSC programs.	
Outputs	Outcomes
<ul style="list-style-type: none"> - Evidence of CISS components as per contract - Percentage of student and family participants aware of support services - Number of students receiving services - Satisfaction with services - Support plans at school level 	<p>Direct Outcomes:</p> <ul style="list-style-type: none"> • Participating Choice students will have support necessary to succeed in the new setting. • There will be enhanced parental involvement for participating VPSC families. <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> • There will be improved outcomes for VPSC student participants in reading and mathematics, graduation rates, program retention, and satisfaction with experience.

Project Goal 3: For students who choose, they will receive the proactive, ongoing support needed to succeed academically in their new educational environment.	
Outputs	Outcomes
<ul style="list-style-type: none"> - Number in each Leadership Academy cohort who complete program - Percentage of Leadership Academy participants who are satisfied with experience - Percentage of teachers with VPSC students who are trained 	<p>Direct Outcome:</p> <ul style="list-style-type: none"> • There will be improved competencies for leaders and staff participating in VPSC-related training. <p>Intermediate Outcome:</p> <ul style="list-style-type: none"> • VPSC-trained staff members will demonstrate competencies in training areas.

SECTION IV: MN VPSC EVALUATION FINDINGS

Findings for the VPSC Grant are organized by evaluation question and project goal area. The findings reflect data gathered for the first four years of the grant (SY2008 through SY2011) and are both formative, to assist the partners and their staff in the successful implementation of the VPSC grant during the final year of the project, and summative for the four-year grant period. To the extent data become available during the final year of the grant, summative findings will be updated in the Year Five Annual Report.

Methodologies and supporting material relevant to each evaluation question are presented in the appendices. Descriptions of program components and activities can found in Section II.

To what extent has the VPSC grant been implemented as intended?

Data Sources. Partner interviews; record review; MARSS student data; and site visits.

Project Goal 1: Ensure that all families are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.

<i>Project Goal 1: Outputs</i>
<ul style="list-style-type: none">- Completed marketing plan (Student and Family Outreach)- Student and family support mechanism operating (Student and Family Outreach)- Marketing materials developed (Student and Family Outreach)- Marketing materials distributed (Student and Family Outreach)- Transportation participation data (School Choice Options/Expanded Options)- Choice participation data (School Choice Options/Expanded Options)- WMEP: FAIR School Downtown program documentation (School Choice Options/Expanded Options)- Number of expanded programs (School Choice Options/Expanded Options)

Key Implementation Findings

- A completed marketing plan did not occur. The VPSC Marketing and Outreach Group, led by MDE, did not happen.
- Student and family support mechanisms were in place during SY2011 and were implemented as intended. While CISS predecessors were ineffective, CISS immediately began conducting outreach activities upon joining the VPSC team in fall 2010.
- Marketing materials were developed and distributed as intended by VPSC partners.
- The Choice Is Yours program was implemented as intended, including providing transportation to participating students.
- FAIR School Downtown was implemented as intended. The school continued its focus on fine arts, serving students from urban and suburban districts.
- Not all VPSC Enhanced Programs were implemented as intended. Enhanced programs at Central Middle School and at Earle Brown Elementary School were implemented as intended and were in their second year of operation. However, program enhancements planned for three Minneapolis Public Schools were not reported.

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- The Center for School Change continued to actively promote dual credit options as intended.
- The Leadership Academy achieved national visibility and is viewed by some as a model for other states on successful district, charter, educator, and business collaboration.

Specific Implementation Finding—Marketing and Outreach Group. The intent of the partners to have a Marketing and Outreach group led by MDE consisting of representatives from the partner organizations did not occur, and a comprehensive marketing plan with strategies and rationales delineated for marketing efforts funded through the VPSC project was not completed. However, VPSC partners, on their own initiative, collaborated on a number of marketing and outreach activities.

Specific Implementation Finding—Minneapolis Public Schools Student and Family Outreach. Each year MPS conducts a School Choice Fair for students and families residing in Minneapolis. These fairs are typically held at a downtown Minneapolis hotel venue and are highly attended. Over 2,000 students and families attended the 2011 MPS School Choice Fair where a vast array of school choice options available to Minneapolis students and families were on display, including VPSC-funded options, such as the Choice Is Yours program. The Center for School Change was represented at the 2011 MPS School Choice Fair to provide students and families with information about dual credit available to Minneapolis students and families.

MPS and the CSC also co-sponsored a presentation by Joyce L. Epstein, Ph.D. in sociology from Johns Hopkins University, who is the director of the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools (NNPS). Dr. Epstein is a principal research scientist and research professor of sociology at Johns Hopkins University. She has written more than 100 publications on school, family, and community connections. Dr. Epstein spoke about promoting family and community involvement at the co-sponsored presentation.

Minneapolis Public Schools also maintained an excellent website to assist and reach out to students and families about choice options. The MPS website includes an interactive web page where students and families are directed through the process of accessing all choice options available to them. The following screenshot is taken directly from the MPS website.⁸

⁸ Minneapolis Public Schools website: <http://schoolchoice.mpls.k12.mn.us/>.

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2012-13 School Choice Center

The Minneapolis Public Schools believe that students and families have the right to choose programs that best fit their needs and interests. This website was created to help families better understand their choice options and make an informed school choice decision.



1 Research

Compare academic programs and determine which schools are available to you with transportation by entering your address.

Enter your street address

Minneapolis MN

Enter zip

Look up address



2 Choose

To select your school, contact Student Placement Services. Find out how.

Choose



3 Confirm

Review the information entered before submitting your online request form.

Upcoming Events

Request Card Deadline

Wednesday, February 22, 2012 11:30 AM

Complete an [online request](#) or [printed request card](#) and submit/postmark by Feb. 29, for priority placement consideration.

[Hmong/Hmong Request Card](#)

[Somali/Somali Request Card](#)

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Additional School Options

School Achievement Information

Detailed information about an individual school's achievement record is available through a number of sources.

"No Child Left Behind" Federal Law

The "No Child Left Behind" law gives parents a variety of tools and extra support to help them make the best educational decisions for their children.

"The Choice Is Yours" Minnesota Program

Through an expanded choice program called "The Choice Is Yours," Minneapolis families who qualify for free and/or reduced-priced lunch qualify for priority placement in certain identified magnet programs in Minneapolis.

West Metro Education Program (WMEP)

FAIR School Crystal and FAIR School Downtown are fine arts-focused schools for students from Minneapolis and surrounding school districts.

Minneapolis Schools Sponsored Charter Schools

In addition to the choices listed on the School Choice Website, the Minneapolis School Board also sponsors three charter schools that operate independently from MPS, but are held to the same rigorous standards.

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In addition to the School Choice Fair and website, Minneapolis Public Schools also has staff dedicated to student and family outreach and conducted numerous other internal marketing efforts that were funded in part by the VPSC Program (MPS reported leveraging nearly \$190,000 in VPSC-funded marketing outreach with district funds), including dissemination of over 4,000 School Choice Guide Books, brochures, flyers, letters to families, and newspaper advertisements. The materials highlight choice options available within the MPS district and options available in VPSC partner districts, as well as dual credit options. As is the case with all MPS internal marketing efforts, MN VPSC choice options are presented that result in decreased student enrollment (and funding) for the district.

Specific Implementation Finding—The Center for School Change Student and Family Outreach. The Center for School Change conducted extensive student and family outreach activities on dual credit. The CSC conducted special events, such as student visits to colleges and summer academies, wrote a variety of articles for publication on the value of dual credit courses, made over 50 presentations to community organizations, and funded numerous spots on local radio stations. The CSC also distributed written materials (Dual Credit booklets), and produced of videos about dual credit opportunities in English, Spanish, Hmong, and Somali; the videos were shared at a statewide retreat involving State Councils representing African Americans, Spanish-speakers, Native American, and Asian/Pacific Minnesotans. The CSC was particularly effective at collaborating with VPSC partners to provide outreach on dual credit options to families and students. Examples of this collaboration include:

- Presentation for CISS families at the Plymouth Christian Youth Center;
- Student visits to Macalester College (South High School students);
- Summer Academy (MPS partner representation);
- Production and dissemination of Dual Credit booklets, featuring students from Patrick Henry High School and FAIR School Downtown;
- Dual Credit booklets distributed at the MPS School Choice Fair;
- Dual Credit booklets distributed to WMEP district schools;
- Co-sponsored with MPS a presentation by Joyce L. Epstein, Ph.D. on school, family, and community connections;
- Videos that included MPS students from Edison and Roosevelt High Schools; and
- Student essays written by MPS and FAIR School Downtown students on the value of dual credit courses.

Specific Implementation Finding—Choice Information and Support Services Student and Family Outreach. The Choice Information and Support Services (CISS) conducted student and family outreach activities to ensure that families and students were aware of support services. Immediately after award of their contract, CISS hired staff whose initial activities included to reaching out to students and families eligible to participate in the Choice Is Yours program about the support services that CISS would provide. The Choice Support Representatives (CSR) co-sponsored family nights, youth events and focus groups. Informational meetings highlighting after school and tutoring programs were conducted with over 97 parents, students and representatives from CIY schools in attendance. CISS also provided tutoring opportunities, such as in-home tutoring, which supported 6 student participants in SY2011, and Saturday tutoring sessions, which accommodated 33 kindergarten through grade 8 students for 12 weeks in SY2011. In addition, flyers and other written communications in English and Spanish were mailed to families throughout the SY2011.

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Specific Implementation Finding—West Metro Education Program Student and Family Outreach. As in previous years, WMEP focused marketing and outreach resources primarily on funding a CIY liaison who worked together with member districts and CISS to address parents' questions and concerns and to coordinate CIY program activities. The WMEP liaison was the primary source of information for parents contacting WMEP about the CIY program.

Specific Implementation Finding—CIY. The intent of CIY is to expand choice options for Minneapolis students. Over 2,000 Minneapolis students who qualified for free or reduced-price meals were provided with transportation to and from participating WMEP districts in SY2011. Detailed data on CIY participant demographics and academic performance are presented in the section on Outcomes Findings and in Appendices H and O, respectively.

Specific Implementation Finding—FAIR School Downtown. FAIR (Fine Arts Interdisciplinary Resource) School Downtown was one of the school choice options highlighted in the original grant proposal. The grant specified the goal to provide high-performing school choice options for all students, including suburban students, as well as those from the city of Minneapolis. The school was formerly known as the Inter-district Downtown School (IDDS).

In fall 2009 the West Metro Education Program (WMEP) announced that its magnet school in downtown Minneapolis was renamed the Fine Arts Interdisciplinary Resource (FAIR) School Downtown. The intent of the school change shifted its emphasis toward using the fine arts to facilitate instruction and to expand the school district's distinctive arts programming at its award-winning FAIR School in Crystal, Minnesota. WMEP Superintendent Daniel Jett, Ph.D. stated, "by bringing this successful approach to a K-12 school in downtown Minneapolis, we are committing to equity in educational opportunities in the central city as well as in the suburbs." FAIR School Downtown offered students and their parents and educational experience in partnership with arts and business organizations in the central city. The school is located near major theatrical venues that are part of the Hennepin Theater Trust and the school has relationships with the Pimsler Dance Theater, MacPhail Music School, Stages Theater Company, Wells Fargo Bank, the University of St. Thomas and Target Corporation. As the only school in downtown, FAIR School Downtown provides an educational experience rich with community partnerships while providing an all day, tuition-free kindergarten.⁹

Specific Implementation Finding—Central Middle School (CMS). There were 194 students enrolled in the enhanced engineering program at CMS; data was not available on the students participating in the enhanced media arts classes. As intended, VPSC funding provided CMS with a student support specialist who coordinated engineering program mentors who work in the engineering field at nearby BAE Systems and Medtronic. In addition, the VPSC grant continued to support a new collaboration with the Stuart Pimsler Dance Company and to explore developing partnerships with other professional dance organizations, such as the Schubert Theater.

Specific Implementation Finding—Earle Brown Elementary (WMEP). Earle Brown Elementary School has been an authorized International Baccalaureate Primary Program World School for more than three years. As intended, VPSC funds were used to staff a coordinator, teacher, and outreach person for the Gifted and Talented program at Earle Brown Elementary. Other funds were used to hire a band director to continue and improve the after-school band program. There were 141 students enrolled in the Gifted and Talented and band programs in SY2011.

⁹ FAIR School Downtown website: <https://wmep.k12.mn.us/fair/about>.

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Specific Implementation Finding—North Community High School (Minneapolis Public Schools). North Community High School was selected for enhanced programming in SY2011 with plans to implement a mentoring program in 2012. The W. Harry Davis Mentoring Program (WHDMP), began training mentors for service in November 2011. The goals of the programs are to assist students to “explore college readiness, career pathways, and community engagement.”¹⁰

Specific Implementation Finding—Dual Credit and Post-Secondary Enrollment Options. As intended, the Center for School Change at Macalester College actively promoted dual credit options as discussed previously in this report. It is important to note the Dr. Nathan of the Center for School Change very effectively leveraged VPSC funds with other funds to expand the number students and families reached with information about dual credit choice options.

Project Goal 2: Increase student academic performance for those who participate in VPSC programs.

Data sources. CISS contract with MDE; student and parent surveys; WMEP district support plans; CISS participant surveys.

<i>Project Goal 2: Outputs</i>
<ul style="list-style-type: none">- Evidence of CISS components as per contract- Percentage of student and family participants aware of support services- Number of students receiving services- Satisfaction with services- Support plans at school level

Key Implementation Findings

- CISS implemented activities and programs to increase student academic performance for students participating in CIY. Evidence provided by CISS demonstrates that all components of their contract directed to increasing student academic performance were implemented as intended.
- Students and families were aware of support services to increase academic performance.
- Students received direct student support services, including development of Individual Learning Plans (ILPs), tutoring, and academic mentorship.
- Students and families were generally satisfied with support services to increase academic performance.
- Each WMEP district submitted grant applications that included student academic support plans.

Specific Implementation Finding—CISS Contractual Components. Evidence provided by CISS documents implementation of CISS contractual component activities to increase student academic performance to develop student ILPs, provide tutoring for students, organize information

¹⁰ North Community High School website: http://north.mpls.k12.mn.us/w_harry_davis_mentor_program

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meetings to make parents aware of support, assist parents in understanding test scores, and connect students with out-of-school programming.

Specific Implementation Finding—Student and Family Awareness of Support Services to Increase Academic Performance. CISS sent over 4,000 initial contact and follow-up letters to families participating in CIY describing support services available to them. In addition, CISS provides a website with information for students with the following information (see below).¹¹

PCYC YOUTH & FAMILY SERVICES



PCYC Choice Information and Support Services

PCYC's Choice Information and Support Services (CISS) staff provides assistance and resources to the students and families enrolled in the Choice Is Yours (CIY) Program.

CISS services are available to K-12 CIY students & families. Services include:

- Assistance in obtaining school transportation
- Connections with out-of-school time programming during the school year and summer (academic, athletic, artistic, and more!)
- Access to tutoring and mentoring programs
- Regular school visits to assess the strengths and needs of Choice students
- Helping parents understand student achievement and test results
- Assistance with dual enrolled programs (PSEO, AP, IB, etc.)
- Financial support to assist students participating in school related activities
- And more!



YOUTH & FAMILY PROGRAMS

After School & Summer Enrichment

Choice Info & Support Services

Driving Directions to PCYC

Gift Sale

In addition, the evaluator surveyed parents and students at the enhanced schools and those who participate in the Choice Is Yours program. Survey efforts included the following populations:

- CIY participants in 6 WMEP districts and their parents;
- Students (grades 7-12) enrolled at the enhanced FAIR School Downtown and their parents;
- Students enrolled in the enhanced media arts and/or engineering classes at Central Middle School (grades 7 and 8) and their parents; and
- Parents of students in the enhanced band and/or Gifted and Talented programs at Earle Brown Elementary (students were excluded from the survey efforts due to their young age).

Survey results for each of the surveyed populations can be found in Appendices D-J.

Included in the survey were specific questions about student and family awareness of support services. When students were asked if they knew whom to contact if they needed support, 78 percent (n=656) responded "Yes." When parents were asked if it was clear to them whom to contact if their child needed academic support, 74 percent (n=224) responded "Yes." Parents were also asked if they were provided the information they needed regarding school support services, including academic support services, 74 percent of parents (n=223) responded "Yes." In addition, when parents were asked, if the school provides them with information regarding enrichment opportunities for their child, 84 percent responded "Yes" (n=231).

¹¹ Plymouth Christian Youth Center, Choice Information Student Services website: http://pcyc-mpls.org/_youthfamily/choice-info-support-services/

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Specific Implementation Finding—Student and Family Satisfaction with Support Services To Increase Academic Performance. CISS also surveyed CIY students who received services and their parents regarding their satisfaction with CISS services. Ninety-one percent of families (n=23) responded that they were satisfied with CISS services. One hundred percent of students participating in CISS Saturday tutoring classes (n=12) indicated that they were satisfied. The evaluator also included questions addressing satisfaction with academic support services in the 2011 Student and the 2011 Parent Survey. Eighty-one percent (n=593) of students responded “Yes” and 82 percent of parents (n=238) responded that they were “Satisfied” or “Somewhat Satisfied.”

Specific Implementation Finding—Programs To Increase Student Performance at CIY, FAIR, and Enhanced Schools. Each participating WMEP district submitted a proposal and plans for serving participating CIY students and for increasing student academic performance. The plans provided details on student learning programs, student learning support, staff training, and equipment to increase academic performance of participating students. The WMEP CIY liaison worked with districts to implement the plans. In addition, CISS staff worked with WMEP district personnel and the WMEP liaison to identify new CIY students and to provide support services needed for academic success. CISS provided individual learning plans for all students who were identified and who requested services.

Specific programs to increase academic performance of students at FAIR School Downtown, Central Middle School, and Earle Brown Elementary were not identified. However, as with all VPSC choice schools, all students had access to ongoing programs and services to increase student performance provided by the school or district. In addition, students enrolled at FAIR School Downtown benefitted from programs established at FAIR School Crystal for increasing academic performance within an arts-focused curriculum.

Project Goal 3: To ensure that students who choose will receive the proactive, ongoing support needed to succeed academically in their new educational environment.

Data Sources. CSC report to MDE; CISS report to MDE.

Project Goal 3: Outputs

- Number in each Leadership Academy cohort who complete program
- Percentage of Leadership Academy participants who are satisfied with experience
- Percentage of teachers with VPSC students who are trained

Key Implementation Findings

- Thirteen school administrators completed the Leadership Academy during SY2011.
- Participant satisfaction ratings were high for the Leadership Academy.
- The percentage of teachers with VPSC students who were trained was not available.

Additional Implementation Finding—Student Academic Support. Support services for CIY students attending WMEP districts were implemented via three primary channels: ongoing academic support services at the WMEP participating district; special programs funded by VPSC;

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and CISS support services for CIY students. All students, including CIY students, had access to school and district support programs and resources, such as the small groups at Wayzata West Middle School, where groups are put together based on student needs, as assessed by parent, staff and student counselor referrals. All participating WMEP districts and schools had student support staff and programs in place during the SY2011 school year.

In addition, each participating WMEP district received VPSC funds based on a detailed application that included their plan to support CIY students. Several participating WMEP districts had a CIY liaison on staff to assist CIY students with their transition to the suburban school and their ongoing academic success, and other issues.

The Choice Information and Support Services (CISS) was a significant addition to VPSC student support services. CISS started operations in fall 2010 and immediately began executing their proposed support program for CIY students, including developing ILPs for new CIY students who were identified and who requested services. CISS also provided mentoring, tutoring, and coaching in SY2011, in addition to assisting families with transportation needs. CISS organized informational meetings to inform students and families of support services, provided parents with assistance understanding test scores, connected students with out-of-school programs. CISS also hired two Choice Support Representatives (CSRs) responsible to connect CIY students with needed services, such as school psychologists, social workers, information about and access to out-of-school programs. CISS CSRs established relationships with key staff at schools to help make connections and attended numerous district meetings, which were instrumental in helping to align district services with student and family needs.

To what extent were desired outcomes met?

Project Goal 1: Ensure that all families are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.

Data Sources. Student and parent surveys; MARSS data.

<i>Project Goal 1: Outcomes</i>
<p>Direct Outcomes:</p> <ul style="list-style-type: none">• Parents and students in MPS and WMEP participating districts will be aware of their educational options.• MPS and WMEP will have increased capacity to serve more students in voluntary public school choice options and will meet target participation goals. <p>Intermediate Outcomes:</p> <ul style="list-style-type: none">• There will be increased participation in voluntary public school choice options highlighted by the project:<ul style="list-style-type: none">• Low-performing to high-performing schools• Dual Credit first-generation college prospects, students of color, and low-income students• MPS and WMEP expanded programs

Key Outcome Findings:

- In general, parents and students in MPS and WMEP participating districts were aware of their educational options.

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- MPS and WMEP increased capacity to serve more students in voluntary public school choice options and met target participation goals.
- There was increased participation in voluntary public school choice options highlighted by the project:
 - Low percentages of CIY students transfer from low-performing to high-performing districts.
 - Dual credit programs attended by students of color and low-income students.
 - WMEP enhanced programs at FAIR School Downtown, Central Middle School and Earle Brown Elementary. MPS did not implement VPSC-funded enhanced school programs.

Specific Outcomes Finding—Student and Family Awareness of Educational Options. Extensive outreach and information dissemination activities described in this report suggest that parents and students in MPS and WMEP participating districts had access to information on school choice.

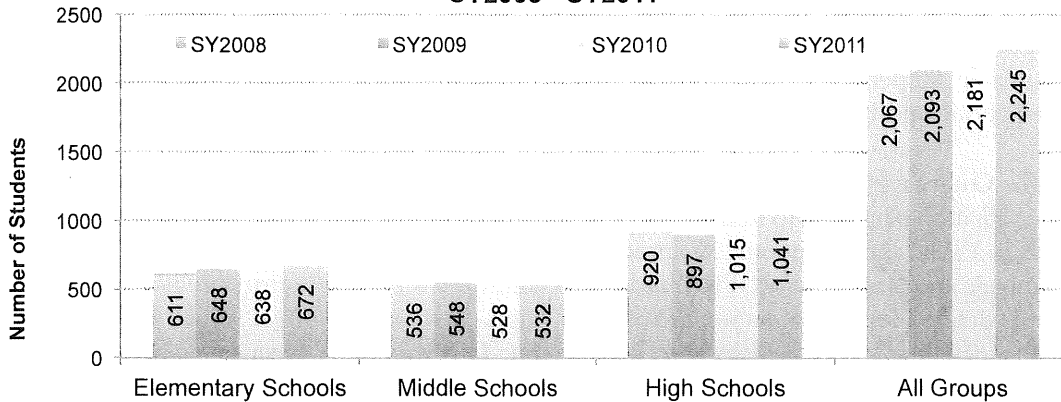
In addition, the evaluator included specific questions about student and family awareness of support services in the 2011 Student Surveys and in the 2011 Parent Surveys. Parents whose students participated in VPSC-funded choice schools were surveyed and asked if they were aware of other school choice options for their child/children. One hundred percent of parents (n=89) with children participating in CIY indicated that they were aware of other options with Minneapolis Public Schools, CIY, or WMEP. When asked how they heard about CIY, 50 percent of parents (n=84) indicated that they heard about CIY from another parent and 19 percent (n=84) from their child. Seventeen percent of parents indicated that they heard about CIY during the phone survey (n=84); however, it is not clear if this result is a matter of name CIY name recognition. CIY Parents were also asked their level of satisfaction with the assistance they received in choosing a school. Seventy-two percent of parents (n=60) indicated that they were “Satisfied” or “Somewhat Satisfied.”

Parents of students attending FAIR School Downtown, Central Middle School and Earle Brown Elementary were also asked if they were aware of other school choice options. Ninety-six percent of FAIR parents (n=78) indicated that they were aware of other options, 72 percent of CMS parents (n=48), and 71 percent of Earle Brown Elementary parents (n=27) indicated that they were aware of other options. Parents also indicated that word-of-mouth was the primary source of information about the programs. At least 90 percent of all parents surveyed from these schools (n=127) indicated that they were “Satisfied” or “Somewhat Satisfied” with the assistance they received in choosing the school.

Specific Outcome Finding—Choice Is Yours Participation. MPS and WMEP demonstrate increased capacity to serve more students in voluntary public school choice options through the Choice Is Yours program, exceeding the goal of 2,000 student participants each year of the grant (see chart below). The greatest number of participants and the highest numbers of new participants each year has been in the high school grades.

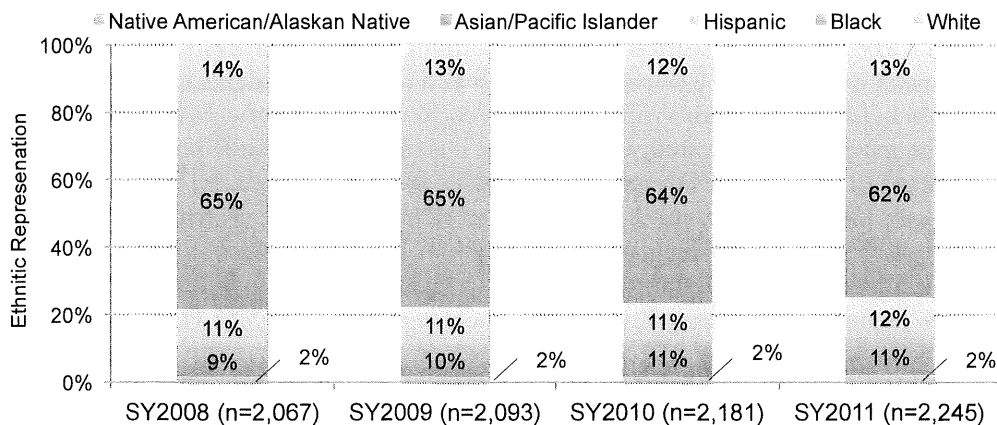
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**Choice Is Yours Student Participation
SY2008 - SY2011**



Black students comprised over 60 percent of CIY participants since SY2008 (see the chart below). A comparison of ethnicity of CIY participants and all students enrolled in the MPS indicate several differences. Proportionally, fewer American Indian/Alaskan Native, Hispanic, and White students participate in CIY compared to the percentages of these ethnicities in Minneapolis and more Black and Asian/Pacific Islanders participate in CIY compared to these ethnicities in Minneapolis. The difference is largest for Black students (64 percent of CIY students in SY2011 compared with 36 percent of students in MPS). Proportional representation of students in CIY for students designated as English Language Learners (ELL) and students receiving special education services are approximately the same as the proportions of these students in Minneapolis. Approximately half of all ELL students were in the elementary grades in SY2011 and approximately half of all students receiving special education services were in the high school grades.

**All Choice Is Yours Students
Ethnicity Distribution
SY2008 - SY2011**



Specific Outcome Finding—Enrollment at FAIR School Downtown, Central Middle School, and Earle Brown Elementary. Enrollment increased at FAIR School Downtown, Central Middle School, and Earle Brown Elementary in SY2011. A comparison of students enrolled at FAIR School Downtown and all students enrolled in the MPS indicates several differences. Proportionally, fewer Hispanic, White and ELL students were enrolled at FAIR

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School Downtown compared with the percentages of these ethnicities in Minneapolis. As was also noted with students participating in CIY, the comparative difference is largest for Black students (56 percent of FAIR students in SY2011 compared with 36 percent of students in MPS). In addition, 1 percent of students enrolled at FAIR School Downtown were identified as ELL, compared with approximately 20 percent in Minneapolis. Demographic data for FAIR School Downtown, Central Middle School, and Earle Brown Elementary are in Appendix K.

Specific Outcomes Finding—GPRA Elements. Additional data not specifically cited in the VPSC evaluation plan exist to inform progress on the direct outcome of increased capacity to serve students in VPSC choice options. Minnesota is required to report on VPSC Government Performance and Results Act (GPRA) indicators and while reporting metrics are not identical to indicators defined for the Minnesota VPSC evaluation, the data do address similar project elements, including VPSC capacity and participation. The Minnesota Meta Table shown in Appendix L indicates that 123 schools and programs participated in VPSC (Measure 1) in SY2011 and more than 4,700 students exercised choice by changing schools in SY2011 (Measure 4).

Specific Outcomes Finding—Low-Performing to High-Performing School Transfer. Adequate Yearly Progress (AYP) data taken from the MDE website for SY2011 for Minneapolis and participating WMEP districts are presented as one measure of student transfer from low-performing to high-performing schools, where *low performing* is defined as not making AYP and *high performing* is defined as making AYP. However, for the purpose of this analysis, making AYP was defined specifically as making AYP benchmarks and does not include those districts that made AYP under making Safe Harbor, which is defined as the follow:¹²

If a school or district has fallen below the state proficiency index target - including confidence interval calculations, but has shown a pattern of sufficient improvement or movement towards the target (10 percent annual decrease of non-proficient students), they may be classified as having made "Safe Harbor" and may remain off the list as long as their progress will enable them to be on track to "catch up" to the target scores before the year 2014.

For reading, analysis of AYP excluding Safe Harbor suggests that low percentages of CIY students transfer from a low-performing districts to high-performing districts. Excluding Safe Harbor, neither MPS or any participating WMEP district made AYP in SY2011 for students in the following AYP categories: Black, Limited English Proficient, and Free/Reduced Price meals, and, only one district made AYP for special education students. However, it is important to note that over 60 percent of CIY students are Black and all CIY students are eligible for free and reduced-priced meals. Results for math indicate higher percentages of students transferring from low-performing to high-performing districts; however, percentages remain low for students of color. Results are similar for students choosing FAIR School Downtown. Tables with district-specific findings for low-performing to high-performing transfers that both include and exclude Safe Harbor from the analysis can be found in Appendices J and K.

¹² Source:<http://www.anoka.k12.mn.us/education/components/scrapbook/default.php?sectiondetailid=236694>.

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MPS and WMEP Participating Districts SY2011 Adequate Yearly Progress Analysis of Choice Transfers Not Including SAFE HARBOR										
Group	Reading					Math				
	MPS AYP	Low to Low	Low to High	High to Low	High to High	MPS AYP	Low to Low	Low to High	High to Low	High to High
American Indian/Alaskan Native (n=35)	No	66%*	0%*			No	23%	54%		
Asian/Pacific Islander (n=241)	No	69%	31%			No	0%*	100%*		
Hispanic (n=238)	No	76%	24%			No	66%	34%		
Black (n=1,400)	No	100%*	0%*			No	81%	19%		
White (n=267)	Yes			21%	80%	Yes			0%*	100%*
Limited English Proficient (n=427)	No	100%*	0%*			No	85%	16%		
Special Education (n=360)	No	94%	6%			No	84%	16%		
Free/Reduced-Price Meals (n=2,181)	No	100%	0%			No	83%	17%		

Note: The sum of the transfer percentages do not equal 100 percent for the American Indian/Alaskan Native student category because some WMEP districts did not have an AYP status for these categories due to the student representation being too small, rendering it possible to determine whether the WMEP district was higher or lower performing compared to MPS. In these instances, the percentage of the CIY participants that chose to transfer to these districts was not included in the analysis.

* Transfers were necessarily 0 percent/100 percent due to all WMEP participating districts either making or not making AYP for a given category.

Specific Outcomes Finding—Suburban to Urban Transfers. Based updated MARSS data provided by MDE, it was possible to conduct an analysis of students whose resident district was a participating WMEP districts and whose serving district was Minneapolis (see Appendix S). Approximately 1,000 students met the criteria for suburban-to-urban transfer students for each of the years (SY2008: 1,174; SY2009: 1,136; SY2010: 1,089; and SY2011: 973).

Specific Outcomes Finding—Dual Credit Programs. MDE reported a 33 percent increase in participation for students of color in concurrent enrollment programs over the period SY2007 through SY2010, with 1,938 participants in SY 2010. There was an increase of 373 percent for low-income students during the same period, with 8,630 students participating in SY2010. MDE also reported a 13 percent increase for low-income students enrolling in PSEO courses over the period, with 921 students participating in SY2010. Participation by students of color in PSEO declined by 5 percent over the period, with 861 participants in SY2010.¹³

Specific Outcomes Finding—Transfers to Expanded/Enhanced Programs. Forty-seven percent of students enrolled at FAIR School Downtown during SY2011 (n=451) were from Minneapolis; fourteen percent of CMS engineering program students and Earle Brown Elementary students enrolled in the Gifted and Talented and band program were from Minneapolis (n=335). These data indicate that students in VPSC partner districts continue to exercise choice in choosing Expanded/Enhanced programs. Enrollment and demographic data for FAIR School Downtown, and enhanced programs at Central Middle School and Earle Brown Elementary are in Appendix K.

¹³ CSC VPSC Project Evaluation of Outcomes, May 2011.

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Project Goal 2: Increase student academic performance for those who participate in the Choice Is Yours program and enroll in enhanced schools.

<i>Project Goal 2: Outcomes</i>
Direct Outcomes: <ul style="list-style-type: none">• Participating Choice students will have support necessary to succeed in the new setting.• There will be enhanced parental involvement for participating VPSC families.
Intermediate Outcomes: <ul style="list-style-type: none">• There will be improved outcomes for students who participate in CIY and enroll in enhanced school programs in reading and mathematics, graduation rates, program retention, attendance, and satisfaction with experience.

Data Source. Student and parent surveys; MCA data; MARSS data.

Key Outcome Findings:

- Qualitative and quantitative data provide mixed results for the outcome that students had the academic support necessary to succeed in their new setting.
- There was enhanced parental involvement for participating VPSC families.
- CIY students demonstrated improved outcomes in reading and math.
- Graduation rates for participating enhanced school and CIY students improved.
- Program retention rates for participating enhanced school and CIY students improved.
- Attendance rates remained at approximately 90 percent overall for the first four years of the grant.
- Student and parent satisfaction with the CIY and VPSC-enhanced schools was high.

Specific Outcomes Finding—Student Academic Support Necessary to Succeed.

When students were asked in the 2011 Student Survey, do you need more academic support, 42 percent (n=583) responded “Yes” and 58 percent responded “No.” Nearly 80 percent of students felt that their teachers provided the support they needed to succeed academically and over 80 percent (n=732) were satisfied with the academic support they received. The student survey data suggest that a majority of students felt that they had the academic support they needed to succeed in their new setting. However, as discussed later in this section, student academic performance was not strong, suggesting a contradiction between students’ beliefs about their academic performance and their actual performance, and revealing implying that more academic support could increase academic success. The apparent mismatch between strong academic performance and academic support highlights a key challenge to providing support. That is, students and parents must see the need for and seek out support.

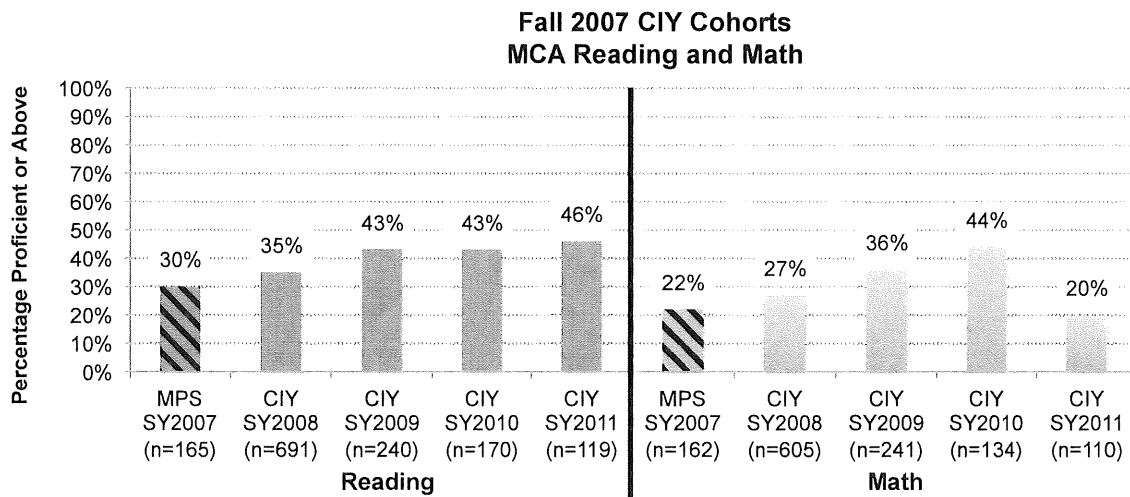
Specific Outcomes Finding—Enhanced Parental Involvement. The 2011 Parent Survey conducted by the evaluator included specific questions relating to enhanced parental involvement. When asked if the school provided parents with opportunities to be involved with their child’s education, approximately 90 percent (n=237) responded, “Yes.” When parents were asked if they were satisfied with parent involvement opportunities, 81percent (n=231) responded that they were “Satisfied” or “Somewhat Satisfied.”

Specific Outcomes Finding—Improved Academic Outcomes: Choice Is Yours MCA Cohorts. The Minnesota Comprehensive Assessments (MCAs) is the state test that help

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districts measure student progress toward Minnesota’s academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).¹⁴ MCA reading and math achievement levels for four cohorts of CIY students entering in fall 2007, fall 2008, fall 2009, and fall 2010 were analyzed for academic performance. While there are limitations to using MCA assessment results, they remain a widely used and reported measure of academic performance and growth for schools and school districts in Minnesota. MCA assessments are also the measure for assessing schools’ and districts’ AYP status. Due to a number of factors, fewer cohort member data were available with each successive year. In addition, cohort members MCA test results were also tracked prior to their participation in CIY (see the stripped graphics below) to gain a perspective on academic performance while students attended Minneapolis Public Schools.

Data for the Fall 2007 MCA Reading Cohort suggests a continually increasing trend of the percentage of students who scored proficient or above, beginning with 30 percent in SY2007, when students attended Minneapolis Public Schools, and increasing to 46 percent in SY2011 during their participation in CIY. Members of the Fall 2007 MCA Math Cohort demonstrated an increasing trend in the percentage of students who scored proficient or above, ranging from 22 percent in the SY2007 when students attended Minneapolis Public Schools to 44 percent in SY2010 while participating in CIY. The percentage of students who scored proficient or above dropped dramatically in SY2011 when the state instituted a new MCA math test. It is not known if the results are comparable with test scores from previous years. MCA math results for SY2011 were generally lower statewide, including for all cohorts studied for this report.

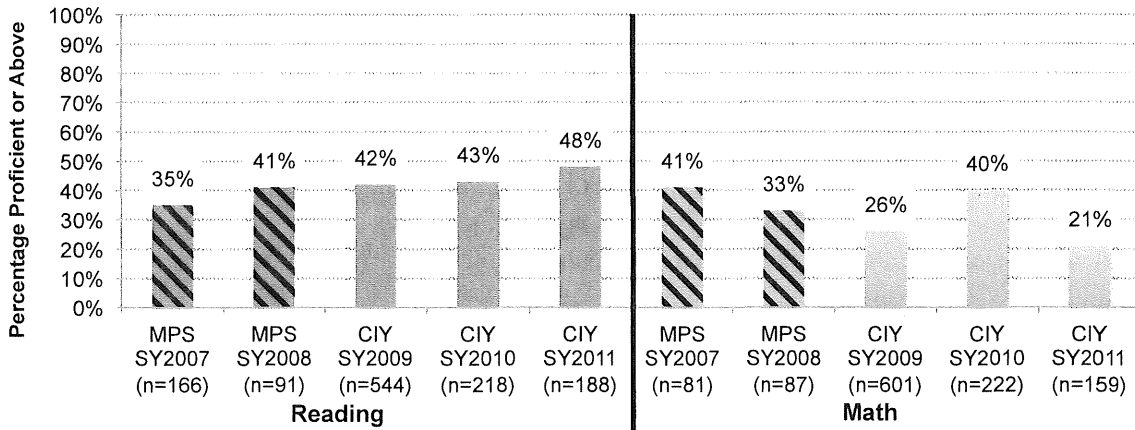


Similarly, data for the Fall 2008 MCA Reading and Math Cohorts suggests a continually increasing trend of the percentage of students who scored proficient or above, beginning with 35 percent in SY2007 and 41 percent in SY2008, when students attended Minneapolis Public Schools, and increasing to 48 percent in SY2011 during participation in CIY. Data for the Fall 2008 MCA Math Cohort suggests a decreasing trend of the percentage of students who scored proficient or above while students attended Minneapolis Public Schools and continued the decreasing trend for the first year of participation in CIY in SY2009. However, data for SY2011 suggests an increasing trend. As noted above, math scores declined significantly in SY2011.

¹⁴ Minnesota Department of Education website: <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/>

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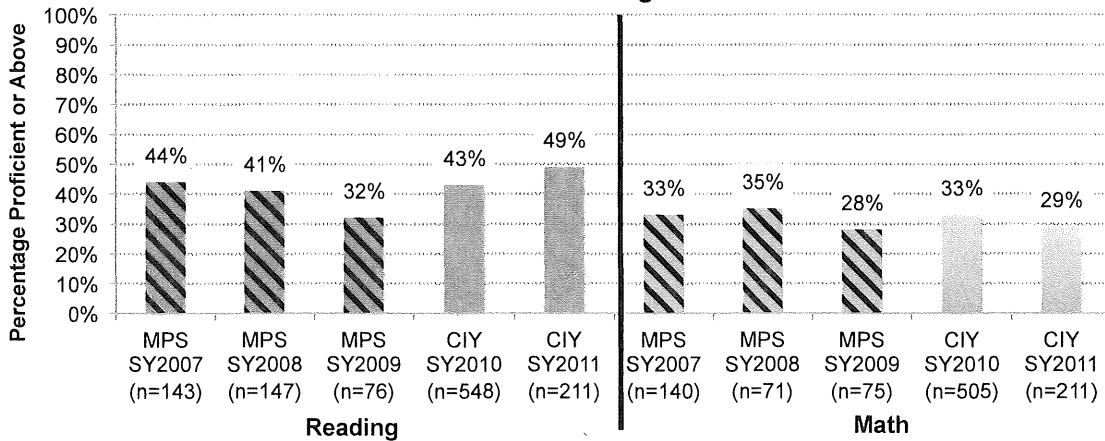
**Fall 2008 CIY Cohorts
MCA Reading and Math**



Data for both the Fall 2009 and Fall 2010 CIY MCA Reading Cohorts suggests decreasing trends while students were in Minneapolis, then reversing to an increasing trend during participation in CIY. For the Fall 2010 Cohort, the trend reversal occurred while students were still enrolled in Minneapolis Public Schools.

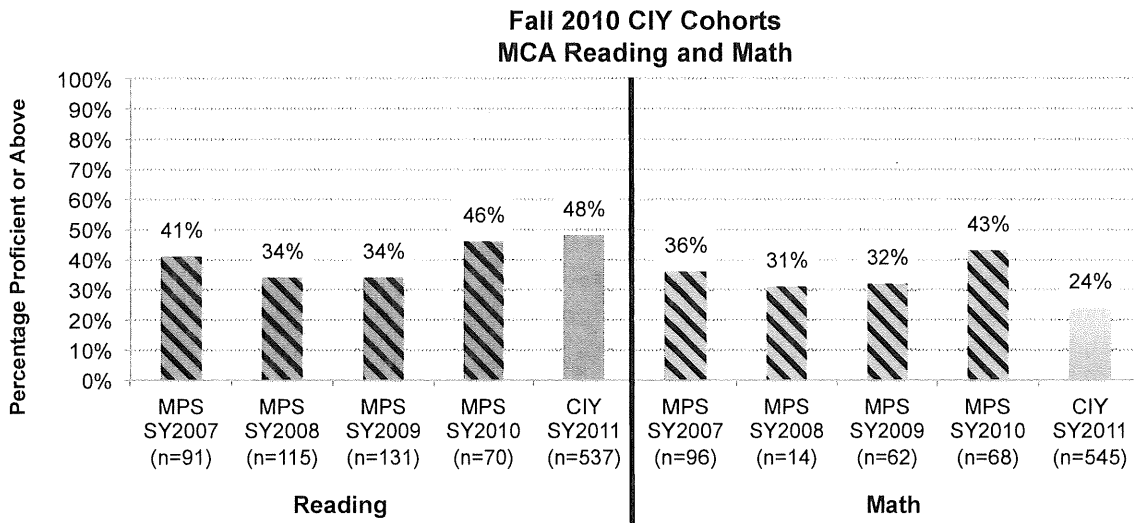
Data for the Fall 2009 MCA Math Cohort do not indicate any identifiable trends, as the percentage of students who scored proficient or above changes from year-to-year beginning with scores prior to participation in CIY and continuing while students participated in CIY.

**Fall 2009 CIY Cohorts
MCA Reading and Math**



Data for members of the Fall 2010 MCA Math Cohort suggest a reversing trend of the percentage of students who scored proficient or above while students attend a Minneapolis Public School, decreasing at first, and then increasing. As stated above, math results for all cohorts decreased in SY2011 when the new MCA math test was used.

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While MCA data suggests improved outcomes in reading and math for participating CIY students, it is important to note that reading results presented here are below the state averages in all cases. The SY2011 state average for reading was 74 percent of students scored proficient or above and for math, 56 percent of students scored proficient or above.

Effect size analyses indicates that there was a small effect based on Cohen's Standards for effect size when comparing the first year of participation in CIY to previous years in Minneapolis Public Schools or the first year of participation CIY with subsequent years. Tables of effect size analysis are included in Appendix Q.

Specific Outcomes Finding—Improved Academic Outcomes: FAIR School Downtown. MCA reading data for students attending FAIR School Downtown suggest an increasing trend, beginning with 58 percent of students who scored proficient or above prior to VPSC enhancements in SY2008 and increasing to 73 percent in SY2011. MCA math results also suggests an increasing trend beginning with 48 percent of students who scored proficient or above in SY2008 and increasing to 51 percent in SY2010. As noted previously, all SY2011 math results declined, including those for FAIR School Downtown.

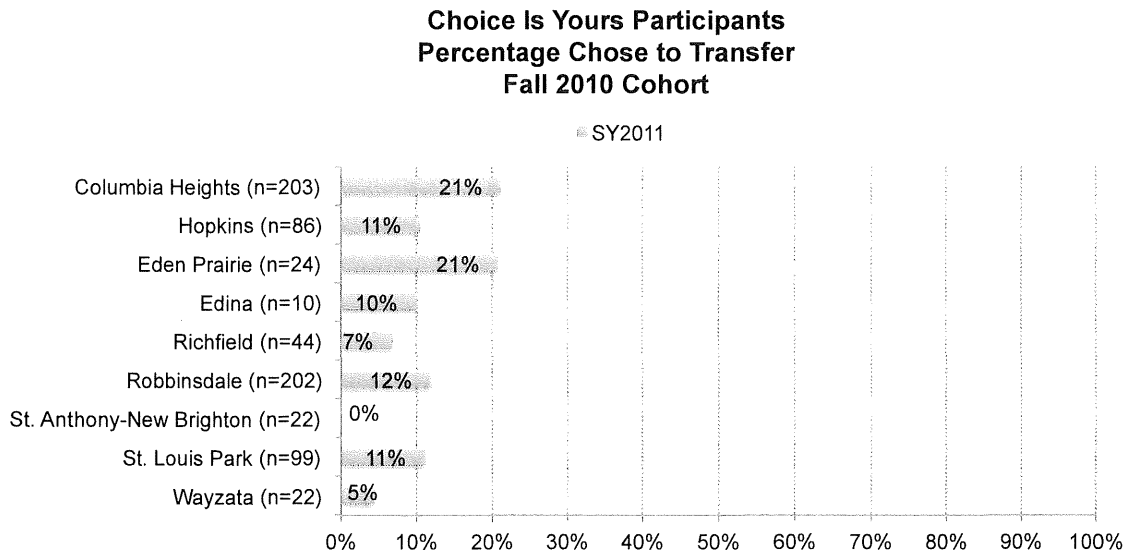
Specific Outcomes Finding—Graduation Rates. For this study, MARSS End Codes were used to develop graduation rates, calculated as a percentage of 12th grade students present in the fall of the year who graduated from their CIY school, but not including students who transferred out of their CIY school and students who left school due to extenuating circumstances. Graduation rates increased each year of the grant, with the exception from SY2008 to SY2009. Overall, graduation rates increased from 70 percent in SY2008 to 78 percent in SY2011. Tables of graduation rates are presented in Appendix O.

Specific Outcomes Finding—Year-To-Year School Retention. Year-to-year retention was calculated for cohort of students who began their participation in CIY in fall 2007, fall 2008 and fall 2009. Three years of retention data were available for the fall 2007 cohort, two years of data for the fall 2008 cohort, and one year for the fall 2009 cohort. On average 70 percent of students present at the end of their first year of participation in CIY returned for a second year; 84 percent of the students who were present at the end of the second year returned for a third year, and 88 percent of students present at the end of their third year returned for a fourth year.

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Specific Outcomes Finding—School Year Retention. In a similar manner, enrollment data for cohorts of students beginning participation in CIY in fall 2007, fall 2008, fall 2009, and fall 2010 were analyzed to determine retention during the school year. On average 85 percent to 90 percent of students present in October were also present at the end of the year. Retention data tables are presented in Appendix P.

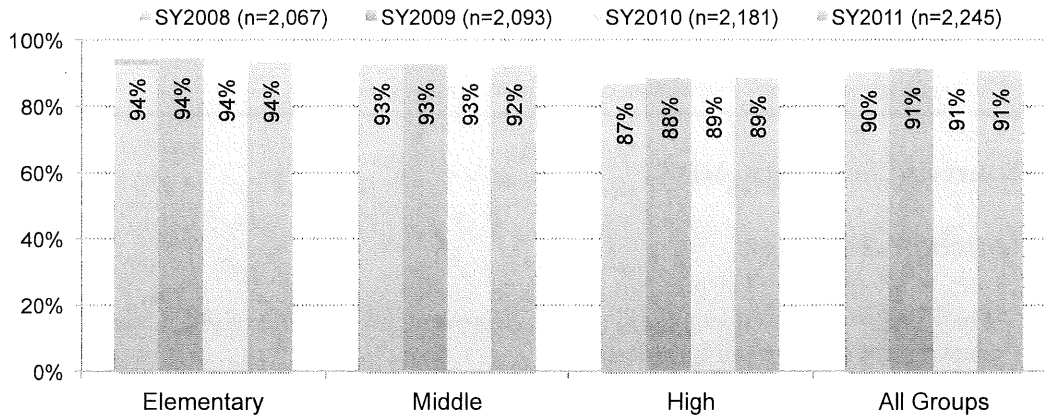
Specific Outcomes Finding—Choosing to Transfer. An analysis was also conducted of students in the Fall 2010 Cohort who transferred out of their CIY district. Very few students who attended Wayzata, St. Anthony-New Brighton, and Richfield chose to transfer. Higher percentages of students attending Eden Prairie and Columbia Heights chose to transferred.



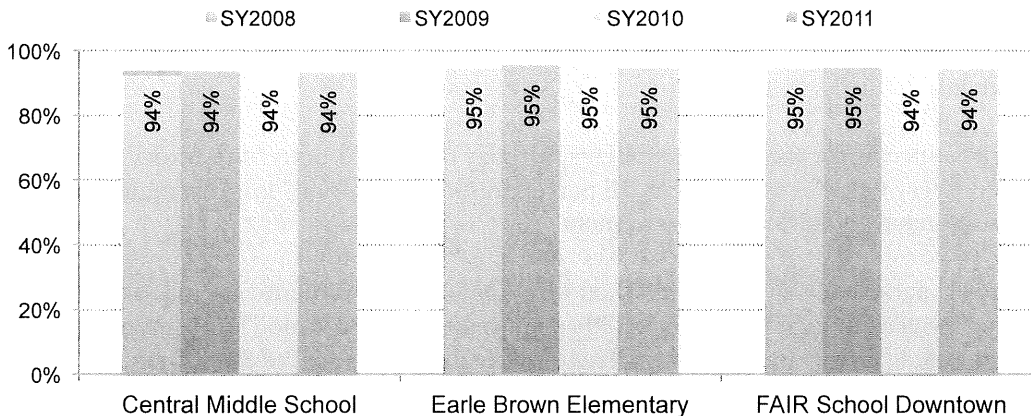
Specific Outcomes Findings—Attendance Rates. Overall attendance rates for CIY remained constant at 90 percent to 91 percent over the grant period. Attendance rates differed among school groups, as students in the elementary grades had the highest attendance and students in the high school grades had the lowest attendance rates. Attendance for all CIY participants for the four-year period ending SY2011 is presented below.

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Choice Is Yours Participants Attendance Rates SY2008 - SY2011



Enhanced Schools Attendance Rates SY2008 - SY2011



Specific Outcomes Findings—School Satisfaction. When students at FAIR School Downtown, Central Middle School, and CIY students were asked, “Are you happy with your school?”, 64 percent (n=739) responded that they were happy “All of the time” or “Most of the time.” When the additional response of “Some of the time” is added to the students’ responses, approximately 90 percent of students are happy at least some of the time. When parents were asked in the 2011 Parent Survey, in general are you satisfied with the school your child attended, 89 percent (n=241) responded that they were “Satisfied” or “Somewhat satisfied.”

Project Goal 3: To ensure that students who choose will receive the proactive, ongoing support needed to succeed academically in their new educational environment.

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Outcomes

Direct Outcome:

- There will be improved competencies for leaders and staff participating in VPSC-related training.

Intermediate Outcome:

- VPSC-trained staff members will demonstrate competencies in training areas.

Data Sources. CSC report to MDE.

Key Outcome Findings:

- The Center for School Change reported improvements in Leadership Academy participants' abilities and knowledge.
- Leadership Academy participants demonstrated competencies in training areas.

Specific Outcomes Findings—Improved Competencies and Abilities in Leadership.

The Center for School Change (CSC) asks board chairs to rate the skills and knowledge of the sixteen SY2011 Leadership Academy participants in several key areas. It is CSC's goal that 80 percent of the board chairs state that the Leadership Academy program produced "Good" or "Very Good" improvements in the director's abilities and knowledge. When asked in an online survey administered by CSC about improvements in participants' overall knowledge, 82 percent of the board chairs responded or "Very Good" improvement and 18 percent responded "Good" improvement.

When asked specifically about improvements in ability to lead, 73 percent of board chairs responded "Very Good" improvement, 18 percent responded "Good" improvement, and 9 percent responded "Not Much" improvement.

In May 2011, participants (n=16) were asked what kind of improvements, overall, the Leadership Academy produced in their knowledge. 85 percent reported "Very Good" improvement, and 15 percent reported "Good" improvement. This surpassed the CSC goal of 80 percent.

What contextual variables affect implementation and outcome results?

The affect of contextual variables for the entire project will be presented in the Year Five Final Project Report.

SECTION V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are presented below organized by the overall project purpose, followed by each of the three project goals. Summary conclusions and recommendations are also presented within the framework of the evaluation questions.

Overall Project Purpose: *To facilitate voluntary integration of urban and suburban schools and movement of students from low performing to high performing schools.*

Conclusions: The Minnesota Voluntary Public School Choice project achieved the overall purpose to facilitate voluntary integration of urban and suburban schools. The overall project goal of movement of students from low-performing to high-performing schools was partially met.

1. The MN VPSC project clearly facilitated voluntary movement for Minneapolis students and for students living in the suburbs. Student participation data indicate that approximately 2,000 Minneapolis students each year participated in the Choice Is Yours program, voluntarily attending suburban schools, and approximately 1,000 suburban students each year voluntarily attended a Minneapolis Public School. Also, over half of students attending FAIR School Downtown were from districts other than Minneapolis, where the school is located. In general student movement was to or from districts with differing ethnicity compositions.
2. When Safe Harbor is excluded from analysis of AYP results, students of color, students identified as Limited English Proficient, special education students (with one district exception), and students who qualify for free and reduced-price meals move from districts that do not make AYP for these categories to districts where students in the same categories also do not make AYP. For this analysis, this transfer is identified as movement from a low-performing district to a low-performing district.

Project Goal 1: *Ensure that all families are aware of and have access to both subjective and objective data on the school choice options available to them so that they can make sound, informed decisions about the best school for their children.*

Conclusions: Minnesota Voluntary Public School Choice partners provided both subjective and objective data on the school choice options to parents and students so that they could make sound, informed decisions about the best school for their children.

1. Minneapolis Public Schools (MPS) effectively used VPSC funds to supplement their school choice information and outreach activities, including the annual MPS School Choice Fair, MPS School Choice Catalogs, radio spots, and the MPS website.¹⁵ MPS had staff dedicated to manage their substantial school choice outreach activities and to assist students and parents directly.
2. The Center for School Change effectively at leveraged VPSC funds to disseminate information and to provide outreach activities to parents and students about dual credit. The CSC made a special effort to include VPSC partners in their activities, which included college visits, and production of videos to promote dual credit. As with MPS, the CSC had

¹⁵ Minneapolis Public Schools website: <http://www.mpls.k12.mn.us/>

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staff dedicated to manage and conduct outreach and information dissemination activities. In addition, the CSC Director, Dr. Nathan, is a widely recognized expert on dual credit and is a contributor to local and national newspapers, as well as scholarly journals. The CSC also maintains an excellent website.

3. The West Metro Education Program Choice Is Yours liaison worked effectively with WMEP districts serving CIY students and to assisted students and parent with information about the CIY choice option. The WMEP liaison also organized and led a working group of members from participating districts, whose tasks included information dissemination and outreach. WMEP also maintained an excellent website for information on school choice.
4. The Choice Information and Support Services (CISS) provided effective outreach and information dissemination to CIY students and families, including family events, written materials, and through working with the WMEP CIY liaison and WMEP district liaisons. CISS also maintains an excellent website on their activities.
5. VPSC partners effectively collaborated to increase the number of families that were aware of school choice options. MPS and CSC brought a national expert to speak and conduct workshops on school, family, and community partnerships; CISS and CSC participated annually in the MPS School Choice Fair; CISS has ongoing efforts with WMEP and WMEP districts to disseminate information.
6. A Marketing and Outreach Group, led by MDE, did not occur. One of the key objectives of this group was to reach increased numbers of parents and students, especially those who proved to be difficult to contact. The absence of the Marketing and Outreach Group resulted in reaching fewer parents and in limited data on outreach to parents of students who were not currently participating in any VPSC choice program.

Recommendations:

1. Continue current information and dissemination activities conducted by MPS, WMEP, CSC, and CISS. They are working very well.
2. Retain an organization qualified to lead a VPSC Marketing and Outreach Group. The goals of this group should include: 1) Reach increased numbers of parents and students to inform them of school choice options; 2) Identify who is not "getting the message" about VPSC-funded school choice options and design programs to reach them; 3) Coordinate effective partner marketing activities. While partners collaborated to increase the impact of their efforts, a more structured approach is likely to produce even better results.

Project Goal 2: *Increase student academic performance for those who participate in VPSC programs.*

Conclusions: Students participating in the Minnesota Voluntary Public School Choice program demonstrated increased student academic performance.

1. Minnesota Comprehensive Assessment (MCA) data for four cohorts of students who began participation in CIY in fall 2007, fall 2008, fall 2009, and fall 2010 suggest that the percentage of students proficient or above in reading and math increased with continued participation. In some cases, the trend of academic improvement began with cohort

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members' test results while enrolled in Minneapolis Public Schools, prior to their participation in CIY. In other cases, negative improvement trends observed while students were in enrolled MPS were reversed and trended positive while participating in CIY.

2. MCA results for students attending FAIR School Downtown indicate a trend of increased academic performance in reading beginning in SY2008 and continuing through SY2011 when 73 percent of students were proficient or above. FAIR Downtown School results for math indicate a slightly increased academic performance through SY2010, when 51 percent (n=233) were proficient or above, then a decline during the first year of the new MCA math exam.

Recommendations:

1. Establish achievement goals together with the goal of increased academic achievement. Phased progress toward the state averages for MCA Reading and Math are suggested as added achievement goals.
2. Replicate and scale academic successes at FAIR School Downtown (especially in reading).

Project Goal 3: *To ensure that students who choose will receive the proactive, ongoing support needed to succeed academically in their new educational environment.*

Conclusions: Not all students received support needed to succeed academically in their new environment. However, with the startup of the Choice Information Support Services (CISS) in fall 2010, student and family support has increased. CISS, working effectively with the WMEP CIY liaison and WMEP district liaisons has added programs to provide proactive, on-going support (Individual Learning Plans, Saturday Tutoring, etc.). In addition, CISS has helped to better connect CIY students with existing districts student support systems.

Recommendations:

1. Expand the CISS program to increase the number of support activities and the number of students served, including students in all VPSC-funded programs.
2. Improve early identification of needy students. CISS is dependent on data from participating districts to identify students who need support. These data are not always provided or made available.
3. Establish CISS as a district resource. Currently, CISS is not always a welcomed partner by all districts. More collaboration on student support will help students.

Evaluation Question #1: *To what extent has the VPSC grant been implemented as intended?*

Conclusions: In general, the VPSC grant has been implemented as intended, with the exceptions of the Marketing and Outreach Group and enhanced schools in Minneapolis.

What worked:

- Collaboration among partners worked well. Partners worked together on information dissemination and outreach (all partners) and on providing support for students and families (CISS, WMEP).

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- In spite of the barriers encountered and considering that some VPSC Grant outcomes resulted in financial impacts for partner districts, a commitment persisted among partner leadership to provide families with information on school choice, to increase student academic performance, and to provide ongoing support to help students succeed.
- All project partners credited the evaluator with a positive impact on project implementation and with maintaining the grant partners' focus on the purpose, goals, project components, outputs, and outcomes of the grant.

What didn't worked:

- Changing project leadership at MDE over the course of the grant was a primary barrier to establishing a cohesive, effective Marketing and Outreach Group. MDE placed three different individuals as the VPSC project leader over the first four years of the grant. While all had leadership qualities and skills, transitions from one leader to the next presented delays, issues and barriers. Momentum was never established for the Marketing and Outreach Group.
- Funding issues, especially between MDE and Minneapolis Public Schools, was a major barrier during the grant. MPS continued as a grant partner for a period of more than one year without grant funding (during Project Years Two and Three), which impacted several MPS initiatives, including establishing VPSC-funded enhanced schools in Minneapolis.

Evaluation Question #2: *To what extent were desired outcomes met?*

Conclusions: For the most part the VPSC Grant addressed and achieved desired outcomes. Of the thirty-two individual outputs and outcomes shown in the VPSC logic model, all but one were addressed and data were provided to support and substantiate the extent the outcomes were met. In most cases, outputs and outcomes were substantially met or met in total; however, not all benchmarks were clear.

What worked:

- Due to a clearly defined project plan, logic model, and evaluation plan, the purpose, goals, and project components (activities) were clear and provided the pathways to achieving desired outputs and outcomes.
- VPSC partners focused on the original grant application and were receptive to and made early and mid-course modifications when they were needed based on formative evaluation data. VPSC partners were receptive to formative evaluation recommendations and made mid-course changes to grant activities, where they were needed. For example, the CSC re-focused efforts to involve VPSC partners more directly in the activities relating to dual credit.

What didn't work:

- Access to data required to evaluate outcomes was difficult, especially access to student test data available only from participating districts.
- Final MDE MARSS data is delayed for over one year for cleaning and processing by the state. Quicker access to MARSS data would have benefitted the project.

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Recommendations:

- Reevaluate benchmarks on an annual basis. The VPSC is conducted in a rapidly changing environment (e.g. student populations, political climate, etc.). Benchmarks should be reviewed to remain consistent with the desired outcomes, as well as to reflect the context of the implementations.

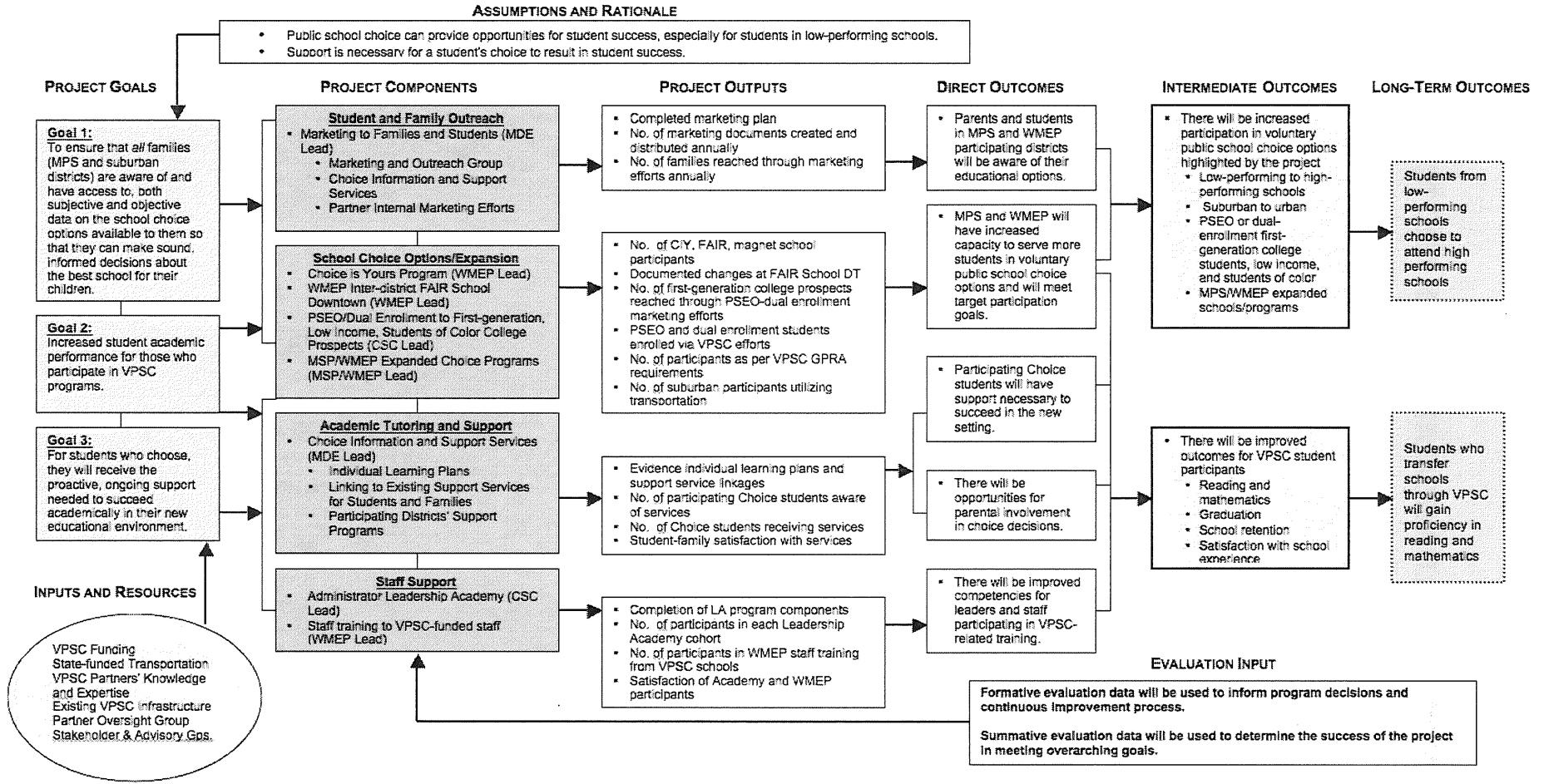
Evaluation Question #3: *What unexpected outcomes have emerged?*

Unexpected outcomes will be address in the Year Five Annual Evaluation Report.

APPENDIX A: MN VPSC LOGIC MODEL

Minnesota Voluntary Public School Choice Program Logic Model Working Document—August 24, 2010

MN VPSC Purpose: To facilitate voluntary integration of urban and suburban school districts and movement of students from low-performing schools to high performing schools



APPENDIX B: EVALUATION APPROACH AND METHODOLOGIES

Definitions

Project output data are used to determine the extent to which the VPSC project is being implemented as intended. *Outputs* are the direct result of the project activities, including project products and programs. Most outputs are quantifiable, including tallies of the number of products and programs or counts of contacts with the programs. The output data are critical to interpreting desired outcomes as the extent to which implementation changes from the original program theory will assist in understanding the outcome results. Criteria set by major stakeholders together with the evaluators, evaluate whether the project was implemented as intended with the outputs used as evidence for the implementation.¹⁶

The outcomes data as delineated in the project evaluation plan are reviewed annually summative results presented to the project once analysis is complete. *Direct outcomes* are those results that occur due to the implementation of activities and completion of associated outputs. Intermediate outcomes result directly from outputs or indirectly through direct outcomes. *Intermediate outcomes* generally come later in a project and often represent a step between direct outcomes and long-term outcomes. *Long-term outcomes* are the broadest program outcomes and follow logically from the direct and intermediate outcomes. They are the results that fulfill the overarching program goals. The findings will assist VPSC staff in determining whether they are on target to meet the overall outcomes as summarized in the project logic model.

Contextual variables are those events or circumstances that can affect the results of a project. For example, funding shifts within a state or personnel turnover of key staff members might have an impact on the extent to which a project activity is implemented as intended or whether the outcomes are met. Special attention is paid to contextual variables that might affect the results. The information is analyzed qualitatively triangulated among various key sources before conclusions are made.

Emerging findings are those outcomes or results that were unanticipated when the project plan was designed. Similar to documenting contextual variables affecting final outcomes, documentation of emerging findings are important to understanding the project's total impact public school choice and student performance. Emerging findings will be gathered through the survey and interview process. In addition, the intent is to interview or survey student and family stakeholders and the partner representatives annually to document unintended outcomes or results.

¹⁶ Wested/Compass documents provided some of the definition language.

Overall Evaluation Approach and Methodology

Approach

VPSC partners met throughout fall 2009 and early winter 2010 to discuss the project components, the logic model, and evaluation requirements. Several iterations of the project logic model were developed and presented to the partner group. The logic model was revised with each meeting until a final product was decided upon in January 2010. The logic model guides the evaluation and provides a blueprint of the program theory underlying the project. Partners were challenged to provide justification for each component and explain how the activity related to the theory of change. Several changes to project activities resulted from the discussion with the final list of activities included in the logic model. Results from evaluations and experiences of the first VPSC grant (2002-2008) were discussed to ensure the most useful elements of the earlier grant remained in the project and evaluation plan.

In addition to meeting with the VPSC partners, meetings were held with the US Department of Education VPSC evaluator from the University of Indiana's Center for Evaluation and Education Policy (CEEP). She provided information about federal expectations and these were incorporated into the logic model and final evaluation plan.

Evaluation Methodologies

The evaluation addresses all of the evaluation questions through the use of qualitative and quantitative methodologies. The evaluation questions guide the evaluation with the methodologies chosen to gather and analyze appropriate and accessible information on the status and progress of the project and on desired outcomes. Qualitative data analysis will follow qualitative best practices as outlined by Miles and Huberman's *Qualitative Data Analysis* (3rd ed.)¹⁷ Quantitative analysis will be determined for each data source with details provided in a data analysis plan to be developed at a later date.

The evaluation plan is designed to facilitate the use of similar methods and instruments across as many activities as possible with the intent of providing a better understanding of the overall impact of the grant. In addition, the formative evaluation will utilize data gathered through the summative evaluation whenever possible to align with the summative plan and to provide a formative review of the data gathered for the summative assessment.

Evaluation Procedures

The evaluation questions will be addressed through the following procedures.

1. A data collection plan/system documents the outputs, indicators of success, data source, benchmarks, partner responsible for program component, group responsible for data collection, and data collection due dates. The document is available from the evaluators.
2. In areas where benchmarks, baseline data, or program criteria are needed, the evaluators will convene the partner representatives and facilitate discussion on the most appropriate benchmarks or baseline sources.
3. The evaluators will design instruments that align with the data collection plan with input provided by partner representatives.

¹⁷ Miles, B. & Huberman, A. M. (1997). *Qualitative data analysis* (3rd ed.). Thousand Oaks, California: Sage.

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4. A data analysis plan will be developed that specifies analysis for each data source.
5. The evaluator will work with each partner group and establish logistical parameters for data collection.

Rationale for participant inclusion

Students from these three programs were chosen because each program receives substantial funding and support through the VPSC project.

1. **Choice is Yours:** Each WMEP member school district receives funds from VPSC to provide support to students who transfer through this program. In addition, marketing funds provided by VPSC are used to promote urban to suburban school choice and support services are available to these students through a support center funded by VPSC.
2. **FAIR Downtown School:** The proposal highlighted the changes that would occur at the school to particularly attract suburban to urban school choice. Funds are used for one particular aspect of the program—laptops in the classroom. Anecdotal reports suggest this is an important draw for students.
3. **Expanded/Enhanced Programs:** Beginning in the 2010-2011 school year, funds are going directly to schools to assist them in becoming high performing schools. Schools were chosen based upon high transfer levels; however, the schools were not high performing though families were exercising choice to attend them. Funds will be used to enhance programs at these schools with the desired outcome that they will be high performing schools providing a better result for those choosing these schools.

Baseline Data

Baseline Data. For those sources associated with the data required by the US Department of Education, the 2008-2009 school year will serve as the baseline year. Baseline years will be determined by a review of the initial implementation of an activity for other program components. Cohorts will be established based upon the number of years they have been involved in VPSC services. Pre-post data will be gathered as appropriate on these groups with details provided in the data analysis plan.

Data Sources and Instruments

Data will be collected annually for most outputs and outcomes from several data sources. The detailed data collection plan includes all of the data collection logistical information. Whenever possible, the evaluators will use existing data collection practices to alleviate logistical issues. It is expected that a close relationship between each of the partners and the evaluators will facilitate data gathering given the students are choosing a wide variety of schools that cross over several school districts.

**APPENDIX C: OUTCOMES, OUTPUTS AND INDICATORS OF
SUCCESS**

Overview

The following tables summarize proposed outcomes, outputs, and indicators of success and data sources for the evaluation of the Minnesota Voluntary Public School Choice Project. Definitions are provided below for each of the categories included in the tables. The material included in the tables corresponds to the draft logic model; however, more details are included in the tables. Outcomes and outputs required by the US Department of Education are also included on the tables and referred to as “program outcomes/outputs” with other outcomes and outputs identified as “project outcomes/outputs.” In addition to aligning with the project logic model, the outcomes and outputs have been cross-walked with those identified in the original proposal with a note indicating those in the proposal that are not included at this time.

Definitions

Outputs - *Outputs* are the direct results of the project activities, including project products and programs. Most outputs will be quantifiable, including tallies of the number of products and programs or counts of the customer contacts with those products and programs.

Direct/Intermediate Outcomes - *Direct outcomes* are what participants do or become as a result of outputs. Usually, direct outcomes are changes in the participants’ actions or behaviors based on knowledge or skills acquired through project outputs. *Intermediate outcomes* result either directly from outputs or indirectly through direct outcomes. They generally come later in time than direct outcomes and often represent a step between direct outcomes and long-term outcomes.

Long-term Outcomes - *Long-term outcomes* are the broadest program outcomes and follow logically from the direct and intermediate outcomes. They are the results that fulfill the program’s goals. Outputs, direct outcomes, and intermediate outcomes all contribute to the achievement of the long-term outcomes. Although the long-term outcomes represent fulfillment of the purpose of the program, they may or may not represent the achievement of a desired larger program impact. That is, the program may have an anticipated impact that is beyond the immediate scope of the program, either temporally or conceptually, and thus beyond the scope of the logic model. Such an outcome will appear in the logic model in a dotted box.

Outputs, Data Sources, and Benchmarks

Annual Outputs—Student and Family Outreach	Indicators and Data Source(s)	Benchmarks
<ul style="list-style-type: none"> • Marketing plan • Marketing materials • Distributed marketing materials • Families reached through marketing • Family and student perception of marketing materials 	Plan completed according to timeline and criteria-RR Materials created as per plan-RR Number of each material distributed-RR Percent of families indicating they received materials-S Percent of families reporting positive view of materials-S	
Annual Outputs—School Choice Options/Expansion	Indicators and Data Source(s)	Benchmarks
<ul style="list-style-type: none"> • Participating schools, seats, capacity, applications, test participation, and transfer patterns • CIY, FAIR, magnet school participants (using US Dept. of Ed. Definitions) • Program changes at FAIR School Downtown that align with grant proposal and logic model • First-generation college prospects reached through dual credit marketing efforts • Dual-credit participants who enrolled due to information provided by VPSC program • VPSC suburban participants who access urban magnet schools via provided transportation 	Numbers as per US Dept. of Ed. Guidelines—RR Number of participants per US Dept. of Ed. guidelines—RR Program changes as per grant and logic model criteria—RR and O Percent of potential prospects reached—RR Percent of dual-credit participants enrolling due to VPSC—S Number of FAIR, magnet school participants receiving transportation—RR	
Annual Outputs—Academic Tutoring and Support	Indicators and Data Source(s)	Benchmarks
<ul style="list-style-type: none"> • Evidence of CISS services as per contractual agreement and logic model • Choice students aware of services • Choice students receiving services according to plan • Families and students satisfied with services • Teachers using services • Plans for support at school level 	Record of services as per contract—RR Percent of Choice students aware of services—S Percent of Choice student receiving services by plan—S, RR Percent of families and students satisfied with services—S Percent of teachers using services—S Percent of participating schools with plans—RR	
Annual Outputs—Staff Support	Indicators and Data Source(s)	Benchmarks
<ul style="list-style-type: none"> • Teachers being trained • Participants in each Leadership Academy cohort • Leadership Academy satisfaction 	Percent of teachers with VPSC students who are trained—S Number of participants in LA cohort—RR Number of LA participants satisfied with LA—S	

Data Sources: RR=Record Review, S=Survey, O=Observation

U.S. Department of Education Required Outcomes/Outputs, Indicators, Data Sources, and Benchmarks

Program Outcomes/Objectives	Indicator and Data Source(s)	Benchmark
<p>VPSC Program Objective 1: Students transferring from a Title I designated low-performing school to a Title I VPSC-funded high-performing school will score proficient or above in reading and mathematics.</p> <p>VPSC Program Objective 2: There will be increased academic performance in reading and mathematics for students transferring into a VPSC funded non-Title I school from any other non-Title I school.</p>	<p>VPSC INDICATOR: Number and percentage of students who score proficient or above in reading and mathematics after transfer <i>Data Sources: Minnesota Comprehensive Assessments II</i></p>	
<p>VPSC Program Objective 3: Students transferring from a Title I low-performing school to a VPSC funded Title I designated high performing school will gain proficiency in mathematics and reading.</p> <p>VPSC Program Objective 4: Students transferring into a VPSC-funded non-Title I school from any other non-Title I school will gain proficiency in mathematics and reading.</p>	<p>VPSC INDICATOR: Percentage of students who gain proficiency in reading and mathematics after transfer <i>Data Sources: Minnesota Comprehensive Assessments II</i></p>	
Direct VPSC Project Outcomes	Indicator and Data Source(s)	Benchmarks
Parents in Minneapolis Public School district and West Metro Education Program districts will be aware of their choices.	<p>Percent of parents from the participating districts who report they are aware of choices</p> <ul style="list-style-type: none"> • <i>Data Sources: Parent Survey (stratified)</i> 	
Minneapolis Public Schools and the West Metro Education Program participating districts will have increased capacity to service students in voluntary public school choice options to meet target goals.	<p>Percent of parents from the participating districts who report they are aware of choices</p> <ul style="list-style-type: none"> • <i>Data Sources: Parent Survey (stratified)</i> 	
Participating Choice students will have support necessary to succeed in the new setting.	<p>Percent of students and parents of students who report necessary support.</p> <ul style="list-style-type: none"> • <i>Data Sources: Parent and Student Surveys</i> <p>Percent of students whose test results indicate success</p> <ul style="list-style-type: none"> • <i>Data Sources: Northwest Evaluation Assessment Pre-Post Comparison</i> • <i>Minnesota Comprehensive Assessments</i> 	

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Direct VPSC Project Outcomes	Indicator and Data Source(s)	Benchmarks
There will be enhanced parental involvement for participating VPSC families	Percent of families whose record of involvement increases after transfer <ul style="list-style-type: none"> • <i>Data Source: Parent and Teacher Surveys</i> 	
There will be improved competencies for leaders and staff participating in VPSC-related training.	Percent of participants who demonstrate competency via their projects, portfolios, and competency checklists (training dependent) <ul style="list-style-type: none"> • <i>Data Sources: Projects, portfolios, competency checklists</i> 	
Intermediate VPSC Project Outcomes	Indicator and Data Source(s)	Benchmarks
There will be increased participation in voluntary public school choice options highlighted by the VPSC Project <ul style="list-style-type: none"> • Low-performing to high-performing schools • Suburban to urban • Dual credit programs • MPS/WMEP VPSC magnet schools 	Participation rates in each of the funded programs <ul style="list-style-type: none"> • <i>Data Sources: Enrollment Records</i> 	
There will be improved outcomes for VPSC student participants.	Percentage of VPSC participants who demonstrate improvement in: <ul style="list-style-type: none"> - Reading achievement; - Mathematics achievement; - Graduation rates; - Retention in VPSC transfer program; and/or - Satisfaction with school experience. • <i>Data Sources: NWEA, MCA II, graduation data, retention data, Student Survey</i> 	
Leaders and teachers trained through VPSC programs will execute strategies within their school/classroom as per the training.	Percent of training participants who implement successful strategies according to criteria set forth by the training <ul style="list-style-type: none"> • <i>Data Sources: Portfolios, Teacher Surveys, Interviews</i> 	
For Leadership Academy director or assistant director participants: Two years after the participant completes the program, on average, students at his/her school will demonstrate more than one year's growth in reading and mathematics.	Percent of sites represented in the Cohort where the average growth on a standardized assessment of reading and mathematics is over 1.0 years <ul style="list-style-type: none"> • <i>Data Sources: NWEA results</i> 	

**APPENDIX D: CHOICE IS YOURS 2011 PARENT SURVEY DATA
REPORT**

Overview

The Choice Is Yours (CIY) Program is funded through a variety of sources, one of which is the Voluntary Public School Choice (VPSC) program. The Choice Is Yours gives low-income Minneapolis families more options to attend suburban schools. The purpose of the survey was to gain feedback from parents regarding their experiences with the school for use in the FY 11 federal Annual Performance Report (APR) and the Government Performance and Results Act (GPRA) Report.

Survey Population

There were 2,153 students who participated in the CIY program in 2010. Of that total, 90 randomly selected parents of participating students were required to be surveyed in order to produce a 10 percent sampling error. Thus, a sufficiently large random sample was drawn of the total population such that 90 CIY parents could be reached via the phone calls to take the survey.

Procedures

- LRE developed the phone interview protocols (appendix A).
- Anthony Galloway, Student Learning Programs Specialist for the West Metro Education Program (WMEP) conducted the surveys during the months of January, February, and March 2011.

Data Handling & Processing

- Anthony converted his handwritten notes into electronic format and sent them in Excel format to LRE.
- LRE coded the data.
 - For the question regarding how the parent heard about the Choice Is Yours Program, a number of respondents reported having heard about the program via the interview phone call itself in the ‘other’ category. Thus, ‘other’ responses of this nature were coded as a separate response, apart from the other ‘other’ responses.
 - For the question regarding whether the parent was aware of school options for their child, one parent responded that they were not aware of another options, but followed up by referencing “Minneapolis Public Schools.” Thus, because the parent was in fact aware of another option for their child by their identification of Minneapolis Public Schools, the “no” response was negated and changed to a “yes” to reflect their knowledge of other options.
 - For the question regarding the other school options of which the parents were aware, parents listed both school districts and specific schools of which they were aware their child could attend. LRE coded the responses to reflect the parents being aware of:
 1. Minneapolis Public School options only;
 2. Minneapolis Public School options and the Choice Is Yours Program; or
 3. Minneapolis Public School options and a specific West Metro Education Program suburban school/districts.
- The data was analyzed by creating frequency tables for each question/set of questions.

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- Results were rounded to the nearest percentage.
- Responses indicating “don’t know” or “does not apply to me” were not included in the valid number of responses for each question.
- “Don’t know” or “does not apply to me” responses were reported as the total number of times each response was selected, as opposed to a percentage of the total.

Response Rate

Of the 2,153 students enrolled in CIY, 89 parent interviews were conducted to yield a 10 percent sampling error.

Survey Findings

Question: What is your child’s ethnicity?		
Response	Valid (n)	Valid (%)
American Indian/Alaskan Native	89	6%
Asian/Pacific Islander	89	9%
Black	89	58%
Hispanic	89	13%
White	89	12%
Other / Prefer not to answer	89	1%

Question: Were you aware of other school options for your child, besides the Choice Is Yours Program?		
Response	Valid (n)	Valid (%)
Yes	89	100%
No	89	0%

Question	Valid (n)	Male (%)	Female (%)
What is your child’s gender?	87	38%	62%

Question: Were you aware of other school options for your child, besides the Choice Is Yours Program?		
Response	Valid (n)	Valid (%)
The Minneapolis Public School District or a specific Minneapolis School(s) only	89	57%
The Minneapolis Public School District or a specific Minneapolis School(s) and the Choice Is Yours Program	89	26%
The Minneapolis Public School District or a specific Minneapolis school(s) and a West Metro Education Program School(s)	89	17%

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Question: How did you hear about the Choice Is Yours Program?			
Response	Valid (n)	Valid (%)	(n)
My child	84	19%	-
Other student	84	7%	-
Other parent	84	50%	-
An organization	84	0%	-
Advertisement	84	2%	-
Someone who works at Minneapolis Public Schools	84	5%	-
This phone call	84	17%	-
Don't know and other	84	-	5

Question	Valid (n)	1 Year (%)	2 Years (%)	3 Years or More (%)	Don't Know (n)
How many years has your child participated in the Choice Is Yours?	88	34%	32%	34%	0

Question: What school did your child attend through the Choice Is Yours Program in 2009-2010?		
Response	Valid (n)	Valid (%)
Columbia Heights	88	7%
Eden Prairie	88	9%
Edina	88	11%
Hopkins	88	17%
Richfield	88	11%
Robbinsdale	88	10%
St. Anthony-New Brighton	88	3%
St. Louis Park	88	15%
Wayzata	88	14%
Community College	88	2%

Question	Valid (n)	Yes (%)	No (%)	Don't know (n)
Has it been clear whom to contact if your child needed academic support?	86	63%	37%	0
Has your child participated in a school tutoring or support program?	89	66%	34%	0
Has your child ever needed more academic support at school than he/she received?	89	61%	39%	0
Have teachers provided the support your child needed to succeed academically?	89	65%	35%	0
Have you been provided the information you need regarding school support services, including academic support services?	89	79%	21%	0

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Question	Valid (n)	Yes (%)	No (%)	Don't Know (n)
Have teachers made you feel welcome?	89	71%	29%	0
Have you known to whom to go to with questions about the school or its programs?	89	67%	33%	0
Have you felt that your child could participate in any school activity he/she chose?	89	66%	34%	0
Have school(s) provided you with the information you need regarding enrichment opportunities (e.g., advanced placement classes, after school clubs and programs)?	89	85%	15%	0
Has the school provided you with opportunities to be involved with your child's education (e.g. open houses, volunteer opportunities, conferences with teachers and school administration, etc.)?	87	75%	25%	0

	Valid (n)	Satisfied (%)	Somewhat Satisfied (%)	Somewhat Dissatisfied (%)	Dissatisfied (%)	Does Not Apply to Me (n)	Don't Know (n)
The assistance I received when choosing a school for my child.	60	47%	25%	25%	3%	7	22
The enrollment process.	65	72%	18%	8%	2%	4	20
Parent involvement opportunities.	85	42%	19%	24%	15%	0	4
The communication you received from the school.	88	69%	19%	7%	5%	0	1
The academic support your child received from the school.	89	54%	19%	17%	10%	0	0
The school's discipline policies.	89	46%	24%	19%	11%	0	0
Bus safety.	89	73%	20%	3%	3%	0	0
In general, the Choice Is Yours school your child attended in 2009-2010.	89	63%	25%	10%	2%	0	0

Question: How would you describe your child's academic progress at the Choice Is Yours suburban school?							
	Valid (n)	Improved a lot (%)	Improved a little (%)	Same as Before CIY (%)	Declined a little (%)	Declined a lot (%)	Don't know (n)
Reading	81	25%	26%	33%	16%	0%	2
Math	84	5%	25%	38%	25%	7%	3

**APPENDIX E: CENTRAL MIDDLE SCHOOL 2011 PARENT SURVEY
DATA REPORT**

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Overview

Columbia Heights Central Middle School (CMS) participates in the federally funded Voluntary Public School Choice (VPSC) program to enhance school choice options for families. Specifically, CMS uses the funds to enhance media arts and engineering programs. The purpose of the survey was to gain feedback from parents of students in these programs regarding their experiences at the school for use in the FY 11 federal Annual Performance Report (APR) and the Government Performance and Results Act (GPRA) Report.

Procedures

- LRE developed the survey questions, prompts, and responses (appendix A).
- The sample population consisted of parents of all Central Middle School students who were enrolled a media arts and/or engineering course.
- LRE obtained the primary mailing addresses for the parents whose children were enrolled in these courses from Principal Mary Bussman. There were many duplicate mailing addresses. There were two reasons for this:
 1. Students may be enrolled in multiple media arts courses and/or multiple engineering courses;
 2. A single family may have multiple children enrolled at the school; and
 3. A single family may have multiple children enrolled at the school, each of which may be enrolled in multiple media arts and/or multiple media arts and engineering courses.
- To ensure that these parents were not oversampled, duplicate addresses were removed from the sample and parents were instructed to fill out the survey for their oldest child enrolled at CMS.
- A cover letter, pencil and paper survey, and postage-paid and pre-addressed envelope were mailed to the homes of the parents within the unduplicated sample population.
- In order to increase the legitimacy of the survey, the cover letter was printed on CMS letterhead and signed by Principal Mary Bussman. The survey was also mailed in a school envelope.
- Surveys were mailed on April 19th with a printed due date of May 1st. Surveys responses were accepted until May 6th.

Data Handling & Processing

- Parents mailed their surveys back to LRE using the postage-paid and pre-addressed envelope provided to them.
- LRE developed a code sheet for the survey responses. Survey responses that were indefinite were coded as invalid (99). Examples of invalid responses include placing a check mark between two response spaces, the selection of more responses than allowed, or unclear responses.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
- Open-ended responses were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions
 - Results were rounded to the nearest percentage.
 - Responses indicating “don’t know” or “does not apply to me” were not included in the valid number of responses for each question.

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- “Don’t know” or “does not apply to me” responses were reported as the total number of times each response was selected (n), as opposed to percentages.

Response Rate

Of the 341 surveys that were mailed to CMS parents, 52 were returned, yielding a 15 percent response rate.

Survey Findings

Question	Valid (n)	Male (%)	Female (%)
What is your child's gender?	44	50%	50%

Question	Valid (n)	Yes (%)	No (%)	Don't Know (n)
Were you aware of other school options for your child besides Central Middle School?	48	72%	23%	2

Question: How did you hear about Columbia Heights Middle School?			
	Valid (n)	Valid (%)	n
My Child	45	27%	-
Other Student	45	13%	-
Other Parent	45	18%	-
An Organization	45	4%	-
Advertisement	45	2%	-
Someone who works at Minneapolis Public Schools	45	2%	-
Don't Know	45	-	3

Question: How would you describe your child's academic progress at Central Middle School?							
	Valid (n)	Improved a lot (%)	Improved a little (%)	No improvement (%)	Declined a little (%)	Declined a lot (%)	Don't know (n)
Reading	45	42%	40%	7%	9%	2%	0
Math	45	36%	40%	16%	4%	4%	0

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Question	Valid (n)	Yes (%)	No (%)	Don't know (n)
Has it been clear whom to contact if your child needed academic support?	40	75%	25%	5
Has your child participated in a school tutoring or support program?	41	32%	68%	3
Has your child ever needed more academic support at school than he/she received?	45	64%	36%	0
Have teachers provided the support your child needed to succeed academically?	40	83%	17%	3
Have you been provided the information you need regarding school support services, including academic support services?	39	59%	41%	6
Have teachers made you feel welcome?	45	93%	7%	0
Have you known to whom to go to with questions about Central Middle School or its programs?	43	74%	26%	1
Have you felt that your child could participate in any school activity he/she chose?	40	80%	20%	5
Has the school provided you with the information you need regarding enrichment opportunities (e.g., advanced placement classes, after school clubs and programs)?	42	83%	17%	2
Has the school provided you with opportunities to be involved with your child's education (e.g. open houses, volunteer opportunities, conferences with teachers and school administration)?	44	95%	45%	0

Question	Valid (n)	Satisfied (%)	Somewhat satisfied (%)	Somewhat dissatisfied (%)	Dissatisfied (%)	Does not apply to me (n)	Don't know (n)
The assistance I received when choosing a school for my child.	31	77%	13%	0%	10%	9	2
The enrollment process.	40	78%	8%	10%	3%	3	2
Parent involvement opportunities.	41	63%	22%	5%	10%	1	2
The communication you received from Central Middle School.	45	69%	13%	2%	16%	0	0
The academic support your child received from Central Middle School.	44	59%	23%	4%	14%	1	0
Central Middle School's discipline policies.	42	60%	17%	9%	14%	0	3
In general, the Central Middle School.	44	64%	20%	2%	14%	0	1

**APPENDIX F: EARLE BROWN ELEMENTARY SCHOOL 2011 PARENT
SURVEY DATA REPORT**

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Overview

Earle Brown Elementary School participates in the federally funded Voluntary Public School Choice (VPSC) program to enhance school choice options for families. Specifically, Earle Brown uses the funds to enhance its band program and Gifted and Talented Program. The purpose of the survey was to gain feedback from parents of students in these programs regarding their experiences at the school for use in the FY 11 federal Annual Performance Report (APR) and the Government Performance and Results Act (GPRA) Report.

Procedures

- LRE developed the survey questions, prompts, and responses (appendix A).
- The sample population consisted of parents of students enrolled at Earle Brown Elementary who were involved in the band and/or Gifted and Talented Program.
- LRE obtained the primary mailing addresses for the parents whose children were enrolled in these programs from the Superintendent Keith Lester. There were a few duplicate mailing addresses. There were two reasons for this:
 1. Students may be enrolled in both the band program and the Gifted and Talented Program;
 2. A single family may have multiple children enrolled at the school; and
 3. A single family may have multiple children enrolled at the school, each of which may be enrolled in both the band program and the Gifted and Talented Program.
- To ensure that these parents were not oversampled, duplicate addresses were removed from the sample and parents were instructed to fill out the survey for their oldest child enrolled at Earle Brown Elementary.
- A cover letter, pencil and paper survey, and postage-paid and pre-addressed envelope were mailed to the homes of the parents within the unduplicated sample population.
- In order to increase the legitimacy of the survey, the cover letter was printed on WMEP letterhead and signed by WMEP Superintendent Dr. Daniel Jett. The survey was mailed in a Lange Research and Evaluation envelope, as LRE did not have access to school envelopes.
- Surveys were mailed on April 19th with a printed due date of May 1st. Surveys responses were accepted until May 6th.

Data Handling & Processing

- Parents mailed their surveys back to LRE using the postage-paid and pre-addressed envelope provided to them.
- LRE developed a code sheet for the survey responses. Survey responses that were indefinite were coded as invalid (99). Examples of invalid responses include placing a check mark between two response spaces, the selection of more responses than allowed, or unclear responses.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
- Open-ended responses were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions
 - Results were rounded to the nearest percentage.
 - Responses indicating “don’t know” or “does not apply to me” were not included in the valid number of responses for each question.

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- “Don’t know” or “does not apply to me” responses were reported as the total number of times each response was selected (n), as opposed to percentages.

Response Rate

Of the 96 surveys that were mailed to Earle Brown Elementary parents, three were returned due to incorrect addresses. Of 93 that were successfully mailed, 28 were returned, yielding a 30 percent response rate.

Survey Findings

Question	Valid (n)	Male (%)	Female (%)
What is your child's gender?	26	46%	54%

Question: How did you hear about Earle Brown Elementary?			
Response	Valid (n)	Valid (%)	n
My Child	26	11%	3
Other Student	26	8%	2
Other Parent	26	15%	4
An Organization	26	4%	1
Advertisement	26	11%	3
Someone who works at Minneapolis Public Schools	26	0%	0
Don't Know	26	8%	2

Question	Valid (n)	Yes (%)	No (%)	Don't know (n)
Were you aware of other school options for your child, besides Earle Brown Elementary?	27	71%	29%	2

Question: How would you describe your child's academic progress at Earle Brown Elementary?							
	Valid (n)	Improved a lot (%)	Improved a little (%)	No improvement (%)	Declined a little (%)	Declined a lot (%)	Don't know (n)
Reading	26	81%	11%	8%	0%	0%	0
Math	26	73%	23%	0%	0%	4%	0

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Question	Valid (n)	Yes (%)	No (%)	Don't know (n)
Has it been clear whom to contact if your child needed academic support?	22	82%	18%	4
Has your child participated in a school tutoring or support program?	25	48%	52%	1
Has your child ever needed more academic support at school than he/she received?	23	22%	78%	3
Have teachers provided the support your child needed to succeed academically?	24	96%	4%	2
Have you been provided the information you need regarding school support services, including academic support services?	21	71%	29%	5
Have teachers made you feel welcome?	26	100%	0%	0
Have you known to whom to go to with questions about Earle Brown Elementary or its programs?	24	63%	37%	2
Have you felt that your child could participate in any school activity he/she chose?	25	92%	8%	1
Has the school provided you with the information you need regarding enrichment opportunities (e.g., advanced placement classes, after school clubs and programs)?	24	83%	17%	2
Has the school provided you with opportunities to be involved with your child's education (e.g. open houses, volunteer opportunities, conferences with teachers and school administration)?	26	100%	0%	0

Question	Valid (n)	Satisfied (%)	Somewhat satisfied (%)	Somewhat dissatisfied (%)	Dissatisfied (%)	Does not apply to me (n)	Don't know (n)
The assistance I received when choosing a school for my child.	25	68%	24%	0%	8%	1	0
The enrollment process.	25	76%	20%	0%	4%	0	0
Parent involvement opportunities.	25	72%	24%	0%	4%	0	1
The communication you received from Earle Brown Elementary.	26	73%	19%	0%	8%	0	0
The academic support your child received from Earle Brown Elementary.	26	69%	27%	0%	4%	0	0
Earle Brown Elementary's discipline policies.	25	68%	16%	4%	12%	0	1
In general, the Earle Brown Elementary.	26	77%	19%	0%	4%	0	0

**APPENDIX G: FAIR SCHOOL DOWNTOWN 2011 PARENT SURVEY DATA
REPORT**

Overview

FAIR School Downtown is participating in a federally funded Voluntary Public School Choice (VPSC) program to enhance school choice options for families. The purpose of the survey was to gain feedback from students regarding their experiences at the school for use in the FY 11 federal Annual Performance Report (APR).

Procedures

- LRE developed the survey questions, prompts, and responses (appendix A).
- The sample population consisted of all parents of students enrolled at FAIR School Downtown in grades K-12th.
- LRE obtained the primary mailing addresses for the parents whose children were enrolled in these courses from the FAIR School Downtown administration. There were a few duplicate mailing addresses, as a single family may have multiple children enrolled at FAIR School Downtown.
- To ensure that parents with multiple enrolled children were not oversampled, duplicate addresses were removed from the sample and parents were instructed to fill out the survey for their oldest child enrolled at the school.
- A cover letter, pencil and paper survey, and postage-paid and pre-addressed envelope were mailed to the homes of the parents within the unduplicated sample population.
- In order to increase the legitimacy of the survey, the cover letter was printed on WMEP letter and signed by WMEP Superintendent, Dr. Daniel Jett. The survey was sent in a school envelope, as well.
- Surveys were mailed on March 17th with a printed due date of March 31st. Surveys responses were accepted until April 22nd.

Data Handling & Processing

- Parents mailed their surveys back to LRE using the postage-paid and pre-addressed envelope provided to them.
- LRE developed a code sheet for the survey responses. Survey responses that were indefinite were coded as invalid (99). Examples of invalid responses include placing a check mark between two response spaces, the selection of more responses than allowed, or unclear responses.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
 - After receiving the surveys from the parents, LRE noticed a pattern in the question referring to how the parent heard about FAIR School Downtown. A number of respondents reported having heard about the school by their child having previously attended FAIR Crystal (another WMEP School) in the 'other' category. Thus, 'other' responses of this nature were coded as a separate response, apart from the other 'other' responses.
- Open-ended responses were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions
 - Results were rounded to the nearest percentage.
 - Responses indicating "don't know" or "does not apply to me" were not included in the valid number of responses for each question.
 - "Don't know" or "does not apply to me" responses were reported as the total number of times each response was selected (n), as opposed to percentages.

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Response Rate

Of the 361 surveys that were mailed to FAIR School Downtown parents, 120 were returned, yielding a 33 percent response rate.

Survey Findings

Question	Valid (n)	Male (%)	Female (%)
What is your child's gender?	81	46%	54%

Question	Valid (n)	Yes (%)	No (%)	Don't Know (n)
Were you aware of other school options for your child besides FAIR School Downtown?	78	96%	4%	2

Question: How did you hear about FAIR School Downtown?			
	Valid (n)	Valid (%)	n
My Child	82	8%	7
Other Student	82	7%	5
Other Parent	82	24%	20
An Organization	82	0%	0
Advertisement	82	15%	12
Someone Who Works at Minneapolis Public Schools	82	6%	5
Attended FAIR Crystal	82	7%	6
Don't Know	82	4%	3

How would you describe your child's academic progress at FAIR School Downtown?							
	Valid (n)	Improved a lot (%)	Improved a little (%)	No improvement (%)	Declined a little (%)	Declined a lot (%)	Don't know (n)
Reading	80	61%	32%	4%	3%	0%	0
Math	78	53%	41%	4%	1%	1%	1

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Question	Valid (n)	Yes (%)	No (%)	Don't Know (n)
Has it been clear whom to contact if your child needed academic support?	76	82%	18%	6
Has your child participated in a school tutoring or support program?	79	52%	48%	2
Has your child ever needed more academic support at school than he/she received?	80	27%	73%	2
Have teachers provided the support your child needed to succeed academically?	75	92%	8%	4
Have you been provided the information you need regarding school support services, including academic support services?	74	77%	23%	6
Have teachers made you feel welcome?	80	100%	0%	1
Have you known to whom to go to with questions about FAIR School Downtown or its programs?	80	83%	17%	2
Have you felt that your child could participate in any school activity he/she chose?	76	95%	5%	4
Has the school provided you with the information you need regarding enrichment opportunities (e.g., advanced placement classes, after school clubs and programs)?	76	84%	16%	4
Has the school provided you with opportunities to be involved with your child's education (e.g. open houses, volunteer opportunities, conferences with teachers and school administration)?	82	98%	2%	0

	Valid (n)	Satisfied (%)	Somewhat satisfied (%)	Somewhat dissatisfied (%)	Dissatisfied (%)	Does not apply to me (n)	Don't know (n)
The assistance I received when choosing a school for my child.	71	75%	20%	4%	1%	8	1
The enrollment process.	79	81%	11%	8%	0%	2	1
Parent involvement opportunities.	80	81%	12%	4%	3%	0	1
The communication you received from FAIR School Downtown.	81	54%	26%	8%	12%	0	0
The academic support your child received from FAIR School Downtown.	79	77%	10%	10%	3%	1	0
FAIR School Downtown's discipline policies.	81	73%	15%	6%	6%	0	0
In general, the FAIR Downtown school.	82	77%	15%	6%	2%	0	0

**APPENDIX H: CHOICE IS YOURS 2011 STUDENT SURVEY DATA
REPORT**

Overview

The Choice Is Yours Program is funded through a variety of sources, one of which is the Voluntary Public School Choice (VPSC) program. The Choice Is Yours gives low-income Minneapolis families more options to attend suburban schools. The purpose of the survey was to gain feedback from students regarding their school experiences for use in the FY 11 federal Annual Performance Report (APR) and the Government Performance and Results Act (GPRA) Report.

Survey Population

The sample population consisted of 7th through 12th grade students who were enrolled at a West Metro Education Program (WMEP) school and had a CIY liaison/staff person(s) that could facilitate the survey administration. The sample population consisted of ten schools from six school districts. They include:

- Edina High School
- Edina South View Middle School
- Edina Valley View Middle School
- Richfield High School
- Robbinsdale Middle School
- Plymouth Middle School
- Hopkins West Junior Middle School
- Hopkins North Junior Middle School
- Hopkins High School
- Eden Prairie High School

Columbia Heights is a suburban WMEP district that has CIY students enrolled in their district, as well. However, in addition to Choice Is Yours students, this district also receives VPSC funding to enhance their band program and Gifted and Talented program. Thus, separate survey efforts were conducted at this district.

Because three WMEP suburban member districts did not have CIY staff person(s), they were not included in the survey population. These districts include: St. Anthony-New Brighton, St. Louis Park, and Wayzata. The decision to only survey schools that had a CIY staff person for administration was based on experience of trying to survey the CIY student population in the past. Some districts do not wish to identify students who participate in the CIY Program for fear of singling them out among their peers. For this reason, these districts have been unwilling to bring attention to these students by calling them together to administer the survey. Thus, we decided to survey only districts that, by way of designating a staff member to work with CIY students, suggest openness to identifying the students.

The sample population consisted of all students enrolled at a WMEP suburban member district in grades 7th through 12th. Through professional experience with charter schools and other educational entities, LRE has determined 7th grade to be the grade at which students start to have input into the choice of which school to attend, but also input into the decision to leave a particular school. Prior to this age, school choice is largely reflective of the parent's school choice. Since the purpose of the survey was to determine how students felt about their school choice option, LRE limited the survey population to the group that most likely had input into that decision, which begins at 7th grade and continues through 12th grade.

Procedures

- LRE developed the survey questions, prompts, and responses.
- Anthony Galloway, Student Learning Programs Specialist for WMEP, sent an introductory email to his contacts at the schools within the survey population described above. The email described LRE's intentions and calling for the recipients' cooperation in administering the survey to the CIY students at their school/school district.
- LRE sent a follow-up email requesting:
 1. The names of the school for which the individual intended to survey;
 2. The number of surveys needed (based on the number of CIY students within the jurisdiction described in 1); and
 3. The address to which the surveys should be mailed.
- LRE mailed packages of the specified number of surveys to the schools with return envelopes (pre-paid and pre-addressed).
- The survey was given to the students in paper and pencil format.
- LRE sent follow-up emails to the recipients with the package of surveys was mailed, mid-way through the survey administration period, and three days before the deadline.
- The CIY contacts were to administer, collect, and return the surveys via mail by 31 business days later.
- For districts that could not meet this deadline, LRE personally picked up the surveys from the school.

Data Handling & Processing

- LRE developed a code sheet for the survey responses. Survey responses that were indefinite (such as a check mark being placed in between two responses or selection of more responses than allowed) were coded as invalid (99).
- Open-ended responses were recorded verbatim.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
- Open-ended questions were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions.
 - Results were rounded to the nearest percentage.
 - Responses indicating "don't know" or "does not apply to me" were not included in the valid number of responses for each question.
 - "Don't know" or "does not apply to me" responses were reported as the total number of times each response was selected (n), as opposed to percentages.

Response Rate

- 871 surveys were mailed to the schools within the survey population. However, because districts may have requested a few extra surveys, this number should not be considered an exact number of CIY students enrolled in these schools.
- 521 surveys were returned to LRE from eight of the nine schools that were sent surveys. LRE made contact with the supervisor (via Anthony Galloway) of the liaison from Hopkins High School. However, the liaison never responded to LRE regarding the surveys that were sent to him/her by the request of his/her supervisor.

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- This produces approximately a 60% response rate, given that districts may have slightly inflated the number of surveys needed to survey all of their CIY students.

Survey Findings

Question	Valid (n)	7 th Grade (%)	8 th Grade (%)	9 th Grade (%)	10 th Grade (%)	11 th Grade (%)	12 th Grade (%)
What is your current grade?	481	15%	19%	21%	20%	16%	10%

Question	Valid (n)	Male (%)	Female (%)
What is your gender?	475	50%	50%

Question: How did you hear about the Choice Is Yours Program?		
	Valid (n)	Valid (%)
Advertisement	511	3%
Minneapolis Public School Employee	511	9%
My Parents	511	48%
Another Student	511	17%
Other	511	31%

Question	Valid (n)	1 Year (%)	2 Years (%)	3 Years (%)	4 Years or More (%)
Total number of years enrolled at a Choice Is Yours School.	483	35%	17%	12%	35%

Question: What grades have you attended a Choice Is Yours school?		
Grade	Valid (n)	Valid (%)
Kindergarten	56	11%
1 st grade	59	11%
2 nd grade	70	14%
3 rd grade	88	17%
4 th grade	116	23%
5 th grade	134	26%
6 th grade	178	35%
7 th grade	218	43%
8 th grade	194	38%
9 th grade	214	42%
10 th grade	167	33%
11 th grade	91	18%
12 th grade	42	8%

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Question	Valid (n)	Yes (%)	No (%)	Don't know (n)
Would you rather attend a school closer to your home?	389	22%	78%	122
Do you feel that you can participate in any school activity you choose?	462	87%	13%	48
Did you have input into the decision to transfer to this school?	435	67%	33%	69
Do you have good friends at this school?	496	97%	3%	11
Do you know who to contact if you need academic support?	464	80%	20%	42
Do you participate in a school tutoring or support program?	472	28%	72%	35
Are you satisfied with the academic support you receive?	433	85%	15%	70
Do you need more academic support?	411	45%	55%	92
Do you know who to go to with question about the school or its programs?	468	81%	19%	39
Are you learning more at this school than at your Minneapolis school?	363	86%	14%	135
Would you attend this school if bus transportation were not provided?	369	42%	58%	139

Question	Valid (n)	All of the time (%)	Most of the time (%)	Some of the time (%)	Hardly ever (%)	Never (%)	Don't know (n)
Are you happy with your current school?	500	29%	43%	21%	5%	2%	6
Do the teachers and staff make you feel welcome?	504	38%	39%	19%	3%	1%	4
Do you feel welcomed by the students?	494	34%	40%	21%	3%	2%	11
Do you feel that you are a part of the school community?	491	38%	32%	21%	5%	4%	12
Do you feel safe on the bus that brings you to school?	496	65%	22%	8%	3%	2%	13
Are you performing well academically at this school?	499	26%	44%	26%	4%	1%	6
Do your teachers provide the support you need to succeed academically?	499	41%	40%	14%	3%	1%	5

**APPENDIX I: CENTRAL MIDDLE SCHOOL 2011 STUDENT SURVEY DATA
REPORT**

Overview

Columbia Heights Central Middle School participates in the federally funded Voluntary Public School Choice (VPSC) program to enhance school choice options for families. Specifically, Central Middle School uses the funds to enhance its media arts and engineering programs. The purpose of the survey was to gain feedback from students regarding their experiences at the school for use in the FY 11 federal Annual Performance Report (APR) and the Government Performance and Results Act (GPRA) Report.

Procedures

- LRE developed the survey questions, prompts, and responses (appendix A).
- The sample population consisted of students enrolled at Central Middle School in grades 7th and 8th who were currently enrolled in a media arts and/or engineering class/classes. Therefore, duplicate responses were not controlled for.
- The sample population consisted of all students enrolled at Central Middle School in grades 7th through 8th. Through professional experience with charter schools and other educational entities, LRE has determined 7th grade to be the grade at which students start to have input into the choice of which school to attend, but also input into the decision to leave a particular school. Prior to this age, school choice is largely reflective of the parent's school choice. Since the purpose of the survey was to determine how students felt about their school choice option, LRE limited the survey population to the group that most likely had input into that decision, which begins at 7th grade and continues through 8th grade.
- Principal Mary Bussman distributed the surveys to her staff members that teach courses in media arts or engineering at a staff meeting. The administration of the surveys occurred during school hours over two days.
- The survey was given in paper and pencil format.

Data Handling & Processing

- The surveys were administered and collected by the teachers and returned to the school office, where LRE retrieved them.
- While the survey population was restricted to the 7th and 8th grade students, the classes that were surveyed were not. Thus, surveys where the student who indicated a grade level of six were removed from the data.
- LRE developed a code sheet for the survey responses. Survey responses that were indefinite were coded as invalid (99). Examples of invalid responses include placing a check mark between two response spaces, the selection of more responses than allowed, or unclear responses.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
- Open-ended questions were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions
 - Results were rounded to the nearest percentage.
 - Responses indicating “don't know” or “does not apply to me” were not included in the valid number of responses for each question.
 - “Don't know” or “does not apply to me” responses were reported as the total number of times each response was selected (n), as opposed to percentages.

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Response Rate

- The total enrollment in the media arts and engineering courses at CMS equals 378. However, because a single student may be enrolled in numerous media arts and/or engineering course, this count is not reflective of the unique number of students in these courses.
- 156 surveys were returned to LRE.
- This yields a response rate of 41 percent with a strong possibility of survey duplication.

Survey Findings

Question	Valid (n)	Male (%)	Female (%)
What is your gender?	139	40%	60%

Question	Valid (n)	7th Grade (%)	8th Grade (%)
What is your current grade?	150	30%	70%

Question	Valid (n)	6 th Grade (%)	7 th Grade (%)	8 th Grade (%)
What grades have you attended Central Middle School?	150	67%	89%	71%

Question	Valid (n)	1 Year (%)	2 Years (%)	3 Years (%)
Total number of years enrolled at Central Middle School.	150	20%	33%	47%

Question: How did you hear about Central Middle School?		
	Valid (n)	Valid (%)
Advertisement	150	2%
Minneapolis Public School Employee	150	5%
My Parents	150	54%
Another Student	150	19%
Other	150	41%

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Question	Valid (n)	Yes (%)	No (%)	Don't know (n)	Does not apply to me (n)
Do you feel that you can participate in any school activity you choose?	120	88%	12%	24	11
Did you have input into the decision to attend Central Middle School?	102	61%	39%	46	8
Do you have good friends at Central Middle School?	141	94%	6%	10	4
Do you know who to contact if you need academic support?	112	66%	34%	30	14
Do you participate in a school tutoring or support program?	114	23%	77%	16	25
Are you satisfied with the academic support you receive?	91	64%	36%	32	28
Do you need more academic support?	100	27%	73%	34	20
Do you know who to go to with question about Central Middle School or its programs?	120	69%	31%	26	8
Are you learning more at Central Middle School than at your previous school?	90	52%	48%	42	23

Question	Valid (n)	All of the time (%)	Most of the time (%)	Some of the time (%)	Hardly ever (%)	Never (%)	Don't know (n)
Are you happy with Central Middle School?	149	11%	28%	45%	10%	7%	8
Do the teachers and staff make you feel welcome?	149	19%	44%	28%	5%	5%	7
Do you feel welcomed by the students?	150	21%	32%	30%	11%	5%	5
Do you feel that you are a part of the school community?	141	17%	34%	34%	7%	8%	12
Do you feel safe on the bus that brings you to school?	97	45%	24%	18%	2%	11%	51
Are you performing well academically at Central Middle School?	138	34%	38%	20%	4%	5%	15
Do your teachers provide the support you need to succeed academically?	143	28%	37%	24%	7%	4%	13

**APPENDIX J: FAIR SCHOOL DOWNTOWN 2011 STUDENT SURVEY DATA
REPORT**

Overview

FAIR School Downtown is participating in a federally funded Voluntary Public School Choice (VPSC) program to enhance school choice options for families. The purpose of the survey was to gain feedback from students regarding their experiences at the school for use in the FY 11 federal Annual Performance Report (APR).

Procedures

- LRE developed the survey questions, prompts, and responses (appendix A).
- The sample population consisted of all students enrolled at FAIR School Downtown in grades 7th through 12th. Through professional experience with charter schools and other educational entities, LRE has determined 7th grade to be the grade at which students start to have input into the choice of which school to attend, but also input into the decision to leave a particular school. Prior to this age, school choice is largely reflective of the parent's school choice. Since the purpose of the survey was to determine how students felt about their school choice option, LRE limited the survey population to the group that most likely had input into that decision, which begins at 7th grade and continues through 12th grade.
- West Metro Education Program (WMEP) Superintendent, Dr. Daniel Jett, scheduled a time period during schools hours for the administration of the survey.
- Survey instructions were developed for the teachers to use in administering the survey.
- A short explanatory paragraph for teachers to read aloud to the students was developed.
- The survey was given in paper and pencil format.

Data Handling & Processing

- The surveys were collected and mailed to Lange Research and Evaluation, Inc.
- LRE developed a code sheet for the survey responses. Survey responses that were indefinite were coded as invalid (99). Examples of invalid responses include placing a check mark between two response spaces, the selection of more responses than allowed, or unclear responses.
- The data was entered, using the codes, into an Excel spreadsheet by an outside consultant, Sidekick, Inc.
- Open-ended questions were recorded verbatim.
- The finished spreadsheet was sent electronically to LRE.
- The data was analyzed by creating frequency tables for each question/set of questions
 - Results were rounded to the nearest percentage.
 - Responses indicating "don't know" or "does not apply to me" were not included in the valid number of responses for each question.
 - "Don't know" or "does not apply to me" responses were reported as the total number of times each response was selected.

Response Rate

Of the 203 students enrolled in grades 7th-12th at FAIR School Downtown, 92 completed the survey, yielding a 45 percent response rate.

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Survey Findings

Question	Valid (n)	Male (%)	Female (%)
What is your gender?	89	44%	56%

Question	Valid (n)	7 th Grade (%)	8 th Grade (%)	9 th Grade (%)	10 th Grade (%)	11 th Grade (%)	12 th Grade (%)
What is your current grade?	90	0%	0%	43%	34%	22%	0%

Question	Valid (n)	1 Year (%)	2 Years (%)	3 Years (%)	4 Years or More (%)
Total number of years enrolled at FAIR School Downtown	90	43%	14%	7%	36%

How did you hear about FAIR School Downtown?		
	Valid (n)	Valid (%)
Advertisement	90	2%
Minneapolis Public School Employee	90	2%
My Parents	90	49%
Another Student	90	13%
Other	90	48%

Question: What grades have you attended FAIR School Downtown?		
Grade	Valid (n)	Valid (%)
Kindergarten	90	9%
1 st grade	90	9%
2 nd grade	90	13%
3 rd grade	90	13%
4 th grade	90	18%
5 th grade	90	20%
6 th grade	90	28%
7 th grade	90	34%
8 th grade	90	39%
9 th grade	90	82%
10 th grade	90	41%
11 th grade	90	23%
12 th grade	90	0%

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Question	Valid (n)	Yes (%)	No (%)	Don't know (n)	Does not apply to me (n)
Would you rather attend a school closer to your home?	60	33%	67%	21	10
Do you feel that you can participate in any school activity you choose?	73	77%	23%	16	2
Did you have input into the decision to attend FAIR School Downtown?	80	61%	39%	7	2
Do you have good friends at FAIR School Downtown?	82	98%	2%	8	1
Do you know who to contact if you need academic support?	80	84%	16%	11	0
Do you participate in a school tutoring or support program?	81	30%	70%	6	4
Are you satisfied with the academic support you receive?	69	78%	22%	17	5
Do you need more academic support?	72	47%	53%	18	1
Do you know who to go to with question about FAIR School Downtown or its programs?	79	80%	20%	9	1
Are you learning more at FAIR School Downtown than at your previous school?	56	50%	50%	21	9
Would you attend FAIR School Downtown if bus transportation were not provided?	61	38%	62%	25	4

Question	Valid (n)	All of the time (%)	Most of the time (%)	Some of the time (%)	Hardly ever (%)	Never (%)	Don't know (n)
Are you happy with FAIR School Downtown?	90	8%	48%	37%	7%	1%	1
Do the teachers and staff make you feel welcome?	90	41%	46%	11%	2%	0%	2
Do you feel welcomed by the students?	90	20%	50%	23%	6%	1%	1
Do you feel that you are a part of the school community?	83	31%	37%	22%	8%	1%	7
Do you feel safe on the bus that brings you to school?	86	56%	28%	11%	5%	1%	6
Are you performing well academically at FAIR School Downtown?	85	27%	47%	20%	5%	1%	3
Do your teachers provide the support you need to succeed academically?	90	39%	33%	21%	6%	1%	1

APPENDIX K: DEMOGRAPHIC TABLES

**Minnesota Voluntary Public School Choice Grant
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Central Middle School Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	565	605
Student Ethnicity		
American Indian/Alaskan Native	4%	3%
Asian/Pacific Islander	7%	6%
Hispanic	25%	25%
Black	30%	33%
White	34%	33%
English Language Learner	20%	22%
Special Education	14%	17%
Free and Reduced-Price Lunch	73%	75%

* Percentages may not add up to 100% due to rounding.

Earle Brown Elementary Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	1,066	1,106
Student Ethnicity		
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	11%	12%
Hispanic	19%	20%
Black	45%	44%
White	23%	22%
English Language Learner	26%	21%
Special Education	14%	13%
Free and Reduced-Price Lunch	75%	75%

* Percentages may not add up to 100% due to rounding.

FAIR School Downtown Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	427	463
Student Ethnicity		
American Indian/Alaskan Native	4%	4%
Asian/Pacific Islander	2%	5%
Hispanic	6%	6%
Black	59%	56%
White	29%	30%
English Language Learner	1%	1%
Special Education	14%	13%
Free and Reduced-Price Lunch	57%	55%

* Percentages may not add up to 100% due to rounding.

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Choice Is Yours Program Participants Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	2,181	2,245
Student Ethnicity		
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	11%	11%
Hispanic	11%	12%
Black	64%	62%
White	12%	13%
English Language Learner	20%	18%
Special Education	17%	16%
Free and Reduced-Price Lunch	100%	100%

* Percentages may not add up to 100% due to rounding.

Minneapolis Public School District Demographic Summary 2009-2011		
Demographics	SY2010	SY2011
Student Enrollment	33,555	33,415
Student Ethnicity		
American Indian/Alaskan Native	5%	5%
Asian/Pacific Islander	8%	8%
Hispanic	18%	18%
Black	38%	37%
White	31%	32%
English Language Learner	22%	21%
Special Education	16%	18%
Free and Reduced-Price Lunch	65%	65%

* Percentages may not add up to 100% due to rounding.

All Choice Is Yours Participants and All Minneapolis Students Demographic Summary SY2010 – SY2011				
Demographics	Choice Is Yours Participants		All Minneapolis Students*	
	SY2010	SY2011	SY2010	SY2011
Student Enrollment	2,181	2,245	33,555	33,415
Student Ethnicity				
American Indian/Alaskan Native	2%	2%	5%	5%
Asian/Pacific Islander	11%	11%	8%	8%
Hispanic	11%	12%	18%	18%
Black	64%	62%	38%	37%
White	12%	13%	31%	32%
English Language Learner	20%	18%	22%	21%
Special Education	17%	16%	16%	18%
Free and Reduced-Price Lunch	100%	100%	65%	65%

* Percentages may not add up to 100% due to rounding.

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Columbia Heights School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	2,880	2,926
Student Ethnicity		
American Indian/Alaskan Native	3%	3%
Asian/Pacific Islander	6%	5%
Hispanic	26%	26%
Black	31%	33%
White	34%	33%
English Language Learner	28%	27%
Special Education	15%	15%
Free and Reduced-Price Lunch	72%	73%

* Percentages may not add up to 100% due to rounding.

Hopkins School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	7,187	7,156
Student Ethnicity		
American Indian/Alaskan Native	0%	0%
Asian/Pacific Islander	6%	7%
Hispanic	7%	7%
Black	20%	21%
White	67%	64%
English Language Learner	6%	7%
Special Education	12%	12%
Free and Reduced-Price Lunch	32%	35%

* Percentages may not add up to 100% due to rounding.

Eden Prairie School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	9,689	9,620
Student Ethnicity		
American Indian/Alaskan Native	0%	0%
Asian/Pacific Islander	10%	11%
Hispanic	4%	4%
Black	11%	12%
White	75%	73%
English Language Learner	5%	6%
Special Education	10%	10%
Free and Reduced-Price Lunch	16%	18%

* Percentages may not add up to 100% due to rounding.

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Edina School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	7,968	8,199
Student Ethnicity		
American Indian/Alaskan Native	0%	0%
Asian/Pacific Islander	7%	7%
Hispanic	3%	3%
Black	6%	6%
White	85%	84%
English Language Learner	3%	3%
Special Education	9%	9%
Free and Reduced-Price Lunch	8%	8%

* Percentages may not add up to 100% due to rounding.

Richfield School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	3,918	4,026
Student Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	8%	8%
Hispanic	34%	35%
Black	22%	22%
White	35%	33%
English Language Learner	31%	32%
Special Education	13%	14%
Free and Reduced-Price Lunch	62%	64%

* Percentages may not add up to 100% due to rounding.

Robbinsdale School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	11,766	11,839
Student Ethnicity		
American Indian/Alaskan Native	1%	2%
Asian/Pacific Islander	8%	8%
Hispanic	11%	12%
Black	26%	27%
White	54%	52%
English Language Learner	11%	11%
Special Education	13%	13%
Free and Reduced-Price Lunch	43%	46%

* Percentages may not add up to 100% due to rounding.

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St. Anthony-New Brighton School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	1,790	1,789
Student Ethnicity		
American Indian/Alaskan Native	2%	1%
Asian/Pacific Islander	8%	8%
Hispanic	5%	6%
Black	7%	7%
White	78%	78%
English Language Learner	5%	5%
Special Education	8%	8%
Free and Reduced-Price Lunch	20%	20%

* Percentages may not add up to 100% due to rounding.

St. Louis Park School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	4,335	4,343
Student Ethnicity		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	6%	6%
Hispanic	8%	9%
Black	23%	23%
White	62%	62%
English Language Learner	9%	9%
Special Education	13%	13%
Free and Reduced-Price Lunch	33%	35%

* Percentages may not add up to 100% due to rounding.

Wayzata School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	10,279	10,370
Student Ethnicity		
American Indian/Alaskan Native	0%	0%
Asian/Pacific Islander	11%	12%
Hispanic	3%	3%
Black	8%	8%
White	78%	77%
English Language Learner	2%	2%
Special Education	8%	8%
Free and Reduced-Price Lunch	15%	15%

* Percentages may not add up to 100% due to rounding.

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Enhanced School Programs Demographic Summary of Program Participants SY2011		
Demographics	WMEP Central Middle Engineering Program Students	WMEP Earle Brown Elementary Gifted & Talented Program and Band Students
Student Enrollment	194	141
Student Ethnicity		
American Indian/Alaskan Native	5%	0%
Asian/Pacific Islander	6%	13%
Hispanic	26%	16%
Black	31%	35%
White	33%	37%
English Language Learner	19%	18%
Special Education	0%	9%
Free and Reduced-Price Lunch	70%	60%

* Percentages may not add up to 100% due to rounding.

Brooklyn Center School District Demographic Summary SY2010 – SY2011		
Demographics	SY2010	SY2011
Student Enrollment	2,238	2,296
Student Ethnicity		
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	12%	12%
Hispanic	14%	14%
Black	37%	38%
White	35%	34%
English Language Learner	17%	14%
Special Education	12%	14%
Free and Reduced-Price Lunch	68%	68%

* Percentages may not add up to 100% due to rounding.

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Choice Is Yours Participants Demographic Summary By District SY2010-2011									
Demographics	Columbia Heights	Hopkins	Eden Prairie	Edina	Richfield	Robbinsdale	St. Anthony- New Brighton	St. Louis Park	Wayzata
Student Enrollment (n=2,245)	16%	15%	4%	7%	5%	22%	6%	15%	10%
Student Ethnicity									
American Indian/Alaskan Native	23%	0%	11%	0%	11%	23%	23%	9%	0%
Asian/Pacific Islander	4%	24%	0%	2%	2%	39%	4%	4%	21%
Hispanic	42%	2%	3%	4%	13%	9%	12%	10%	5%
Black	13%	18%	5%	9%	5%	22%	1%	18%	9%
White	21%	2%	3%	6%	3%	23%	25%	12%	6%
English Language Learner	26%	13%	1%	14%	7%	14%	2%	15%	9%
Special Education	16%	13%	6%	6%	4%	23%	4%	16%	12%

* Percentages may not add up to 100% due to rounding.

Choice Is Yours Participants Demographic Summary By District SY2010-2011									
Demographics	Columbia Heights	Hopkins	Eden Prairie	Edina	Richfield	Robbinsdale	St. Anthony- New Brighton	St. Louis Park	Wayzata
Student Enrollment	16%	15%	4%	7%	5%	22%	6%	15%	10%
Student Ethnicity									
American Indian/Alaskan Native	7%	-15%	8%	-7%	6%	1%	17%	-6%	-10%
Asian/Pacific Islander	-12%	9%	-4%	-5%	-3%	16%	-2%	-11%	11%
Hispanic	26%	-12%	-1%	-4%	7%	-13%	6%	-5%	-4%
Black	-3%	3%	1%	2%	0%	-1%	-5%	3%	0%
White	4%	-12%	-1%	-2%	-2%	1%	19%	-3%	-4%
English Language Learner	10%	-1%	-3%	7%	1%	-9%	-4%	0%	-1%
Special Education	0%	-2%	2%	-1%	-1%	1%	-2%	1%	2%

Key:

Green: Representation of demographic characteristic is $\geq 5\%$ higher than the district's portion of the CIY program.

Red: Representation of the demographic characteristic is $\geq 5\%$ lower than the district's portion of the CIY program.

Yellow: Representation of the demographic characteristic is between 4% higher or lower than the district's portion of the CIY program.

APPENDIX L: MINNESOTA CEEP GPRA META TABLE

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Minnesota							
Measures	Proposed Indicators	Alignme nt to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
Capacity							
Measure 1	Number of schools and programs participating in VPSC-funded school choice						
1a	Total number of VPSC-funded Title 1 eligible receiving schools receiving students who are eligible for Title 1 transfer participating in school choice ^{[1][2]}	APR 1a Meta Table 1	75	72	73	69	
1b	Total number of VPSC-funded schools receiving non-Title 1 transfers participating in school choice (includes all schools receiving transfers)	NEW	58	57	54	54	
1c	Total number of VPSC-funded non-transfer programs participating in school choice (includes programs in low-performing schools)	NEW					
Measure 2	Seats available for new transfers or participants in schools or choice programs						
2a	Total number of new seats in VPSC-funded Title 1 eligible receiving schools receiving students who are eligible for Title 1 transfer participating in school choice	Meta Table 2	2,356	2,620	2314	2865	
2b	Total number of new seats in VPSC-funded schools receiving non-Title 1 transfers participating in school choice (includes all schools receiving transfers)	NEW	5334	4510	3005	2146	
2c	Total number of new seats in VPSC-funded non-transfer programs participating in school choice (includes programs in low-performing schools)	NEW					
Measure 3	Total capacity of VPSC-funded schools and programs (including boundary and baseline participation)						
3a	Total enrollment capacity-at VPSC-funded Title 1 eligible receiving schools receiving students who are eligible for Title 1 transfer participating in school choice	Meta Table 3	22,168	22,162	22,086	22,333	

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3b	Total enrollment capacity in VPSC-funded <u>schools receiving non-Title 1 transfers</u> participating in school choice (includes all schools receiving transfers).	NEW	49703	47702	47,310	42,586	
3c	Total enrollment capacity in VPSC-funded <u>non-transfer programs</u> participating in school choice (includes programs in low-performing schools).	NEW					
Participation							
<i>Measure 4</i>	<i>Number of students who exercise choice by transferring to another school or participating in non-transfer programs</i>						
4	The percentage of students participating at Voluntary Public School Choice sites who exercise school choice by changing schools. (GPRA)		5887	5786	5940	4765	0
4a	Total number of students who exercise choice by transferring into a Title 1 eligible receiving schools from a Title 1 designated low-performing school ^[2] (a school that does not meet AYP for two consecutive years).	Meta Table 4 APR 2a	2161	2087	2117	1444	
4b	Total number of students who exercise choice by transferring into a VPSC-funded non-Title 1 eligible receiving school from any other school	NEW	3726	3699	3823	3321	
4c	Total number of students who attend a Title 1 eligible choice school as a boundary student	NEW	12723	12717	13031	15915	
4d	Total number of students who attend a non-Title 1 choice school as a boundary student	NEW	40115	39398	38774	37880	
4e	Total number of students who participate in a non-transfer VPSC-funded program.	NEW					
<i>Measure 5</i>	<i>The number of students who are eligible to transfer and/or participate in school choice programs</i>						
5	The number of students who have the option of attending participating Voluntary Public School Choice schools selected by their parents (GPRA)		26163	32179	31785	41054	0
5a	Total number of students at Title 1 low-performing schools (in corrective action according to AYP status) eligible for transfer	Meta Table 5	25,556	31,606	31,220	31,694	

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5b	Total number of non-Title 1 students eligible to transfer to another school	NEW	607	573	565	9,360	
5c	Total number of students eligible to participate in non-transfer programs	NEW					
Measure 6	<i>Transfer patterns of students</i>						
6a	Number of students who transfer to a charter school as result of VPSC funding (if available or applicable)		0	0	0	0	
6b	Number of students who transfer to a magnet school as result of VPSC funding (if available or applicable)		404	343	340	177	
6c	Number of students transferring from rural/suburban to urban schools (if available or applicable)	NEW	612	528	507	510	
6d	Number of students transferring from urban to rural/suburban schools (if available or applicable)		3305	3272	3364	3641	
6e	Number of students transferring from urban to urban schools (if available or applicable)						
Measure 7	<i>Number of Title 1 applications for transfer</i>						
7a	Number of Title 1 applications for transfer (if applicable) as result of VPSC funding	NEW	824	696	641	1190	
7b	Number of offers extended for Title 1 transfer (if applicable) as a result of VPSC funding	NEW	824	696	641	999	
7c	Number of Title 1 transfer offers accepted (if applicable) as a result of VPSC funding	NEW	824	696	641	999	
Measure 8	<i>Number of non-Title 1 applications for transfer</i>						
8a	Number of non-Title 1 applications for transfer (if applicable) as result of VPSC funding	NEW	0	0	0	0	
8b	Number of offers extended for non-Title 1 transfer (if applicable) as a result of VPSC funding	NEW	0	0	0	0	
8c	Number of non-Title 1 transfer offers accepted (if applicable) as a result of VPSC funding	NEW	0	0	0	0	
Measure 9	<i>Number of non-Title 1 applications for transfer</i>						
9a	Number of applications for non-transfer programs (if applicable) as result of VPSC funding	NEW					

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9b	Number of offers extended for non-transfer programs (if applicable) as a result of VPSC funding	NEW					
9c	Number of non-transfer program offers accepted (if applicable) as a result of VPSC funding	NEW					
Achievement Data ^{[7][8]}							
Measure 10	<i>Reading/language arts academic performance for Title 1 transfer students.</i>						
10a	Total number of students transferring from a Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school who gain proficiency on English Language Arts or Reading state assessments.	Not on APR		85	74	456	
10b	Total number of students transferring from Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school scoring PROFICIENT OR ABOVE in English Language Arts or Reading state assessments	Meta Table 8	825	868	895	2495	
10c	Total number of students transferring from Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school taking English Language Arts or Reading state assessments	Meta Table 9	1,419	1,397	1467	5514	
10d	Total number of students who drop out of Title 1 transfer program	NEW		0	4	0	
Measure 11	<i>Reading/language arts academic performance for all non-Title 1 transfer students</i>						
11a	Total number of students transferring into a VPSC-funded non-Title 1 school from any other school who gain proficiency on English Language Arts or Reading state assessments	Not on APR		77	106	349	
11b	Total number of students transferring into a VPSC-funded non-Title 1 school from any other school scoring PROFICIENT OR ABOVE in English Language Arts or Reading state assessments	NEW	1081	1136	1234	2148	
11c	Total number of students transferring into a VPSC-funded non-Title 1 school from any other school taking English Language Arts or Reading state assessments	NEW	1972	2006	2086	4477	
11d	Total number of students who drop out of non-Title 1 transfer program	NEW		0	5	0	

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Measure 12	<i>Reading/language arts academic performance for all non-transfer program participants</i>						
12a	Total number of students participating in a VPSC-funded non-transfer program who <u>gain proficiency on Reading/language arts state assessments</u>	Not on APR					
12b	Total number of students participating in a VPSC-funded non-transfer program scoring <u>PROFICIENT OR ABOVE</u> in Reading/language arts state assessments	APR 2c					
12c	Total number of students participating in a VPSC-funded non-transfer program <u>taking</u> Reading/language arts state assessments	APR 2c					
12d	Total number of students who drop out of non-transfer program	NEW					
RACH1	Total number of students showing gains in Reading/language arts		0	162	180	805	
RACH2	Total number of students who score proficient or above on Reading/language arts assessments (GPRA)		1906	2004	2129	4643	
RACH2	Total number of students who take Reading/language arts assessments (GPRA)		3391	3403	3553	9991	
Measure 13	<i>Mathematics academic performance for all Title 1 transfer students</i>						
13a	Total number of students transferring from a <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school who gain proficiency on Mathematics state assessments.</u>	Not on APR		59	60	86	
13b	Total number of students transferring from <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school scoring PROFICIENT OR ABOVE</u> in Mathematics state assessments	Meta Table 10	712	750	809	1387	
13c	Total number of students transferring from <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school taking Mathematics state assessments</u>	Meta Table 11	1,273	1,238	1309	5497	
13d	Total number of students who drop out of Title 1 transfer program	NEW		0	5	0	
Measure 14	<i>Mathematics academic performance for non-Title 1 transfer students</i>						

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14a	Total number of students <u>transferring</u> into a VPSC-funded non-Title 1 school from any other school <u>who gain proficiency on Mathematics</u> state assessments	Not on APR		51	73	72	
14b	Total number of students <u>transferring</u> into a VPSC-funded non-Title 1 school from any other school <u>scoring PROFICIENT OR ABOVE in Mathematics</u> state assessments	NEW	814	871	913	1322	
14c	Total number of students <u>transferring</u> into a VPSC-funded non-Title 1 school from any other school <u>taking Mathematics</u> state assessments	NEW	1529	1706	1708	4504	
14d	Total number of students who drop out of non-Title 1 transfer program	NEW		2	3	0	
Measure 15	<i>Mathematics academic performance for all non-transfer program participants</i>						
15a	Total number of students participating in a VPSC-funded non-transfer program <u>who gain proficiency on Mathematics</u> state assessments	Not on APR					
15b	Total number of students participating in a VPSC-funded non-transfer program <u>scoring PROFICIENT OR ABOVE in Mathematics</u> state assessments	APR 2e					
15c	Total number of students participating in a VPSC-funded non-transfer program <u>taking Mathematics</u> state assessments	APR 2e					
15d	Total number of students who drop out of non-transfer program	NEW					
MACH1	Total number of students showing gains in Mathematics		0	110	111	158	
MACH2	Total number of students who score proficient or above on Mathematics assessments (GPRA)		1526	1621	1722	2709	
MACH2	Total number of students who take Mathematics assessments (GPRA)		2965	2964	3017	10001	

**APPENDIX M: LOW-PERFORMING TO HIGH-PERFORMING
TRANSFERS—INCLUDING SAFE HARBOR**

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MN VPSC Participating School Districts SY2011 Adequate Yearly Progress (Including Safe Harbor)—Reading										
Group	MPS	WMEP Suburban District Numbers								
	1	13	270	272	273	280	281	282	283	284
All Students	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes
American Indian/Alaskan Native	No	Yes					No		Yes	
Asian/Pacific Islander	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Hispanic	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Black	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
White	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Limited English Proficient	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Special Education	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Free/Reduced-Price Lunch	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
% Groups Making AYP	44%	56%	88%	100%	100%	75%	11%	100%	78%	100%

MN VPSC Participating School Districts SY2011 Adequate Yearly Progress (Including Safe Harbor)—Math										
Group	MPS	WMEP Suburban District Numbers								
	1	13	270	272	273	280	281	282	283	284
All Students	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
American Indian/Alaskan Native	No	Yes		Yes		Yes	No		Yes	
Asian/Pacific Islander	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes
Black	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
White	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Limited English Proficient	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
Special Education	No	No	No	Yes	Yes	No	No	Yes	No	Yes
Free/Reduced-Price Lunch	No	No	No	Yes	Yes	No	No	Yes	No	Yes
% Groups Making AYP	11%	33%	50%	100%	100%	22%	33%	100%	78%	100%

MPS and FAIR School Downtown SY2011 Adequate Yearly Progress Analysis (Including Safe Harbor)—Reading and Math				
Group	Reading		Math	
	Minneapolis Public Schools	FAIR School Downtown	Minneapolis Public Schools	FAIR School Downtown
All Students	Yes	Yes	No	Yes
American Indian/Alaskan Native	No		No	
Asian/Pacific Islander	Yes		No	
Hispanic	No		No	
Black	Yes	Yes	No	No
White	Yes	Yes	Yes	Yes
Limited English Proficient	No		No	
Special Education	No	Yes	No	No
Free/Reduced-Price Meals	No	Yes	No	No
% Groups Making AYP	44%	100%	11%	40%

**APPENDIX N: LOW-PERFORMING TO HIGH-PERFORMING
TRANSFERS—EXCLUDING SAFE HARBOR**

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

MN VPSC Participating School Districts SY2011 Adequate Yearly Progress (Excluding Safe Harbor)—Reading										
Group	MPS	WMEP Suburban District Numbers								
	1	13	270	272	273	280	281	282	283	284
All Students	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
American Indian/Alaskan Native	No	No				No	No		No	
Asian/Pacific Islander	No	Yes	No	Yes	Yes	No	No	Yes	No	Yes
Hispanic	No	No	No	Yes	Yes	No	No	Yes	No	Yes
Black	No	No	No	No	No	No	No	No	No	No
White	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Limited English Proficient	No	No	No	No	No	No	No	No	No	No
Special Education	No	No	No	No	Yes	No	No	No	No	No
Free/Reduced-Price Lunch	No	No	No	No	No	No	No	No	No	No
% Groups Making AYP	11%	11%	11%	50%	63%	11%	11%	50%	22%	50%

MN VPSC Participating School Districts SY2011 Adequate Yearly Progress (Excluding Safe Harbor)—Math										
Group	MPS	WMEP Suburban District Numbers								
	1	13	270	272	273	280	281	282	283	284
All Students	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
American Indian/Alaskan Native	No	Yes		Yes		Yes	No		Yes	
Asian/Pacific Islander	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes
Black	No	No	No	No	Yes	No	No	Yes	No	Yes
White	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Limited English Proficient	No	No	No	No	Yes	No	No	Yes	No	No
Special Education	No	No	No	Yes	Yes	No	No	Yes	No	No
Free/Reduced-Price Lunch	No	No	No	Yes	Yes	No	No	Yes	No	No
% Groups Making AYP	11%	33%	38%	78%	100%	33%	33%	100%	55%	63%

MPS and FAIR School Downtown SY2011 Adequate Yearly Progress (Excluding Safe Harbor)—Reading and Math				
Group	Reading		Math	
	Minneapolis Public Schools	FAIR School Downtown	Minneapolis Public Schools	FAIR School Downtown
All Students	No	No	No	Yes
American Indian/Alaskan Native	No		No	
Asian/Pacific Islander	No		No	
Hispanic	No		No	
Black	No	No	No	No
White	Yes	Yes	Yes	Yes
Limited English Proficient	No		No	
Special Education	No	No	No	No
Free/Reduced-Price Meals	No	No	No	No
% Groups Making AYP	11%	20%	11%	40%

**APPENDIX O: CHOICE IS YOURS PROGRAM GRADUATION RATE
ANALYSIS**

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Choice Is Yours Participants 12th Grade Students' Enrollment Status at End-of-Year SY2008 – SY2011				
Status at End of School Year	SY2008 (n=142)	SY2009 (n=127)	SY2010 (n=139)	SY2011 (n=160)
Graduated	69.7%	59.1%	68.3%	77.5%
Dropped Out	0.7%	0.0%	1.4%	1.3%
Still enrolled at end of year	23.2%	37.8%	25.9%	16.9%
Met all of the local graduation requirements but has not passed all of the State Level tests	6.3%	3.1%	4.3%	4.4%

Notes: Analysis excludes 12th grade students who transferred to another school or left for extenuating circumstances, such as death, being committed to a correctional facility, or withdrawing from school after 15 consecutive days of absence.

APPENDIX P: CHOICE IS YOURS PROGRAM RETENTION ANALYSIS

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Voluntary Public School Choice Program Fall 2007 Cohort Retention Analysis					
Group	SY2007	SY2008	SY2009	SY2010	SY2011
October 1 st Choice Is Yours program enrollment		925	508	356	272
Graduated		2.4%	3.0%	4.2%	14.3%
Dropped Out		0.4%	0.2%	0.0%	0.0%
Chose to transfer		15.6%	8.9%	7.9%	8.1%
Exited due to extenuating circumstances		0.6%	0.8%	0.8%	0.4%
Present at end of school year		80.6%	87.0%	86.5%	76.8%
Present at end of school year and met graduation requirements but did not pass state graduation test		0.3%	0.2%	0.6%	0.4%
Year-to-Year Retention*		83.5%	90.6%	91.7%	90.5%

* Based on students who were present at the end of the previous year.

Voluntary Public School Choice Program Fall 2008 Cohort Retention Analysis					
Group	SY2007	SY2008	SY2009	SY2010	SY2011
October 1 st Choice Is Yours program enrollment			802	473	346
Graduated			1.7%	3.8%	5.2%
Dropped Out			0.4%	0.0%	0.0%
Chose to transfer			12.8%	11.0%	6.9%
Exited due to extenuating circumstances			0.9%	1.1%	0.9%
Present at end of school year			83.8%	83.9%	86.1%
Present at end of school year and met graduation requirements but did not pass state graduation test			0.4%	0.2%	0.9%
Year-to-Year Retention*			86.4%	88.4%	92.6%

* Based on students who were present at the end of the previous year.

Voluntary Public School Choice Program Fall 2009 Cohort Retention Analysis					
Group	SY2007	SY2008	SY2009	SY2010	SY2011
October 1 st Choice Is Yours program enrollment				741	430
Graduated				1.2%	3.3%
Dropped Out				0.3%	0.2%
Chose to transfer				15.4%	9.8%
Exited due to extenuating circumstances				1.9%	0.5%
Present at end of school year				81.1%	86.0%
Present at end of school year and met graduation requirements but did not pass state graduation test				0.1%	0.2%
Year-to-Year Retention*				83.8%	89.6%

* Based on students who were present at the end of the previous year.

Voluntary Public School Choice Program Fall 2009 Cohort Retention Analysis					
Group	SY2007	SY2008	SY2009	SY2010	SY2011
October 1 st Choice Is Yours program enrollment					712
Graduated					2.7%
Dropped Out					0.1%
Chose to transfer					13.6%
Exited due to extenuating circumstances					0.8%
Present at end of school year					82.6%
Present at end of school year and met graduation requirements but did not pass state graduation test					0.1%
Year-to-Year Retention*					85.7%

* Based on students who were present at the end of the previous year.

APPENDIX Q: MCA PROFICIENCY ANALYSIS

**Minnesota Voluntary Public School Choice Grant
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Choice Is Yours Participants MCA Proficiency Analysis—Reading SY2008 – SY2011										
Cohort Year	Proficiency Categories (%)	Pretest MPS MCA Proficiency Category Percentages				Posttest WMEP MCA Proficiency Category Percentages				
		SY2007	SY2008	SY2009	SY2010	SY2007	SY2008	SY2009	SY2010	SY2011
Fall 2006						n=981	n=425	n=321	n=214	n=150
	Proficient or above					36%	40%	38%	43%	53%
	Did not meet standards					37%	32%	32%	24%	18%
	Partially met standards					26%	27%	30%	33%	29%
	Meets standards					26%	27%	24%	29%	37%
	Exceeds standards					10%	13%	14%	14%	16%
Fall 2007		n=165					n=691	n=240	n=170	n=119
	Proficient or above	30%					35%	43%	43%	46%
	Did not meet standards	42%					35%	29%	28%	18%
	Partially met standards	27%					30%	29%	29%	35%
	Meets standards	22%					23%	27%	33%	29%
	Exceeds standards	8%					12%	15%	10%	18%
Fall 2008		n=166	n=91					n=544	n=218	n=188
	Proficient or above	35%	41%					42%	43%	48%
	Did not meet standards	36%	37%					29%	29%	20%
	Partially met standards	30%	22%					29%	28%	32%
	Meets standards	19%	27%					29%	28%	30%
	Exceeds standards	16%	13%					13%	15%	18%
Fall 2009		n=143	n=147	n=76					n=548	n=211
	Proficient or above	44%	41%	32%					43%	49%
	Did not meet standards	38%	41%	51%					31%	25%
	Partially met standards	17%	18%	17%					25%	26%
	Meets standards	31%	25%	24%					29%	33%
	Exceeds standards	13%	16%	8%					15%	16%
Fall 2010		n=91	n=115	n=131	n=70					n=537
	Proficient or above	41%	34%	34%	46%					48%
	Did not meet standards	30%	39%	31%	29%					25%
	Partially met standards	30%	27%	35%	26%					27%
	Meets standards	27%	23%	26%	39%					29%
	Exceeds standards	13%	10%	8%	7%					19%

**Minnesota Voluntary Public School Choice Grant
Year Four Evaluation Report**

Choice Is Yours Participants MCA Proficiency Analysis—Math SY2008 – SY2011										
Cohort Year	Proficiency Categories (%)	Pretest MPS MCA Proficiency				Posttest WMEP MCA Proficiency				
		SY2007	SY2008	SY2009	SY2010	SY2007	SY2008	SY2009	SY2010	SY2011
Fall 2006						n=927	n=415	n=245	n=214	n=145
	Proficient or above					26%	31%	31%	29%	23%
	Did not meet standards					48%	39%	38%	41%	49%
	Partially met standards					26%	30%	31%	31%	28%
	Meets standards					21%	26%	27%	23%	21%
	Exceeds standards					5%	6%	4%	5%	2%
Fall 2007		n=162					n=605	n=241	n=134	n=110
	Proficient or above	22%					27%	36%	44%	20%
	Did not meet standards	49%					49%	37%	28%	49%
	Partially met standards	30%					24%	27%	28%	31%
	Meets standards	19%					21%	27%	34%	17%
	Exceeds standards	3%					6%	9%	10%	3%
Fall 2008		n=81	n=87					n=601	n=222	n=159
	Proficient or above	41%	33%					26%	40%	21%
	Did not meet standards	31%	37%					46%	35%	45%
	Partially met standards	28%	30%					27%	25%	34%
	Meets standards	27%	26%					21%	32%	15%
	Exceeds standards	14%	7%					6%	9%	6%
Fall 2009		n=140	n=71	n=75					n=505	n=211
	Proficient or above	33%	35%	28%					33%	29%
	Did not meet standards	42%	42%	47%					42%	42%
	Partially met standards	25%	23%	25%					25%	28%
	Meets standards	24%	27%	21%					25%	21%
	Exceeds standards	9%	8%	7%					8%	8%
Fall 2010		n=96	n=14	n=62	n=68					n=545
	Proficient or above	36%	31%	32%	43%					24%
	Did not meet standards	41%	45%	37%	34%					52%
	Partially met standards	23%	24%	31%	24%					23%
	Meets standards	28%	25%	26%	35%					17%
	Exceeds standards	8%	7%	6%	7%					7%

Minnesota Voluntary Public School Choice Grant Year Four Evaluation Report

Choice Is Yours Participants MCA Proficiency Analysis Effect Size*—Reading 2010-2011					
Cohort	SY2007	SY2008	SY2009	SY2010	SY2011
Fall 2006		0.11	0.11	0.23	0.41
Fall 2007	-0.16		0.16	0.12	0.32
Fall 2008	-0.09	-0.09		0.03	0.20
Fall 2009	-0.08	-0.10	-0.37		0.13
Fall 2010	-0.18	-0.36	-0.31	-0.19	

* Effect size was calculated using the mean and standard deviation of the first year of participation compared with all previous and subsequent years of which data was available (<http://www.uccs.edu/~faculty/lbecker/index.html>). Generally accepted values in the range of 0.2 are considered small effects, medium effect is in the range of 0.5, and large effect is in the range of 0.8 (<http://www.uccs.edu/~faculty/lbecker/es.htm#III>. Effect size measures for two dependent)

Voluntary Public School Choice (VPSC) Program MCA Proficiency Analysis Effect Size*—Math 2010-2011					
Cohort	SY2007	SY2008	SY2009	SY2010	SY2011
Fall 2006		0.17	0.17	0.12	0.07
Fall 2007	-0.08		0.25	0.46	0.11
Fall 2008	0.38	0.19		0.29	0.03
Fall 2009	0.01	0.03	-0.11		0.04
Fall 2010	0.26	0.16	0.25	0.39	

* Effect size was calculated using the mean and standard deviation of the first year of participation compared with all previous and subsequent years of which data was available (<http://www.uccs.edu/~faculty/lbecker/index.html>). Generally accepted values in the range of 0.2 are considered small effects, medium effect is in the range of 0.5, and large effect is in the range of 0.8 (<http://www.uccs.edu/~faculty/lbecker/es.htm#III>. Effect size measures for two dependent)

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Choice Is Yours Participants MCA Proficiency Trend Analysis—Enhanced Schools SY 2008 – SY2011							
Year	Proficiency Categories	Central Middle School		Earle Brown Elementary School		FAIR School Downtown	
		Reading	Math	Reading	Math	Reading	Math
SY2008		n=577	n=549	n=524	n=522	n=266	n=258
	Proficient or above	51%	43%	53%	41%	58%	48%
	Did not meet standards	27%	29%	23%	31%	18%	32%
	Partially meets standards	22%	28%	24%	28%	25%	20%
	Meets standards	30%	30%	31%	30%	32%	33%
	Exceeds standards	21%	12%	23%	11%	26%	15%
SY2009		n=546	n=503	n=476	n=477	n=291	n=235
	Proficient or above	43%	42%	54%	44%	64%	46%
	Did not meet standards	34%	34%	25%	26%	14%	26%
	Partially meets standards	24%	24%	22%	29%	22%	28%
	Meets standards	25%	32%	32%	26%	31%	32%
	Exceeds standards	18%	10%	22%	18%	33%	14%
SY2010		n=565	n=533	n=550	n=551	n=240	n=233
	Proficient or above	47%	37%	61%	55%	64%	51%
	Did not meet standards	29%	33%	21%	24%	12%	26%
	Partially meets standards	23%	31%	18%	22%	24%	23%
	Meets standards	28%	30%	35%	37%	34%	32%
	Exceeds standards	19%	7%	26%	18%	30%	19%
SY2011*		n=580	n=571	n=577	n=578	n=260	n=248
	Proficient or above	51%	23%	62%	43%	73%	*44%
	Did not meet standards	24%	50%	20%	35%	8%	*34%
	Partially meets standards	25%	28%	18%	21%	19%	*22%
	Meets standards	28%	19%	32%	28%	31%	*31%
	Exceeds standards	23%	4%	31%	16%	42%	*13%

* Note: In SY2011, Minnesota switched to the MCA III Math exam for grades 3-8. As such, the percentages for the SY2011 analysis for Central Middle School and Earle Brown Elementary are based on this exam. The same is true for grades 3-8 in the FAIR School Downtown analysis; however, grade 11 is also included in the analysis, which was still based on the MCA II exam.

APPENDIX R: WMEP TO MPS TRANSFER ANALYSIS

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WMEP to MPS Transfers Demographic Summary SY2007									
Demographics	13	270	272	273	280	281	282	283	284
Number of Student Transfers	173	78	39	58	243	384	17	96	19
Student Ethnicity									
American Indian/Alaskan Native	35%	9%	0%	0%	30%	9%	4%	13%	0%
Asian/Pacific Islander	4%	2%	6%	0%	17%	53%	2%	15%	0%
Hispanic	26%	3%	0%	0%	48%	12%	5%	5%	1%
Black	14%	7%	2%	3%	17%	46%	0%	9%	1%
White	14%	9%	8%	13%	22%	20%	3%	9%	4%
English Language Learner	19%	6%	3%	1%	41%	17%	5%	7%	0%
Special Education	17%	7%	3%	6%	19%	36%	0%	7%	3%
Free and Reduced-Price Meals	17%	6%	2%	3%	21%	39%	2%	8%	2%

WMEP to MPS Transfers Demographic Summary SY2008									
Demographics	13	270	272	273	280	281	282	283	284
Number of Student Transfers	175	66	30	58	309	380	15	114	27
Student Ethnicity									
American Indian/Alaskan Native	26%	3%	0%	0%	29%	29%	6%	6%	0%
Asian/Pacific Islander	8%	2%	2%	0%	21%	51%	2%	13%	2%
Hispanic	21%	2%	1%	1%	57%	10%	4%	4%	1%
Black	14%	6%	2%	3%	20%	42%	0%	11%	2%
White	13%	7%	7%	14%	23%	19%	2%	11%	4%
English Language Learner	16%	2%	2%	0%	51%	16%	4%	8%	1%
Special Education	18%	6%	3%	6%	27%	28%	0%	9%	2%
Free and Reduced-Price Meals	15%	3%	0%	3%	27%	38%	2%	10%	2%

WMEP to MPS Transfers Demographic Summary SY2009									
Demographics	13	270	272	273	280	281	282	283	284
Number of Student Transfers	171	67	39	43	288	377	16	103	32
Student Ethnicity									
American Indian/Alaskan Native	31%	0%	0%	0%	31%	24%	3%	10%	0%
Asian/Pacific Islander	9%	2%	2%	0%	18%	53%	0%	11%	5%
Hispanic	21%	2%	1%	2%	56%	8%	2%	8%	1%
Black	14%	6%	4%	2%	16%	45%	1%	9%	2%
White	12%	9%	4%	11%	27%	19%	2%	9%	5%
English Language Learner	22%	4%	1%	2%	47%	19%	0%	4%	1%
Special Education	17%	6%	2%	2%	22%	33%	2%	13%	4%
Free and Reduced-Price Meals	17%	5%	3%	2%	26%	37%	1%	8%	1%

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WMEP to MPS Transfers Demographic Summary SY2010									
Demographics	13	270	272	273	280	281	282	283	284
Number of Student Transfers	164	69	47	33	270	341	21	120	24
Student Ethnicity									
American Indian/Alaskan Native	30%	6%	0%	0%	27%	15%	12%	9%	0%
Asian/Pacific Islander	12%	2%	0%	4%	13%	58%	0%	10%	2%
Hispanic	17%	2%	2%	2%	53%	12%	2%	10%	0%
Black	15%	7%	4%	2%	15%	43%	1%	11%	2%
White	12%	9%	7%	7%	28%	18%	2%	12%	5%
English Language Learner	16%	4%	3%	2%	42%	20%	1%	12%	1%
Special Education	19%	7%	4%	3%	23%	29%	2%	11%	3%
Free and Reduced-Price Meals	16%	6%	3%	1%	25%	34%	2%	11%	2%

WMEP to MPS Transfers Demographic Summary SY2011									
Demographics	13	270	272	273	280	281	282	283	284
Student Transfers to MPS	138	52	37	21	226	349	23	104	23
Student Ethnicity									
American Indian/Alaskan Native	25%	8%	0%	3%	17%	17%	8%	19%	3%
Asian/Pacific Islander	11%	5%	2%	2%	23%	52%	0%	5%	0%
Hispanic	15%	2%	2%	0%	50%	13%	6%	10%	1%
Black	14%	5%	3%	2%	15%	48%	1%	10%	2%
White	13%	8%	7%	4%	27%	23%	2%	13%	4%
English Language Learner	16%	1%	2%	2%	44%	20%	4%	12%	0%
Special Education	12%	5%	4%	1%	19%	40%	4%	11%	3%
Free and Reduced-Price Meals	16%	4%	2%	1%	22%	39%	3%	11%	1%

**APPENDIX S: CHOICE IS YOURS PROGRAM GRADE-LEVEL
DISAGGREGATION**

**Minnesota Voluntary Public School Choice Grant
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Choice Is Yours New Participants Grade Level Disaggregation by District Fall 2007 Cohort														
District	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	All
13	21	10	10	13	11	7	8	12	13	29	16	11	7	168
270	5	2	6	6	8	10	7	21	5	18	12	7	5	112
272	3	3	2	2	3	3	0	3	1	5	3	6	3	37
273	5	6	2	3	6	4	12	5	8	12	8	4	2	77
280	0	0	0	0	0	0	0	0	1	27	32	12	13	85
281	13	15	11	10	7	11	13	23	33	26	28	21	12	223
282	5	2	5	3	0	2	6	6	4	12	6	3	0	54
283	4	6	3	3	4	4	10	12	6	18	15	9	0	94
284	8	5	3	8	4	3	8	8	9	3	5	10	1	75
All districts	64	49	42	48	43	44	64	90	80	150	125	83	43	925

Choice Is Yours New Participants Grade Level Disaggregation by District Fall 2008 Cohort														
District	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	All
13	21	10	5	5	6	8	7	11	5	27	9	6	5	125
270	5	4	6	3	9	3	8	12	12	10	6	6	3	87
272	6	2	1	1	0	0	2	4	1	8	6	6	4	41
273	5	4	3	4	2	3	2	4	2	9	4	2	2	46
280	0	0	0	0	0	0	0	0	0	24	21	12	6	63
281	18	4	12	7	8	13	14	14	22	21	20	19	10	182
282	8	1	1	2	0	1	12	3	2	9	4	3	1	47
283	9	7	7	8	8	9	9	13	13	24	17	10	7	141
284	10	3	7	8	1	3	8	7	6	6	3	5	3	70
All districts	82	35	42	38	34	40	62	68	63	138	90	69	41	802

Choice Is Yours New Participants Grade Level Disaggregation by District Fall 2009 Cohort														
District	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	All
13	21	6	7	5	6	8	5	12	12	24	16	18	4	144
270	11	3	3	6	4	7	7	11	8	10	16	4	1	91
272	1	6	1	1	0	5	3	3	1	4	2	4	3	34
273	7	6	5	1	5	4	1	2	2	4	5	1	0	43
280	0	0	0	0	0	0	0	0	0	28	15	5	4	52
281	11	4	7	7	7	3	10	15	12	36	29	15	9	165
282	3	2	0	0	1	0	12	1	0	12	8	3	0	42
283	9	9	6	10	9	6	11	18	11	26	19	8	2	144
284	2	2	2	0	4	1	8	2	0	1	1	2	1	26
All districts	65	38	31	30	36	34	57	64	46	145	111	60	24	741

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Choice Is Yours New Participants Grade Level Disaggregation by District Fall 2010 Cohort														
District	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	All
13	24	9	9	10	12	10	16	11	14	32	23	16	17	203
270	3	7	6	5	5	3	10	13	13	9	9	3	0	86
272	3	0	1	2	1	0	4	0	1	5	4	3	0	24
273	1	1	0	1	0	1	2	0	2	0	1	0	1	10
280	0	0	0	0	0	0	0	0	0	25	10	5	4	44
281	10	9	9	13	15	6	15	17	21	33	24	24	6	202
282	4	1	0	2	0	1	3	2	1	1	5	1	1	22
283	11	7	6	10	3	6	6	4	5	18	9	9	5	99
284	3	1	1	1	3	2	4	1	4	1	0	1	0	22
All districts	59	35	32	44	39	29	60	48	61	124	85	62	34	712

**APPENDIX T: SPECIAL POPULATION REPRESENTATION BY WMEP
DISTRICT**

**Minnesota Voluntary Public School Choice Grant
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**Choice Is Yours Population Representations by WMEP District
Ordered from Low Percentages to High Percentages
SY2011**

Total Choice Is Yours Participation		Percentage of District: English Language Learner (CIY Program = 20%)		Percentage of District: Special Education (CIY Program = 17%)		Percentage of District: Free/Reduced-Price Meals (CIY Program = 100%)		Percentage of District: Non-White Ethnicity (CIY Program = 88%)	
4%	Eden Prairie	2%	Wayzata	8%	Wayzata	8%	Edina	16%	Edina
5%	Richfield	3%	Edina	8%	St. Anthony-New Brighton	8%	Wayzata	22%	St. Anthony-New Brighton
6%	St. Anthony-New Brighton	5%	St. Anthony-New Brighton	9%	Edina	18%	Eden Prairie	23%	Wayzata
7%	Edina	6%	Eden Prairie	10%	Eden Prairie	20%	St. Anthony-New Brighton	27%	Eden Prairie
10%	Wayzata	7%	Hopkins	12%	Hopkins	35%	Hopkins	35%	Hopkins
15%	Hopkins	9%	St. Louis Park	13%	Robbinsdale	35%	St. Louis Park	39%	St. Louis Park
15%	St. Louis Park	11%	Robbinsdale	13%	St. Louis Park	46%	Robbinsdale	49%	Robbinsdale
16%	Columbia Heights	21%	Minneapolis	14%	Richfield	64%	Richfield	66%	Richfield
22%	Robbinsdale	27%	Columbia Heights	15%	Columbia Heights	65%	Minneapolis	67%	Columbia Heights
		32%	Richfield	18%	Minneapolis	15%	Columbia Heights	68%	Minneapolis

Color Coding: Red denotes the districts with the lowest percentages of the Choice Is Yours program participants. Green denotes the WMEP districts with the highest percentages of the Choice Is Yours program participants.