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

Addendum #1: Year Four Evaluation Report

August 15, 2012

*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 updated evaluation findings for the Minnesota Voluntary Public School Choice Project (VPSC) for the period October 1, 2012 to April 15, 2012. This Year Five Evaluation Report is written as Addendum #1 to the Year Four Evaluation Report, which is the overall MN VPSC project report.

At the time this report was written, the Minnesota Voluntary Public School evaluation contract with Lange Research and Evaluation, Inc. was to expire June 21, 2012 and there were no plans to continue the evaluation or the MN VPSC Grant. To meet reporting requirements, the Year Four Report was written as the overall project report and this Year Five Evaluation Report was written as Addendum #1 to the Year Four Evaluation report. This addendum includes as many Year Five data and findings as possible, given a reporting cut-off date for Year Five data of April 15, 2015. Please note that Minnesota received a No Cost Extension (NCE) year for the MN VPSC Grant, with a new grant termination date of October 31, 2013. Lange Research and Evaluation, Inc.'s evaluation contract was subsequently amended in late June 2012 to include the No Cost Extension (NCE) year, with a new contract termination date of October 31, 2013. The NCE evaluation report will be written as Addendum #2 to the Year Four overall project report.

This report closely follows the organization of the Year Four Evaluation Report (overall project report). Each section of the Year Four Report is presented with new information and findings, as they were available at the time of this report. Updated Year Five information and findings are indicated as "Year Five Update." Where Year Five activities and data result in the same findings as reported in Year Four or where no new information or findings apply to Year Five, the Year Four report is referenced using, "Please see the Year Four Evaluation Report."

Also included in this report is a special study requested by the Minnesota Department of Education of the Dare 2 Be Real program. Dare 2 Be Real (D2BR) is an intercultural student leadership program, which has been implemented at several MN VPSC partner schools.

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Overview of the VPSC Grant Program

Please see the Year Four Evaluation Report.

The Minnesota VPSC Partners

Please see the Year Four Evaluation Report.

Proposed VPSC Goals and Objectives

Please see the Year Four Evaluation Report.

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SECTION II: THE MINNESOTA VPSC PROGRAM

Please see the Year Four Evaluation Report.

Project Component Description: Student and Family Outreach

Please see the Year Four Evaluation Report.

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

Year Five Update.

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 was needed to ensure that the Minnesota VPSC project was supporting the movement of students to 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 in WMEP partner districts have been in operation for the past three years—Central Middle School in Columbia Heights (engineering and media arts courses) and Earle Brown Elementary in Brooklyn Center (Gifted and Talented and band programs). Three schools with VPSC-funded enhanced programs located in Minneapolis began operation in Year Five—Edison High School (tutoring program for student-athletes), North Community High School (Harry Davis Mentoring Program), and the Bancroft Elementary (tutoring program in partnership with Minneapolis Community and Technical College interns).

Dual Credit Options

Year Five Update.

The primary purposes of the VPSC Dual Credit Options activities are 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

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prepares them 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.

The Center for School Change (CSC) continued to be very active in promoting dual credit options during Year Five. Multiple dissemination outlets and techniques were used, including:

- Videos produced in English, Spanish, Hmong, Somali, Arabic, and Karen (Mayamar-previously Burma).
- Inserts into local papers (e.g. Asian Pacific News, Hmong Times, etc.)
- Advertisements on local radio stations
- Presentations at local and national meetings
- Student college campus visits (targeting MPS VPSC partner students)
- Partnerships (e.g. with the African American Leadership Forum, a strong supporter of dual credit options)
- Collaboration with Minneapolis Public Schools to bring in national speakers

In addition, the CSC published *Progress and Possibilities: Trends in Public High School Student Participation with Minnesota's Dual Credit Programs, 2006-2011*. This comprehensive report presents the value of dual credit options, what has happened over the past five years and what might be done to encourage greater participation in dual credit options.

Project Component Description: Academic Tutoring and Support

Year Five Update.

WMEP participating school districts and the Choice Information and Support Services (CISS) delivered Minnesota VPSC academic tutoring and support activities during Year Five. WMEP districts, as part of their grant application for VPSC funds, described plans to support students, which included tutoring, equipment, and staff development. CISS provided academic tutoring and support directly to Choice Is Yours (CIY) students and also worked with the WMEP CIY liaison and with liaisons within WMEP districts to ensure that academic tutoring and support services were in place.

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CISS provided several academic tutoring programs during Year Five, including a Saturday Tutoring Program for CIY students held at the Plymouth Christian Youth Center facility in Minneapolis; an in-home tutoring program for middle school and high school students, targeting individuals needing improved skills in highly specific academic areas (e.g. fractions); and a tutoring program for student athletes, conducted in collaboration with Minneapolis Public Schools at Edison High School, a VPSC-funded enhanced school site. Student and parent feedback about the CISS tutoring programs, gathered during focus groups conducted during Year Five, and feedback from VPSC partners, gathered during annual partner interviews, was very positive.

Project Component Description: Staff Support and Professional Development

Please see the Year Four Evaluation Report.

SECTION III: MINNESOTA VPSC EVALUATION FRAMEWORK

Project Program Theory

Please see the Year Four Evaluation Report.

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, as identified in the VPSC Evaluation Plan, which is included in appendices.

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.

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Project Goal 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.

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

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.

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SECTION IV: MN VPSC EVALUATION FINDINGS

Findings for the VPSC Grant are organized by evaluation question and project goal area. Year Five updated information and findings are presented below, to the extent that new information and data were available for the Minnesota Voluntary Public School Choice Project (VPSC) for the period October 1, 2012 to April 15, 2012. Findings for the first four years of the grant (June 2008 through September 2011) are presented in the Year Four (overall project) Evaluation report. Where updates to the Year Four information and findings were available at the time of this report, “Year Five Update” is noted. Where no new information or findings are available, “Please see the Year Four Report” is noted. Information gathered after April 15, 2012 will be reported in Amendment #2, No Cost Extension Year Evaluation Report Update.

Data Sources

The following primary data sources inform Year Five findings:

- Parent focus groups: CIY/CISS parents and FAIR School Downtown parents
- Student focus groups: North Community High School students, CIY/CISS students, CIY/CISS Saturday tutoring student-participants
- VPSC partner interviews: WMEP Partner Coordinators, Minneapolis Public School Partner Coordinator, CSC Partner Coordinator, CISS Partner Coordinator and the MDE Project Coordinator
- Verbal project updates provided by partners during monthly project meetings
- Evaluation data provided by partners

Focus groups were used as a primary data collection method in Year Five to gain qualitative insights into VPSC programs and to provide the evaluator with first-hand knowledge of participants’ perceptions of VPSC-funded programs. In previous years, extensive surveys were used to gather both quantitative and qualitative data (see the Year Four Evaluation Report).

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To What Extent Has the VPSC Grant Been Implemented as Intended?

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

Year Five Update.

- A completed marketing plan did not occur. The VPSC Marketing and Outreach Group, led by MDE, was not organized.
- Student and family support mechanisms were in place during Year Five and were implemented as intended.
- 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.
- All VPSC Enhanced programs were implemented as intended—Central Middle School in Columbia Heights (WMEP), Earle Brown Elementary School in Brooklyn Center (WMEP), North Community High School (MPS), Bancroft Elementary (MPS), and Edison High School (MPS).
- The Center for School Change continued to actively promote dual credit options as intended.
- The Leadership Academy was implemented as intended.

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.

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MDE made plans to contract with an outside agency to undertake this activity during the No Cost Extension Year.

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. The MPS VPSC Coordinator reports that over 2,500 students and families attended the 2012 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. The Center for School Change was represented and provided students and families with information about dual credit options available to Minneapolis students and families.

Minneapolis Public Schools also continued to maintain 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. In addition to the website, MPS purchased five kiosk data centers to connect families and stakeholders electronically to MPS and its partners. The kiosks were located at five public and commercial locations in Minneapolis and provided families with limited or no computer or Internet access a means to use digital technology access to extensive school choice information.

In addition to the School Choice Fair and website, Minneapolis Public Schools also has staff members dedicated to student and family outreach and conducted numerous other internal marketing efforts that were funded in part by the VPSC Program including dissemination of 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. Parent focus group participants also expressed that MPS was “good about giving options.”

Specific Implementation Finding—The Center for School Change Student and Family Outreach. The Center for School Change continued with student and family outreach activities on dual credit during Year Five. As with Year Four, 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.

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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. During Year Five, CISS staff continued to make a directed effort reach out to new students and families eligible to participate in the Choice Is Yours program about the support services. CISS also provided multiple tutoring opportunities, such as in-home tutoring, Saturday tutoring, and tutoring at Edison High School, which was a VPSC-funded enhanced school program during Year Five.

Specific Implementation Finding—West Metro Education Program Student and Family Outreach. As in previous years, during Year Five 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 Year Five.

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. During Year Five, FAIR School Downtown continued to offer students and their parents an educational experience in partnership with arts and business organizations in the central city. As the only school in downtown, FAIR School Downtown provided an educational experience rich with community partnerships while providing an all day, tuition-free kindergarten.

Specific Implementation Finding—Central Middle School (CMS). Approximately 200 students enrolled in the enhanced engineering program at CMS in 2012; data were not available on the number of students participating in the enhanced media arts classes. As intended for Year Five, VPSC funding provided CMS with a student support specialist who coordinated engineering program mentors for CMS students. In addition, the VPSC grant continued to support a

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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). As intended for Year Five, 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 fund a band director to continue and improve the after-school band program. Over 100 students were enrolled in the Gifted and Talented and band programs during Year Five.

Specific Implementation Finding—North Community High School (Minneapolis Public Schools). North Community High School implemented the W. Harry Davis Mentoring Program (WHDMF) during Year Five and began training mentors for service in November 2011; student mentoring was conducted during the last half of the 2011-2012 school year. The goals of the programs are to assist students to “explore college readiness, career pathways, and community engagement.” Forty-six freshman students at North Community High School were paired with mentors from the community. Students participating in a focus group were very positive about their mentor and the mentoring experience.

Specific Implementation Finding—Bancroft Elementary (Minneapolis Public Schools). A VPSC-funded student tutoring programs was conducted at Bancroft Elementary during Year Five. The Bancroft tutoring program was conducted in partnership with the Minneapolis Community and Technical College (MCTC). MCTC interns, through this program, tutored ninety-two students during the 2011-2012 school year.

Specific Implementation Finding—Edison High School (Minneapolis Public Schools). A VPSC-funded tutoring program was conducted at Edison High School in collaboration with the Choice Information and Support Services (CISS). Two hundred ninety-four students were served through this program during the 2011-2012 school year. The program targeted students involved in sports-related activities, offering tutoring services before and after practices.

Specific Implementation Finding—Dual Credit and Post-Secondary Enrollment Options. The Center for School Change at Macalester College continued to actively promote dual credit options during Year Five. Dr. Nathan of the Center for School Change continued to effectively leveraged VPSC funds with other funds to expand the number students and families reached with information about dual credit choice options.

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

<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

Year Five Update.

- CISS implemented activities and programs to increase student academic performance for students participating in CIY.
- Students and families interviewed were aware of support services to increase academic performance.
- Students received direct student support services, including development of Individual Learning Plans (ILPs), tutoring, limited financial support, 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. CISS continued its activities during Year Five to develop student ILPs, provide tutoring for students, organize information meetings to make parents aware of support, assist parents in understanding test scores, and connect students with out-of-school programming. CISS provided several tutoring programs during Year Five to help assist students to increase academic performance.

Specific Implementation Finding—Student and Family Awareness of Support Services to Increase Academic Performance. As during Year Four, CISS conducted several activities in Year Five to disseminate information about support services available to increase academic performance. CISS sent letters to families participating in CIY describing support services available to them, worked in collaboration with MPS to disseminate information and provide services, and provided a website with information about support services. Additionally, CISS tutoring and support activities have generated expanded awareness, as families spread the word of their satisfaction and VPSC partners, after observing results, refer students and families to CISS tutoring programs. All CIY/CISS parent focus group participants indicated that they heard

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about CISS services through word-of-mouth references and/or from MPS or WMEP district personnel.

Specific Implementation Finding—Student and Family Satisfaction with Support Services To Increase Academic Performance. In addition to survey data reported in the Year Four Evaluation Report, the evaluator asked parent focus group participants if they were satisfied with CISS services. In general, their feedback was very positive. Representative comments are provided below.

- “This (CISS) is the best program that I’ve ever seen. My other kids were not remotely ready for college even though did well in school. This program has helped them to be more ready.”
- “Very happy with PCYC services, wish had summer programs. This program makes me so happy that grades are up.”
- “Follow up with calling you. They keep you in loop about programming. Jessie makes sure she keeps up with people. Tutors are good. Good experience.”
- “Very supportive very good about follow up.”

Specific Implementation Finding—Programs To Increase Student Performance at CIY, FAIR, and Enhanced Schools. As in Year Four, each participating WMEP district submitted a proposal and plans for serving participating CIY students and for increasing student academic performance during Year Five. 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 included the One-to-One Laptop Program and the FAIR Read iPads, where VPSC funds were used to purchase equipment to help students learn. As with all VPSC schools, 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. Students at Central Middle School, Earle Brown Elementary, North Community High School, Edison High School, and Bancroft Elementary all participated in VPSC enhanced-program school programs intended to increase student performance.

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

<i>Project Goal 3: Outputs</i>
<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

Key Implementation Findings

Year Five Update.

- Nineteen school administrators completed the Leadership Academy during Year Five.
- 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 Needed to Succeed. Support services for CIY students attending WMEP districts were implemented via three primary channels: ongoing academic support services at the district; special programs funded by VPSC; and CISS support services for CIY students. All students, including CIY students, had access to school and district support programs and resources. In addition, participating WMEP districts used VPSC funds to support a CIY liaison to assist students with their transition to the suburban school and their ongoing academic success, and other issues.

CISS continued their CIY student academic support services in Year Five. CISS developed ILPs for new CIY students and provided mentoring, tutoring, and coaching, in addition to assisting families with transportation needs. CISS conducted a Saturday Tutoring Program that was attended over a 22-week period by 50 to 60 students each week; Saturday Tutoring Program student participants were provided transportation. The CISS director reported that student engagement was very good and that students reported better homework submission. In addition, CISS also conducted an in-home tutoring program, targeting middle school and high school students who were behind in specific areas of academic subjects, such as fractions; tutors were typically college students. CISS also collaborated with MPS to provide academic tutoring for nearly 300 students at Edison High School, targeting students involved in athletics. In addition to tutoring programs, CISS provided Nook™ readers for students in Edina to assist with a reading skills program.

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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.

<i>Project Goal 1: Outcomes</i>
Direct Outcomes: <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.
Intermediate Outcomes: <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 enhanced programs

Key Outcome Findings

Year Five Update.

- In general, parents and students who were contacted were aware of their educational options.
- 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:
 - FAIR Downtown School continued to offer an arts-centered program in downtown Minneapolis.
 - WMEP enhanced programs at Central Middle School (Columbia Heights school district), Earle Brown Elementary (Brooklyn Center school district), Edison High School (Minneapolis school district), North Community High School (Minneapolis school district), and Bancroft Elementary (Minneapolis school district).

Specific Outcomes Finding—Student and Family Awareness of Educational Options. Continued outreach and information dissemination activities suggest that parents and students in MPS and WMEP participating districts had access to information on school choice during Year Five. Focus groups were conducted of parents whose children attended FAIR School Downtown and children who participated in CISS' Saturday Tutoring program. Both groups of parents indicated that they were aware of choice options. Parent focus group participants, when asked if they were aware of education options for their child, cited the MPS website as a valuable

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source of information. The following parent comments were typical of responses about awareness of education options:

- “I used the (MPS) website for information about CIY and all the other options I was interested in. All of the options were great. I love that.”
- “Minneapolis was good about explaining options available for schools.”

Parents of FAIR Downtown students said that they learned about FAIR and other school options from letters sent home by MPS and WMEP district offices and that Internet searches resulted in good information about school choice. Additionally, the WMEP CIY liaison reported that VPSC-funded programs are at capacity and in high demand, with wait lists at FAIR schools and WMEP CIY schools. Programs at capacity with wait lists indicate that family awareness is at a sufficient level where demand exceeded the available capacity during Year Five.

The MPS VPSC Coordinator reported that MPS and VPSC activities directed to increasing student and family awareness of educational options have been effective. He cited that 96 percent of families receive their first or second choice school when applying for kindergarten and that approximately 90 percent of families applying to grade K-8 schools and 9th grade schools receive their first choice. Additionally, families appear happier with their choices, as the number of appeals to change has decreased.

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, which again, in Year Five exceeded the goal of 2,000 student participants each year.

Specific Outcome Finding—Enrollment at FAIR School Downtown, Central Middle School, and Earle Brown Elementary.

WMEP reports that all VPSC-funded programs were operating at capacity and that waiting lists exist at FAIR schools and at all WMEP CIY schools. Four hundred sixty three students attended FAIR School Downtown in 2011 (most recent data available on MDE website); 60 participated in the CMS (engineering program only); 294 students participated in the Edison High School tutoring program; 92 participated in the Bancroft Elementary tutoring program; and 46 students participated in the Harry Davis Mentoring Program and North Community High School. In total,

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approximately 1,000 students participated in VPSC-funded programs to increase capacity for students and families to attend high performing schools.

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 152 schools and programs participated in VPSC (Measure 1) in Year Five and more than 4,000 students exercised choice by changing schools in (Measure 4).

Specific Outcomes Finding—Low-Performing to High-Performing School Transfer.

Please see the Year Four Evaluation Report.

Specific Outcomes Finding—Suburban to Urban Transfers. Approximately 1,000 students transferred from suburban districts to Minneapolis (urban district) during Year Five meeting the VPSC desired target outcome of 1,000 students per year (see GRPA Meta Table, Year 5, Measure 6c.).

Specific Outcomes Finding—Dual Credit Programs.

Please see the Year Four Evaluation Report.

Specific Outcomes Finding—Transfers to Expanded/Enhanced Programs.

Please see the Year Four Evaluation Report.

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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.

Key Outcome Findings

Please see the Year Four Evaluation Report.

In addition to the extensive academic data presented in the Year Four Report, it is important to note that, while academic performance is a desired outcome of the VPSC Grant, not all families choose to participate in the program to improve academic performance. Parents cite reasons of bus and school safety, ethnic and social diversity, and access to higher quality educational opportunities. Also, keep in mind that while data suggest that students participating in VPSC-funded programs make progress, challenges remain to increase achievement levels.

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

<i>Project Goal 3: Outcomes</i>
Direct Outcome: <ul style="list-style-type: none">• There will be improved competencies for leaders and staff participating in VPSC-related training. Intermediate Outcome: <ul style="list-style-type: none">• VPSC-trained staff members will demonstrate competencies in training areas.

Key Outcome Findings

Year Five Update.

WMEP reported that “CISS being in the mix has changed the landscape” for student access to the proactive, ongoing support needed to succeed academically in their new educational environment. WMEP reports that with CISS, students now have access to levels of support that were not available prior to its involvement. CISS collaboration with the WMEP CIY liaison and with school liaisons has been very effective and CISS tutoring programs have been well received by students, parents and educators. A group of six CIY/CISS student focus group participants, when asked, do your teachers provide the support you need to succeed academically and do they help you to get better, all responded, “Yes.” Additionally, WMEP reported that strong support by CISS has been a factor in keeping some students enrolled in the Choice Is Yours program.

Also, as stated previously, students participating in VPSC-funded programs had access to the same school and district support services offered to non-participating students, including counselors, social workers, and programs designed to assist students.

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What Contextual Variables Affect Implementation and Outcome Results?

The affect of contextual variables for the entire project will be presented in the No Cost Extension Year Final Project Report.

SECTION V: Special Study—Dare 2 Be Real

Overview

This special study of Dare 2 Be Real was specifically requested by the Minnesota Department of Education to highlight this initiative. Dare 2 Be Real (D2BR) is an intercultural student leadership group that began at Hopkins High School in 2006 and received MN VPSC funding during Year Five. This special study addresses D2BR program goals, history, contextual variables impacting the program, and plans for program sustainability.

What is Dare 2 Be Real?¹

The philosophy that supports the of the D2BR group is that students are capable of leading difficult conversations about race for the purpose of eradicating racism ad raising cultural awareness by isolating difference in such a way that welcomes unique perspectives.²

The group has the following goals:

1. Identify and affirm students who are especially effective at working with people who are culturally or racially different from them.
2. Develop and support a team of intercultural/interracial student leaders that will address system, cultural and individual racism in their school and community.
3. Empower young people as anti-racist leader through the opportunity to mentor other students through classroom presentations, discussion facilitation, collaborative inquiry, and increase participation in cross-cultural learning experiences.
4. Help students develop their own cultural and racial identity.

Students in Dare 2 Be Real have been identified by their teachers and other staff as students who:

1. Show leadership potential and show great character;
2. Have demonstrated a willingness to listen to others and learn about other cultures; and
3. Have a desire to build their will, skill, knowledge, and capacity to lead intercultural and interracial discourse and potentially present to and/or mentor students and adults in this arena.

¹ WMEP Dare 2 Be Real FAQ handout.

² Dare 2 Be Real Handbook.

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Students in Dare 2 Be Real participate in a number of activities to increase their awareness of intercultural/interracial issues and their ability to advocate for anti-racist behavior. These activities may include:

- Engage in training to develop leadership will, skill, knowledge, and capacity
- Participate in an Underground Railroad simulation
- Engage in courageous conversations with people from different backgrounds
- Identify and recognize common stereotypes or preconceptions
- Engage in local, regional, state, and national anti-racism leadership opportunities
- Relationship building; social and communication skills needed for working with new people, interpersonal conflict skill-building
- Offer students a dynamic and demanding learning experience with opportunities to apply their learning in authentic scenarios
- Reading/viewing of literature/film and engage in various reflective projects related to curriculum
- Interactive lessons on stereotypes and race relations/tolerance/advocacy
- Dramatizations, role plays, and presentations
- Develop mentorship relationships with adults and younger students
- Develop a team that constructively advocates for each other and themselves
- Identify opportunities for individual and systemic growth related to racial and cultural equity
- Develop a sense of cultural and racial identity through reflection/discussion.

History of the Program

Dr. Duffy began intercultural work while he was employed at the Hopkins School District as a social studies teacher and Equity Coordinator. He was at the district for ten years, three of which he spent being the coordinator of racial equity efforts. At the time, Dr. Duffy was coordinating an equity team of school staff, a support group for parents of students of color, and working on collaborative research. Still, Dr. Duffy felt as though the student component was missing; there was no dialogue with the students. He was teaching a social studies class where they spent four to five weeks covering race in America when he noticed that the students really took to the topic and he saw an opportunity to connect the intercultural work to the students.

One day he noticed a group of four students reading Beverly Tatum's book, "Why Are All of the Black Kids Sitting Together in the Lunch Room?" and he inquired why they had chosen that book.

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The students replied that they had seen teachers with the book, who were reading it as part of a school-wide effort to bring the staff into dialogue on issues of racial equity, and their intellectual curiosity was piqued. The group of kids had decided to read it together and was hosting their own discussions about race and identity.

A few weeks after these students had organized their own learning community, Dr. Duffy was contacted by two members of the Minneapolis branch of the YMCA, who wanted to pilot a anti-racism curriculum through a one-time training for ten to fifteen students at four high schools in the state. Approximately fourteen students volunteered to attend the event. These students, along with other students enrolled in the elective class at Hopkins High School, "Diversity in America," worked with Dr. Duffy to develop plan that eventually formed the first Dare 2 Be Real group.

Dr. Duffy, subsequently teamed up with Mr. Anthony Galloway of the Kamau Kambui Circle for Cultural Learning and the West Metro Education Program to implement a deeper vision of D2BR, integrating an ongoing leadership development to incorporate themes of confronting fear, team building, interpersonal conflict, anti-racist scholarship, and understanding of racial and cultural identity as individual and as a collective.³ The D2BR curriculum taught students to apply their skills and knowledge through conversations and presentations on race to other students and adults in their school.

Contextual Variables

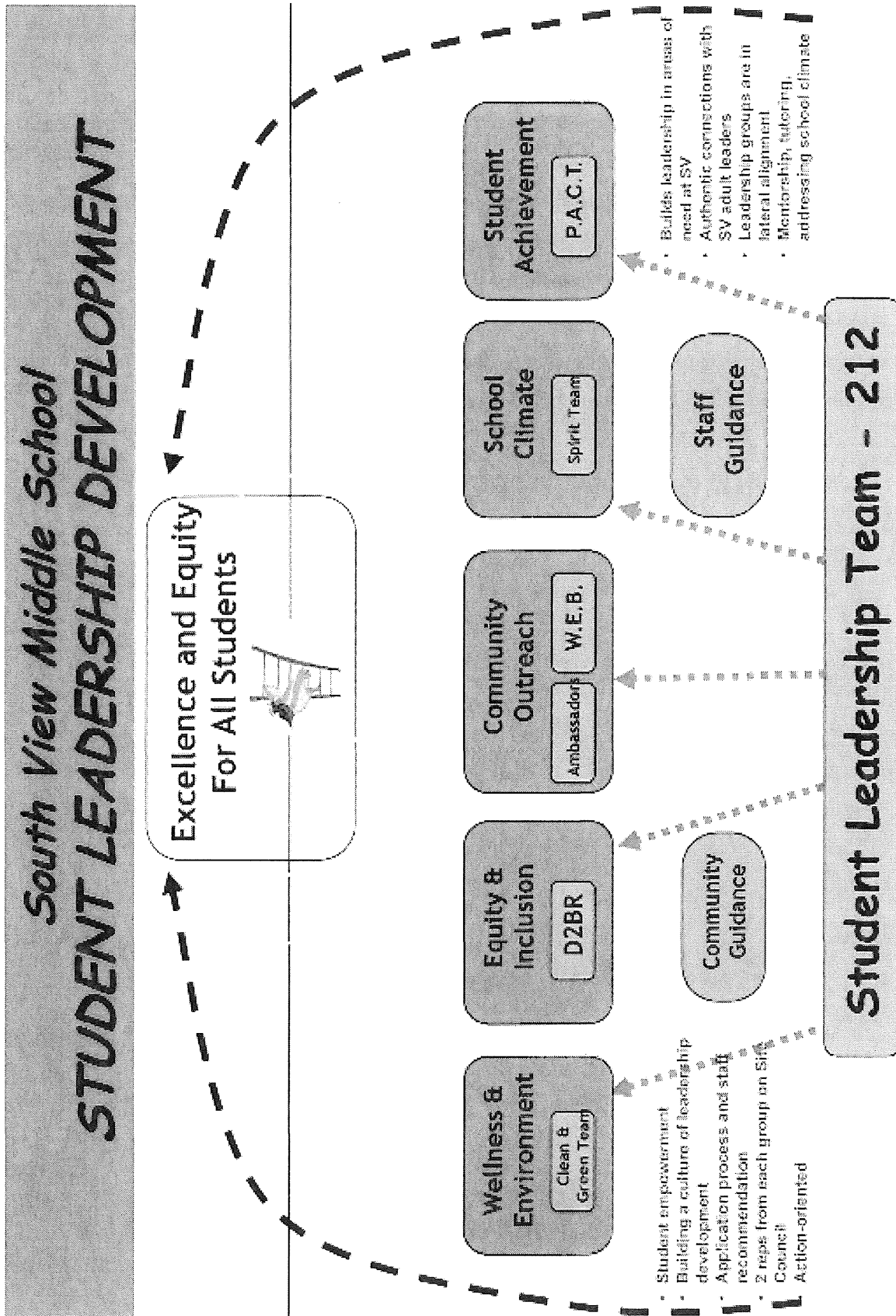
Staff buy-in to D2BR was initially a contextual variable. Upon arriving to South View Middle School, Dr. Duffy learned that conversations about race were not a common and ongoing activity, unlike at Hopkins High School, where the staff brought students into "a safe space" to encourage students to start engaging in their own conversation. Dr. Duffy began the work of selecting students for the D2BR program through a staff nomination process using criteria such as, being a leader, culturally sensitive, and a desire to lead multicultural discourse. The initial response resulted in all staff nominations being for students of color, which was not the intent. After additional discussions with staff about purpose and intent of D2BR, staff was asked to re-nominate candidates with greater racial diversity, which resulted in greater racial diversity of student participants. At South View, many of the student participants were VPSC participants, as they were the ones who took a

³ Dare 2 Be Real at SVMS: Information and FAQ handout

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particular interest in the program. A byproduct of the program was that it served as a way to support VPSC students who attended districts that were reticent to identify VPSC kids.

As conversations began, students were amazed that they were actually having conversations about race. For some participants, conversations about race had never been a topic of discussion; for others, the Dare 2 Be Real provided a welcomed venue to openly and honestly discuss the issue of race. D2BR, through Dr. Duffy's leadership, was successfully integrated into the school's culture. In 2009-2010, thirty-five students applied for the D2BR program and by 2010-2011, one hundred students applied. By 2011, eighteen staff members were involved with running the student leadership model demonstrating its effectiveness in incorporating school staff. A graphic outlining the model, created Dr. Duffy, is presented on the following page.



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Plans for the Future of D2BR and Potential for Sustainability⁴

In 2010-2011 year, Anthony Galloway and Dr. Duffy worked on the expansion of the D2BR program to other schools/districts. In 2010-2011, there were 4 schools with existing D2BR groups:

- FAIR School Downtown (Minneapolis, MN)
- FAIR School Crystal
- Hopkins High School
- South View Middle School (Edina, MN)

There were also five more schools with new D2BR groups or slated to form D2BR groups in 2010-2011:

- Brooklyn Center High School
- Columbia Heights High School
- Valley View Middle School
- Eden Prairie Middle School
- Edina High School

In 2011-2012, sponsorship criteria and training requirements were developed as a stipulation to receive WMEP Dare 2 Be Real Funding. The goal of WMEP sponsorship and funding was to grow the Dare 2 Be Real program in member districts while ensuring fidelity and the continued successful outcomes of Dare 2 Be Real. WMEP provided access to Dare 2 Be Real trainers and program support specialists to assist with getting sites ready for sponsorship and program implementation. This was in addition to the cultural collaborative classes offered free of charge to member districts. Through the sponsorship process, Dare 2 Be Real increase the program's potential for sustainability.

Interested groups could receive funding through WMEP by meeting the following criteria:

- Submission of a Dare 2 Be Real site grant application
- Adults directly involved as advisors of D2BR registered in the WMEP Dare 2 Be Real Cultural Collaborative course (in February) and complete all course requirements
- All participating staff must have attended Beyond Diversity (Free for WMEP member districts)
- Sites must provide opportunities for Choice is Yours Students to participate (waived for non-CIY receiving member districts)

⁴ WMEP Dare 2 Be Real Sponsorship Criteria 2011-2012 handout.

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The West Metro Education Program (WMEP) made funding available for Dare 2 Be Real groups who have met the above criteria and who had demonstrated an understanding of how the program should be implemented. These funds were awarded to individual sites upon approval of a Dare 2 Be Real site grant application.

Also in in the 2010-2011 school year, Dr. Duffy and Mr. Galloway were in the exploratory stage in terms of setting a definite curriculum for the program. To move ahead with establishing a set curriculum, they were waiting for Mr. Duffy to complete his doctoral research work, the topic of which was the D2BR program, and to further explore the nuances of the existing programs. They wanted both of these activities to have import into the D2BR curriculum.

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SECTION VI: 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.

Please see the Year Four Evaluation Report.

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.

Please see the Year Four Evaluation Report.

Recommendations:

1. Continue current information and dissemination activities conducted by MPS, WMEP, CSC, and CISS. They are working.
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.

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Recommendations:

1. Establish achievement goals together with the goal of increased academic performance. Phased progress toward the state averages for Minnesota Comprehensive Assessment 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: Support activities of the Choice Information Support Services effectively provide support needed for students participating in the Choice Is Yours to succeed. While not all participating CIY students seek support, those that do have access to multiple support options.

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 exception of the Marketing and Outreach Group. Implementation of VPSC-funded school enhancement programs in Minneapolis at Bancroft Elementary (tutoring program), Edison High School (tutoring program), and North Community High School (student mentoring program) were an important project achievement in Year Five.

Please see the Year Four Evaluation Report.

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.

Please see the Year Four Evaluation Report.

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Recommendations:

1. 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 No Cost Extension Year Annual Evaluation Report.

What Is Working?

1. CISS student support services. All indications are that CISS is providing valuable services directed toward achieving desired outcomes.
2. Increased capacity to provide school options and increased participation. With the implementation of three VPSC-funded enhanced programs in Minneapolis, the goals of increased capacity and increased participation were achieved. In addition, existing programs serving over 2,500 students were at capacity and had waiting lists.
3. Information dissemination programs for dual credit options. The Center for School Change continues to actively promote dual credit options and to leverage VPSC funds with funds from other CSC projects. The paper cited in this report is one example.
4. Partner collaboration is high. Examples include CISS tutoring of students at Edison High School (a MPS VPSC-enhanced school site), CSC and MPS co-sponsoring workshops, and CSC focusing on MPS students in college campus visits and video productions about dual credit options and opportunities.

What's Not Working?

1. Uncertainty about Year Five funding and the continuation of the project for a No Cost Extension Year provided barriers to the project. Partners were reticent to expend funds at the start of Year Five and did not make plans to continue operations past June 30, 2012. While a No Cost Extension was granted, information on programs could not be disseminated until the spring of 2012.

Summary Statement

As noted by the WMEP Coordinator, "the project is just hitting its stride." This appears to be the case to the evaluator, as well. It just took longer than expected.

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APPENDIX A: MN VPSC LOGIC MODEL

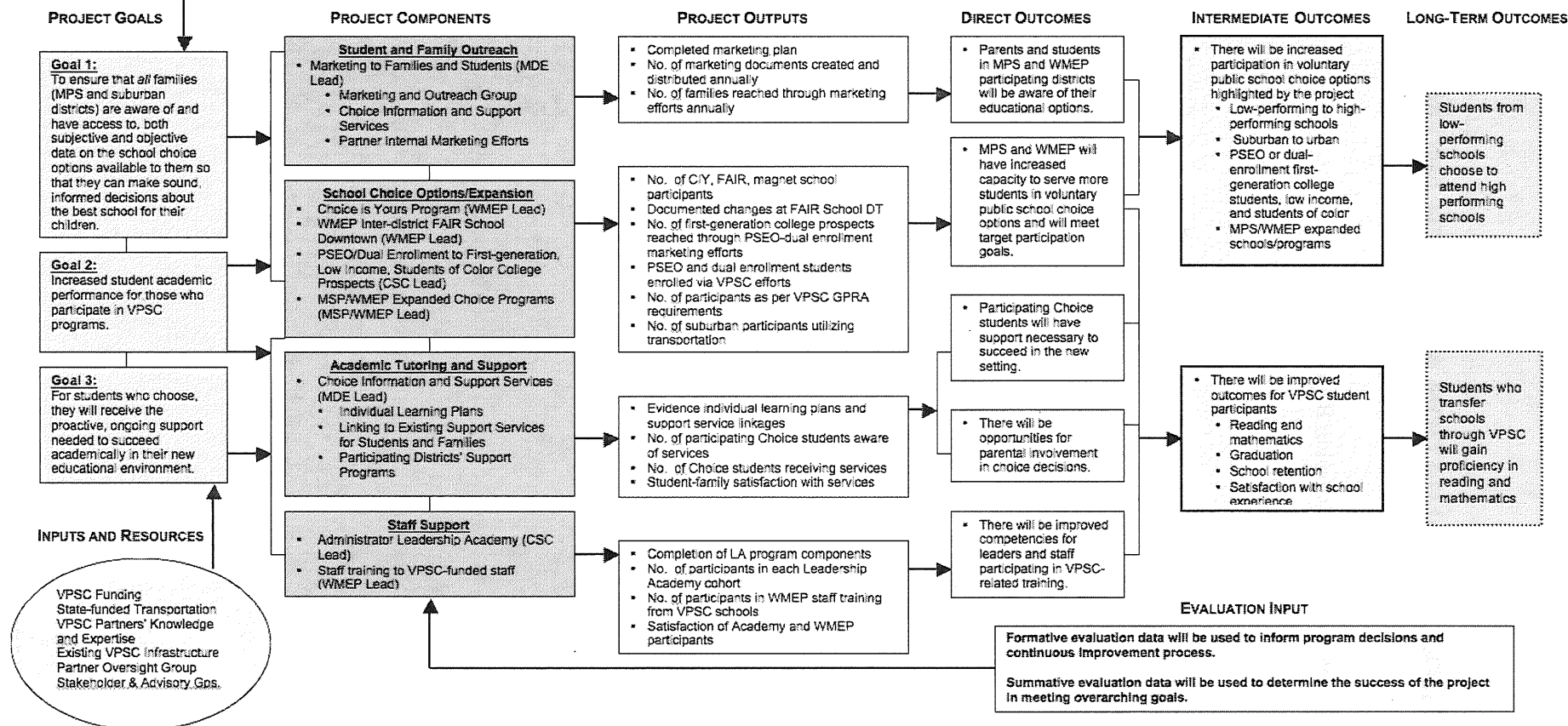
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Minnesota Voluntary Public School Choice Program Logic Model Working Document—August 24, 2010

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

ASSUMPTIONS AND RATIONALE

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



APPENDIX B: EVALUATION APPROACH AND METHODOLOGIES

Please see the Year Four Evaluation Report.

APPENDIX C: OUTCOMES, OUTPUTS AND INDICATORS OF SUCCESS

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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.

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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 CITY, 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

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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</p> <p><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</p> <p><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

Please see the Year Four Evaluation Report.

APPENDIX E: CENTRAL MIDDLE SCHOOL 2011 PARENT SURVEY DATA REPORT

Please see the Year Four Evaluation Report.

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

Please see the Year Four Evaluation Report.

APPENDIX G: FAIR SCHOOL DOWNTOWN 2011 PARENT SURVEY DATA REPORT

Please see the Year Four Evaluation Report.

APPENDIX H: CHOICE IS YOURS 2011 STUDENT SURVEY DATA REPORT

Please see the Year Four Evaluation Report.

APPENDIX I: CENTRAL MIDDLE SCHOOL 2011 STUDENT SURVEY DATA REPORT

Please see the Year Four Evaluation Report.

APPENDIX J: FAIR SCHOOL DOWNTOWN 2011 STUDENT SURVEY DATA REPORT

Please see the Year Four Evaluation Report.

APPENDIX K: DEMOGRAPHIC TABLES

Please see the Year Four Evaluation Report.

APPENDIX L: MINNESOTA CEEP GPRA META TABLE

Year Five Update—Spring 2012 GPRA Meta Table (does not include spring testing data, which will be reported in the October 2013 GPRA Meta Table Ad Hoc report).

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment 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	<i>Number of schools and programs participating in VPSC-funded school choice</i>						
1a	Total number of VPSC-funded <u>Title 1 eligible receiving schools</u> receiving students who are eligible for Title 1 transfer participating in school choice ^{[1][2]}	APR 1a Meta Table 1	75	72	73	69	67
1b	Total number of VPSC-funded <u>schools receiving non-Title 1 transfers</u> participating in school choice (includes all schools receiving transfers)	NEW	58	57	54	54	85
1c	Total number of VPSC-funded <u>non-transfer programs</u> participating in school choice (includes programs in low-performing schools)	NEW					
Measure 2	<i>Seats available for new transfers or participants in schools or choice programs</i>						
2a	Total number of new seats in VPSC-funded <u>Title 1 eligible receiving schools</u> receiving students who are eligible for Title 1	Meta Table 2	2,356	2,620	2314	2865	2623

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
	transfer participating in school choice						
2b	Total number of new seats in VPSC-funded <u>schools receiving non-Title 1 transfers</u> participating in school choice (includes all schools receiving transfers)	NEW	5334	4510	3005	2146	3316
2c	Total number of new seats in VPSC-funded <u>non-transfer programs</u> 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 <u>receiving schools</u> receiving students who are eligible for Title 1 transfer participating in school choice	Meta Table 3	22,168	22,162	22,086	22,333	19,097
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	51,267
3c	Total enrollment capacity in VPSC-funded <u>non-transfer programs</u> participating in school choice (includes programs in	NEW					

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
	low-performing schools).						
Participation							
Measure 4	<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	4085
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	878
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	3207
4c	Total number of students who attend a Title 1 eligible choice school as a boundary student	NEW	12723	12717	13031	15915	17918

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Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
4d	Total number of students who attend a non-Title 1 choice school as a boundary student	NEW	40115	39398	38774	37880	40163
4e	Total number of students who participate in a non-transfer VPSC-funded program.	NEW					
Measure 5	<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	38743
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	31,821
5b	Total number of non-Title 1 students eligible to transfer to another school	NEW	607	573	565	9,360	6,922
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	0

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
6b	Number of students who transfer to a magnet school as result of VPSC funding (if available or applicable)		404	343	340	177	363
6c	Number of students transferring from rural/suburban to urban schools (if available or applicable)	NEW	612	528	507	510	1028
6d	Number of students transferring from urban to rural/suburban schools (if available or applicable)		3305	3272	3364	3641	4447
6e	Number of students transferring from urban to urban schools (if available or applicable)						
Measure 7	Number of Title 1 applications for transfer						
7a	Number of Title 1 applications for transfer (if applicable) as result of VPSC funding	NEW	824	696	641	1190	1189
7b	Number of offers extended for Title 1 transfer (if applicable) as a result of VPSC funding	NEW	824	696	641	999	1189
7c	Number of Title 1 transfer offers accepted (if applicable) as a result of VPSC funding	NEW	824	696	641	999	1160
Measure 8	Number of non-Title 1 applications for transfer						
8a	Number of non-Title 1 applications for transfer (if applicable) as result of VPSC funding	NEW	0	0	0	0	0

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
8b	Number of offers extended for non-Title 1 transfer (if applicable) as a result of VPSC funding	NEW	0	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	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					
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 <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school who gain proficiency on English Language</u>	Not on APR		85	74	456	

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
	Arts or Reading state assessments.						
10b	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 in English Language Arts or Reading state assessments</u>	Meta Table 8	825	868	895	2495	
10c	Total number of students transferring from <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school taking English Language Arts or Reading state assessments</u>	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 <u>transferring into a VPSC-funded non-Title 1 school from any other school who gain proficiency on English Language Arts or Reading state assessments</u>	Not on APR		77	106	349	

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
11b	Total number of students <u>transferring</u> into a VPSC-funded non-Title 1 school from any other school <u>scoring PROFICIENT OR ABOVE</u> in English Language Arts or Reading state assessments	NEW	1081	1136	1234	2148	
11c	Total number of students <u>transferring</u> into a VPSC-funded non-Title 1 school from any other school <u>taking</u> 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	
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 <u>who gain proficiency on</u> Reading/language arts state assessments	Not on APR					
12b	Total number of students participating in a VPSC-funded non-transfer program <u>scoring PROFICIENT OR ABOVE in</u> 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					

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
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 in Mathematics state assessments</u>	Meta Table 10	712	750	809	1387	

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
13c	Total number of students transferring from <u>Title 1 low-performing school into a VPSC-funded Title 1 eligible receiving school taking</u> Mathematics state assessments	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>						
14a	Total number of students <u>transferring into a VPSC-funded non-Title 1 school from any other school who gain proficiency on</u> Mathematics state assessments	Not on APR		51	73	72	
14b	Total number of students <u>transferring into a VPSC-funded non-Title 1 school from any other school scoring PROFICIENT OR ABOVE in</u> Mathematics state assessments	NEW	814	871	913	1322	
14c	Total number of students <u>transferring into a VPSC-funded non-Title 1 school from any other school taking</u> Mathematics 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	

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Minnesota GPRA Meta Table							
Measures	Proposed Indicators	Alignment to APR	2007-08 Year 1 (Baseline)	2008-09 Year 2	2009-10 Year 3	2010-11 Year 4	2011-12 Year 5
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</u> Mathematics state assessments	Not on APR					
15b	Total number of students participating in a VPSC-funded non-transfer program <u>scoring PROFICIENT OR ABOVE in</u> Mathematics state assessments	APR 2e					
15c	Total number of students participating in a VPSC-funded non-transfer program <u>taking</u> Mathematics 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

Please see the Year Four Evaluation Report.

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

Please see the Year Four Evaluation Report.

APPENDIX O: CHOICE IS YOURS PROGRAM GRADUATION RATE ANALYSIS

Please see the Year Four Evaluation Report.

APPENDIX P: CHOICE IS YOURS PROGRAM RETENTION ANALYSIS

Please see the Year Four Evaluation Report.

APPENDIX Q: MCA PROFICIENCY ANALYSIS

Please see the Year Four Evaluation Report.

APPENDIX R: WMEP TO MPS TRANSFER ANALYSIS

Please see the Year Four Evaluation Report.

APPENDIX S: CHOICE IS YOURS PROGRAM GRADE-LEVEL DISAGGREGATION

Please see the Year Four Evaluation Report.

APPENDIX T: SPECIAL POPULATION REPRESENTATION BY WMEP DISTRICT

Please see the Year Four Evaluation Report.