

Improved Student Outcomes (1 of 2)

District Measures		Target Rationale	2013-14 Baseline (Actual)	2014-15 Actual	Performance Target						2015 Target Difference Green = Target Met	Supporting information
					SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20		
1	Reading proficiency	5% annual increase overall 8% annual increase for Students of Color	42%	42%	47%	52%	57%	62%	67%	72%	-5%	Performance data by race/ethnicity and program (ELL, Sped, FRL)
	Reading proficiency- Students of Color	Eliminate achievement gap	24%	24%	32%	40%	48%	56%	64%	72%	-8%	
2	Math proficiency*	5% annual increase overall 8% annual increase for Students of Color	44%	45%	48%	53%	58%	63%	68%	73%	-4%	Performance data by race/ethnicity and program (ELL, Sped, FRL)
	Math proficiency- Students of Color	Eliminate achievement gap	28%	28%	36%	44%	52%	60%	68%	76%	-8%	
3	Four-year graduation rate*	10% annual increase overall, up to a plateau at 85% to reflect high performance district benchmarks	53.9%	64.3%	64%	74%	84%	85%	85%	85%	0%	<ul style="list-style-type: none"> •Performance data by race/ethnicity, program (ELL, Sped, FRL), and school •Drop out rate •College enrollment data •5 and 6 year grad rates
4	% of incoming MPS students that are Kindergarten-ready (BKA literacy) <i>NOTE: assessment will be realigned in 14-15, leading to new baseline and target in 2015-2016</i>	3% annual increases based on trend data	NA	40%	TBD	TBD	TBD	TBD	TBD	TBD		Performance data by race/ethnicity
5	Reading proficiency, 3rd grade*	5% annual increase overall 8% annual increase for Students of Color	41%	41%	46%	51%	56%	61%	66%	71%	-5%	Performance data by race/ethnicity and program (ELL, Sped, FRL)
	Reading proficiency, 3rd grade- students of color	Eliminate achievement gap	24%	22%	32%	40%	48%	56%	64%	72%	-10%	

Improved Student Outcomes (2 of 2)

District Measures		Target Rationale	2013-14 Baseline	2014-15 Actual	Performance Target						2015 Target Difference Green = Target Met	Supporting information
					SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20		
6	Science proficiency	3% annual growth to follow associated	33%	36%	35%	38%	41%	44%	47%	50%	1%	Performance data by race/ethnicity
	Science proficiency – Students of Color	TBD	15%	18%								
7	% of students attending school 95% of the time	15% point increase overall	60%	60%	63%	65%	68%	70%	73%	75%	-3%	
	Native American	Elimination of disparities	29%	30%	37%	45%	52%	60%	68%	75%	-7%	
	African American		49%	51%	53%	58%	63%	68%	73%	75%	-2%	
	Asian		74%	71%	74%	74%	74%	74%	75%	75%	-3%	
	Hispanic		65%	63%	66%	68%	70%	71%	73%	75%	-3%	
	White		72%	69%	72%	73%	73%	74%	74%	75%	-3%	
	ELL		68%	67%	69%	70%	71%	72%	73%	75%	-2%	
	Special Education		44%	44%	50%	55%	60%	65%	70%	75%	-6%	
8	% of Advanced Placement (AP) and International Baccalaureate (IB) exams taken by MPS students for which a potential college-credit eligible score was earned		3% annual increases based on trend data	44%	48%	47%	50%	53%	56%	59%	64%	1%
9	% of students scoring a 21 or higher on the ACT*	3% annual growth target	33%	33%	36%	39%	42%	45%	48%	51%	-3%	Performance data by race/ethnicity and program (ELL, Sped, FRL)
10	Student 'persistence' rating TBD Spring 2015. % of students identified as persistent or school measure	***** Measure under development 14-15 / Baseline 15-16 determined Spring 16										TBD Spring 2016
11	Global competency metric TBD Spring 2016	***** Measure under development 14-15 / Baseline Spring 2016 ***** (to include multilingualism, cultural competency, and service learning)										Performance data by student group and grade
12	% of priority and focus designated schools meeting or exceeding district targets in reading and math proficiency and graduation rate (if applicable)	100% by 2020 meeting 5/8/10 targets. Reading Math Graduation Rate										
	Reading proficiency		n/a	6%	n/a	24%	48%	72%	100%	100%	n/a	
	Reading proficiency - Students of Color		n/a	6%	n/a	24%	48%	72%	100%	100%	n/a	
	Math proficiency		n/a	9%	n/a	23%	46%	68%	100%	100%	n/a	
	Math proficiency - Students of Color		n/a	13%	n/a	22%	44%	65%	100%	100%	n/a	
	Graduation Rates		n/a	6%	n/a	24%	48%	72%	100%	100%	n/a	

Equity (2 of 3)

District Measures	Target Rationale	2013-14 Baseline	2014-15 Actual	Performance Target						2015 Target Difference Green = Target Met	
				SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20		
17	% of students meeting or exceeding expected growth targets in math	<i>Reflects the growth needed to achieve 5/8/10 on proficiency</i>	69%	68%	70%	70%	70%	70%	70%	70%	-2%
	<i>Native American</i>	59%	60%	62%	62%	62%	62%	62%	62%	62%	-2%
	<i>African American</i>	61%	61%	62%	62%	62%	62%	62%	62%	62%	-1%
	<i>Asian</i>	73%	75%	75%	75%	75%	75%	75%	75%	75%	0%
	<i>Hispanic</i>	69%	67%	67%	67%	67%	67%	67%	67%	67%	0%
	<i>White</i>	80%	77%	77%	77%	77%	77%	77%	77%	77%	0%
	<i>ELL</i>	66%	64%	65%	65%	65%	65%	65%	65%	65%	-1%
	<i>Special Education</i>	57%	59%	58%	58%	58%	58%	58%	58%	58%	1%
18	% of students who enroll in at least one advanced course and receive a 'C' or above (AP, IB, CIS, Advanced CTE, PSEO)	<i>Achieve proportional enrollment among student groups</i>	53%	56%	57%	60%	63%	67%	70%	75%	-1%
	<i>Native American</i>	28%	33%	36%	44%	52%	59%	67%	75%	75%	-3%
	<i>African American</i>	39%	40%	45%	51%	57%	63%	69%	75%	75%	-5%
	<i>Asian</i>	60%	62%	63%	65%	68%	70%	73%	75%	75%	-1%
	<i>Hispanic</i>	42%	41%	48%	53%	59%	65%	71%	75%	75%	-7%
	<i>White</i>	73%	78%	74%	74%	74%	75%	75%	75%	75%	4%
	<i>ELL</i>	30%	32%	37%	45%	52%	60%	67%	75%	75%	-6%
	<i>Special Education</i>	26%	23%	34%	43%	51%	59%	67%	75%	75%	-11%
19	% of English learners meeting language growth targets	<i>8% annual increase to reach a maximum of 90% (as aspirational as research supports)</i>	47% (SY12-13) / 52% (SY13-14 projected)	51%	58%	65%	71%	77%	84%	90%	-7%
20	% of English learners meeting language proficiency targets	<i>Match State targets (represents only 4 years in program to get to proficiency instead of standard of 5-7)</i>	14% (SY12-13) / 15% (13-14 projected)	17%	17%	18%	20%	22%	23%	25%	0%

Equity (3 of 3)

District Measures		Target Rationale	2013-14 Baseline	2014-15 Actual	Performance Target					2015 Target Difference <small>Green = Target Met</small>	
					SY14-15	SY15-16	SY16-17	SY17-18	SY18-19		SY19-20
21	Disparity rate for the identification of students of color for special education services (risk ratio)	Eliminate disparities by 2020	1.49	1.50	1.41	1.33	1.25	1.16	1.08	1	0.09
	Native American		1.39	1.40	1.33	1.26	1.2	1.13	1.07	1	0.07
	African American		1.44	1.42	1.37	1.29	1.22	1.15	1.07	1	0.05
	Asian		0.62	0.67	0.67	0.72	0.77	0.82	0.87	1	0.00
	Hispanic		1.03	1.04	1.03	1.02	1.02	1.01	1.01	1	0.01
22	Diversity of school staff (teachers, educational assistants, school administrators)	Increase	25%	***** increase annually*****							
	Teachers	(will not set numerical targets)	16%								
	Educational assistants		42%								
	School administrators		41%								

Family & Community Partnership

District Measures	Target Rationale	Current Performance SY13-14 (unless otherwise noted)	2014-15 Actual	Performance Target		Supporting information provided annually
				SY15-16 through SY18-19	SY19-20	
22 % of parents reporting, "I feel welcome at my child's school."		Baseline setting 14-15	94%			Child's race/ethnicity and program (Sped, ELL, FRL)
23 % of parents reporting, "I understand the different ways I can be involved in my child's school."		Baseline setting 14-15	93%			Child's race/ethnicity and program (Sped, ELL, FRL)
24 % of community partnerships meeting identified goals (submitted roster, of those legally able to do so)		Baseline setting 15-16	29%			
25 % of parents reporting their child's school meets or exceeds their expectations.	<i>Measured on 2015-2016 Survey</i>					Child's race/ethnicity and program (Sped, ELL, FRL)
26 % of non-MPS-governed schools (contract alternatives and district authorized charters) meeting performance criteria	***** Baseline setting 15-16*****				100%	
27 % of publicly educated Minneapolis-resident students choosing MPS (market share)	Follow 5-Year enrollment plan assumptions passed by the Board, Fall 2013	District: 67%	N/A	**Targets pending further analysis**		
		Zone 1: TBD	N/A			
		Zone 2: TBD	N/A			
		Zone 3: TBD	N/A			

Effective Teachers, School Leaders, and Staff

District Measures		Target Rationale	Current Performance	2014-15 Actual	2015 Target Performance
28	% of principals rated 'effective' overall		Baseline setting 14-15	75%	
29	% of teachers rated 'effective' overall		Baseline setting 14-15	N/A	
30	Rate of teachers hired early (early hire contract)		Baseline setting 14-15	33%	
31	Rate of teacher vacancies at start of school		Baseline setting 14-15	2%	
32	Employee retention - highly rated staff retained		Baseline setting 14-15	N/A	
	<i>Teachers - highly rated staff retained</i>			97%	
	<i>Principals - highly rated staff retained</i>			N/A	
	<i>Other staff - highly rated staff retained</i>		Baseline setting 13-14	N/A	
33	Diversity of school staff (teachers, educational assistants, school administrators)		25%	26%	Increase annually
	<i>Teachers</i>		16%	16%	Increase annually
	<i>Educational Assistants</i>		42%	46%	Increase annually
	<i>Principals</i>		41%	39%	Increase annually
34	Employee engagement measure TBD		Baseline setting 16-17		

Stewardship

District Measures	Target Rationale	Current Performance SY13-14 <i>(unless</i>	2014-15 Actual	Performance Target						2015 Target Performance Difference Green = Target Met	
				SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20		
35	Baldrige Criteria score (effectiveness of management systems)		N/A	TBD	TBD	TBD	TBD	TBD	TBD	N/A	
36	Unrestricted Fund balance	Board established range	13%	9%	8%-13%	8%-13%	8%-13%	8%-13%	8%-13%	8%-13%	Met
37	Budget-to-actual revenue (% variance)	Historical trend/ COO recommendation	-2%	2%	within 2%	within 2%	within 2%	within 2%	within 2%	within 2%	Met
38	Budget-to-actual expenses (% variance)		6%	2%	within 2%	within 2%	within 2%	within 2%	within 2%	within 2%	Met
39	Bond rating		AA2	AA+	AA2	AA2	AA2	AA2	AA2	AA2	Met
40	Audit opinion		Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified	Met
41	Spending with diverse vendors*	COO recommendation; contingent on disparity study	6%	TBD	10%	10%	12%	12%	12%	12%	N/A

Resources for Student and Schools

District Measures		Target Rationale	Current Performance SY13-14 (unless otherwise noted)	2014-15 Actual	Performance Target						Supporting information provided annually	2015 Target Performance
					SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20		
42	Transportation on-time arrivals at school	Historical trend/ COO recommendation	77% (thru March)	83%	79%	81%	83%	85%	87%	89%		4%
43	Breakfast participation rate		34% (thru March)	37%	36%	38%	40%	42%	42%	42%	FR eligible and paid	1%
44	Lunch participation rate		62% (thru March)	65%	64%	66%	68%	70%	70%	70%	FR eligible and paid	1%
45	First request placements - kindergarten		90%	TBD	90%	90%	90%	90%	90%	90%		TBD
46	First request placements - high school		83%	TBD	85%	85%	85%	85%	85%	85%		TBD
47	% of funds allocated directly to schools, compared to % allocated to central office	COO Recommendation; dependent on WSF implementation details	83.4%/ 16.6% (FY15 Budget)	N/A	81%/19%	83%/17%	85%/15%	85%/15%	85%/15%	85%/15%		N/A