

Academic Performance Data for District 728

The following data is a starting point to understanding academic achievement overall for Minnesota students and specifically, for ISD 728. 728 United was concerned that while ISD 728 was performing above the state average, **state averages were so poor that school performance above them might lead one to believe a school's performance was acceptable**, while in reality, a large percentage of students may still be struggling. Unfortunately, **ISD 728 is failing almost a 1/3 of its students in reading and has been for years**. We understand there are many factors that contribute to a child's performance beyond what the school can control, but **the data demonstrates that testing above the "state average" is not enough to look at in a system that performs poorly as a whole in determining quality of education**. The group chose to focus on reading scores as high reading achievement is the gateway to all other learning.

General 728 Academic Information

District 728 is the 8th largest district in Minnesota with a student population of approximately 13,500. Overall, the district performs above Minnesota's state average, although some schools perform significantly better than others. Looking at state level performance to understand the significance of 728's performance, per a Minnesota Senate education committee report from 2019/2020, only 59% of 3rd through 8th grade students statewide tested proficient or above on MCA tests for reading. That means **41% of Minnesota public school students did not meet basic reading standards** that year.

Minnesota Comprehensive Assessment (MCA) in Reading



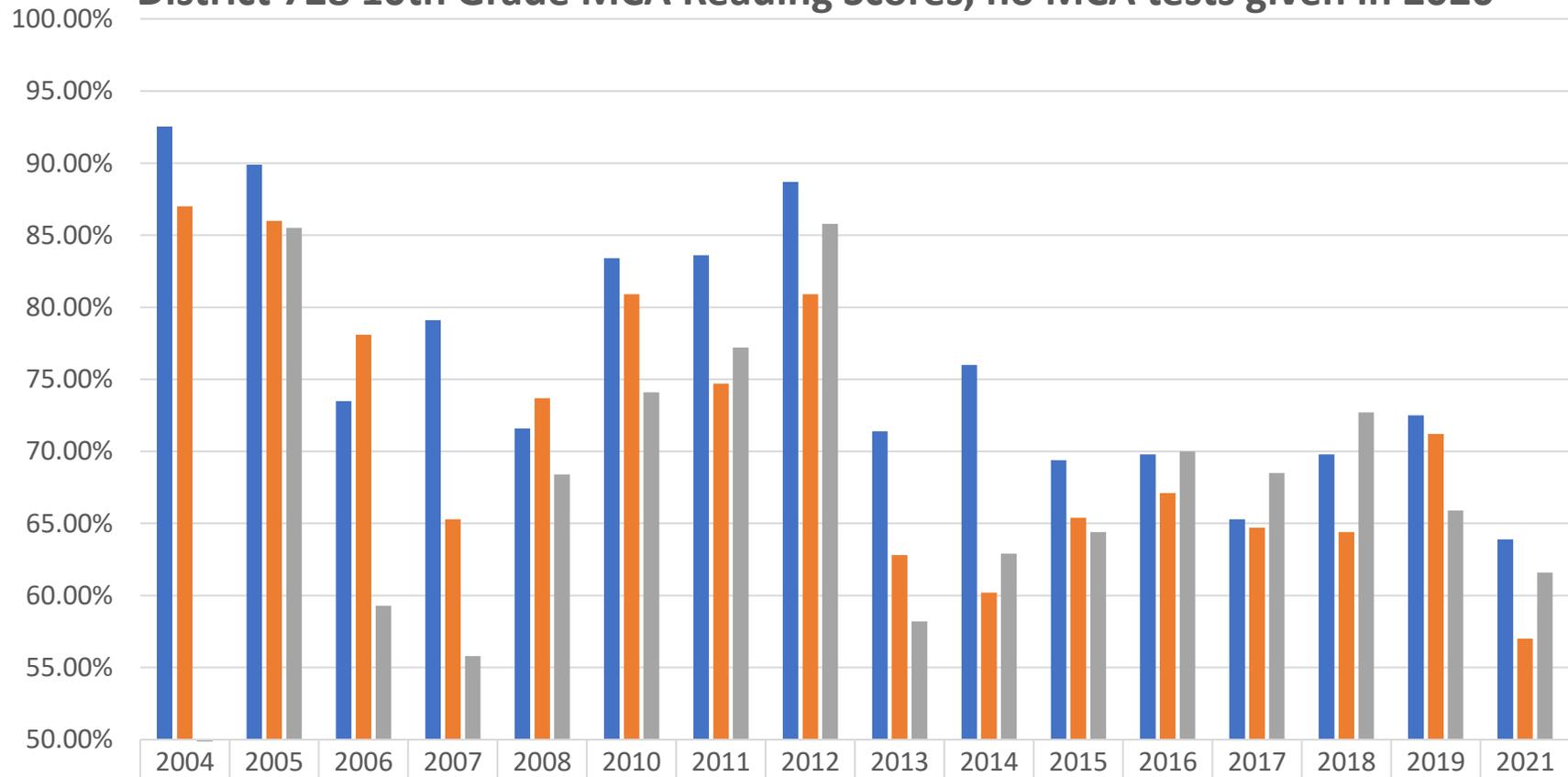
Approximately 6 in 10 tested students in grades 3 through 8 and grade 10 score at the proficient or exceeds level (59%).

https://www.senate.mn/committees/2019-2020/3104_Committee_on_E-12_Finance_and_Policy/MDE%202019%20Overview%20of%20Minnesota%20Reading%20Performance.pdf

728 High School MCA Reading Scores

A comprehensive look at **declining reading scores among the 3 main 728 high schools over time**. Note, in 2013 a new MCA test focused on federal guidelines was applied, unfortunately overall reading scores did not recover significantly, and at Roger's High School, reading scores declined overall after the new MCAs were applied.

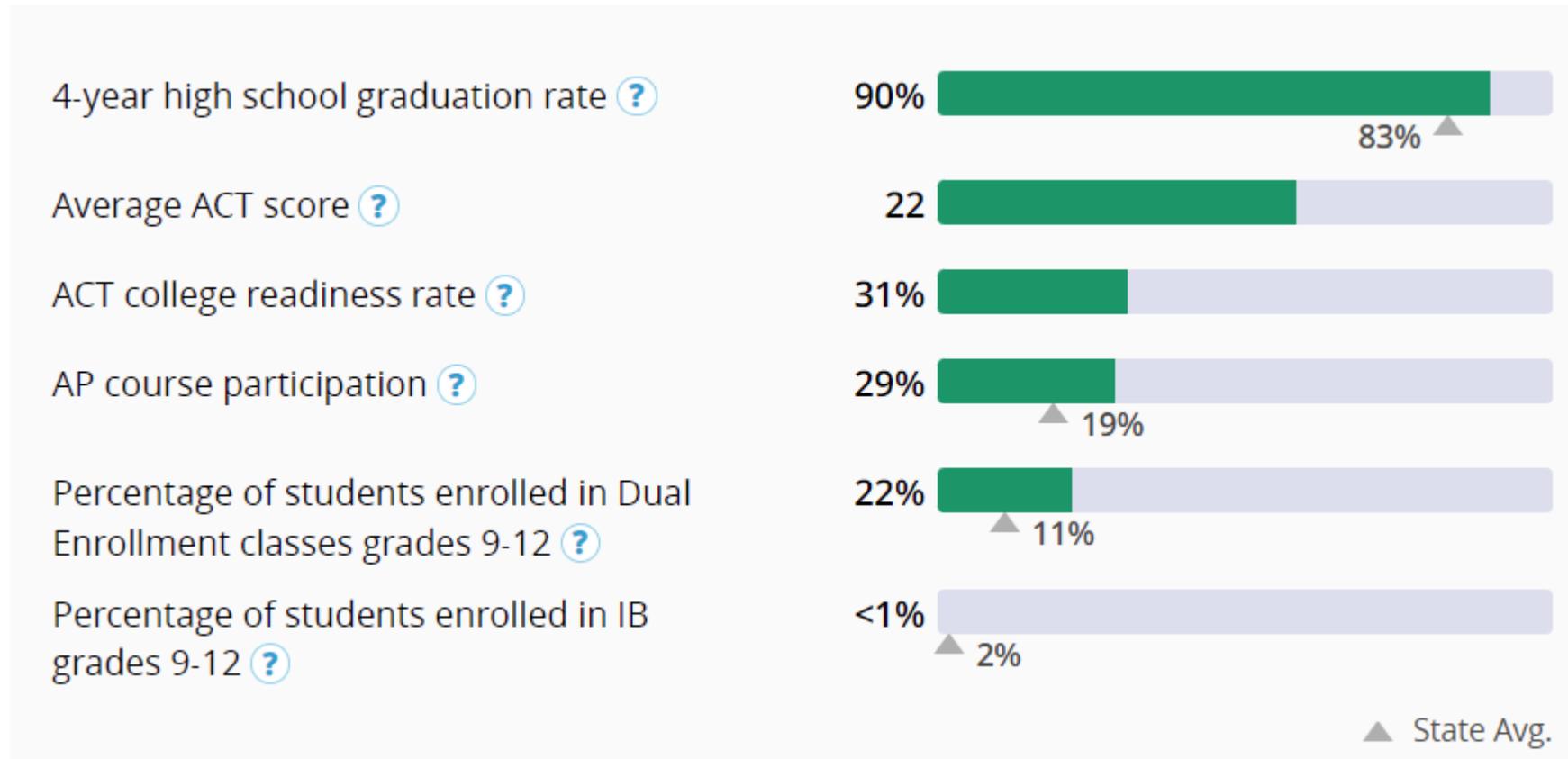
District 728 10th Grade MCA Reading Scores, no MCA tests given in 2020



Source: <https://www.schooldigger.com/go/MN/schools/1137000518/school.aspx>

■ Rogers High School
 ■ Elk River High School
 ■ Zimmerman High School

College Readiness at Elk River High School Only 31%



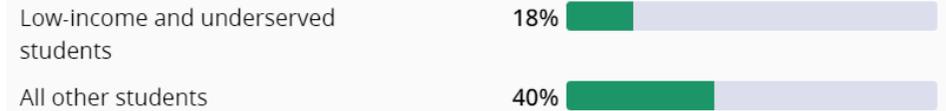
Source: https://www.greatschools.org/minnesota/elk-river/904-Elk-River-Senior-High-School/#College_readiness

College Readiness at Elk River High School by Race and Income

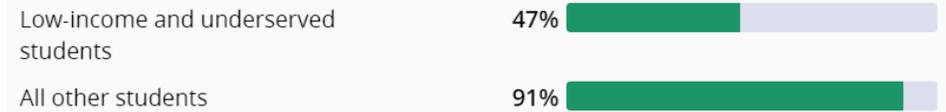
This shows College Readiness Ratings for different races/ethnicities. Big differences may suggest that some students are not getting the support they need to succeed.



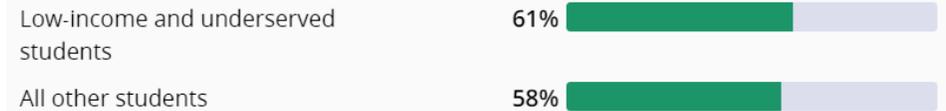
College Readiness



Test Scores



Student Progress

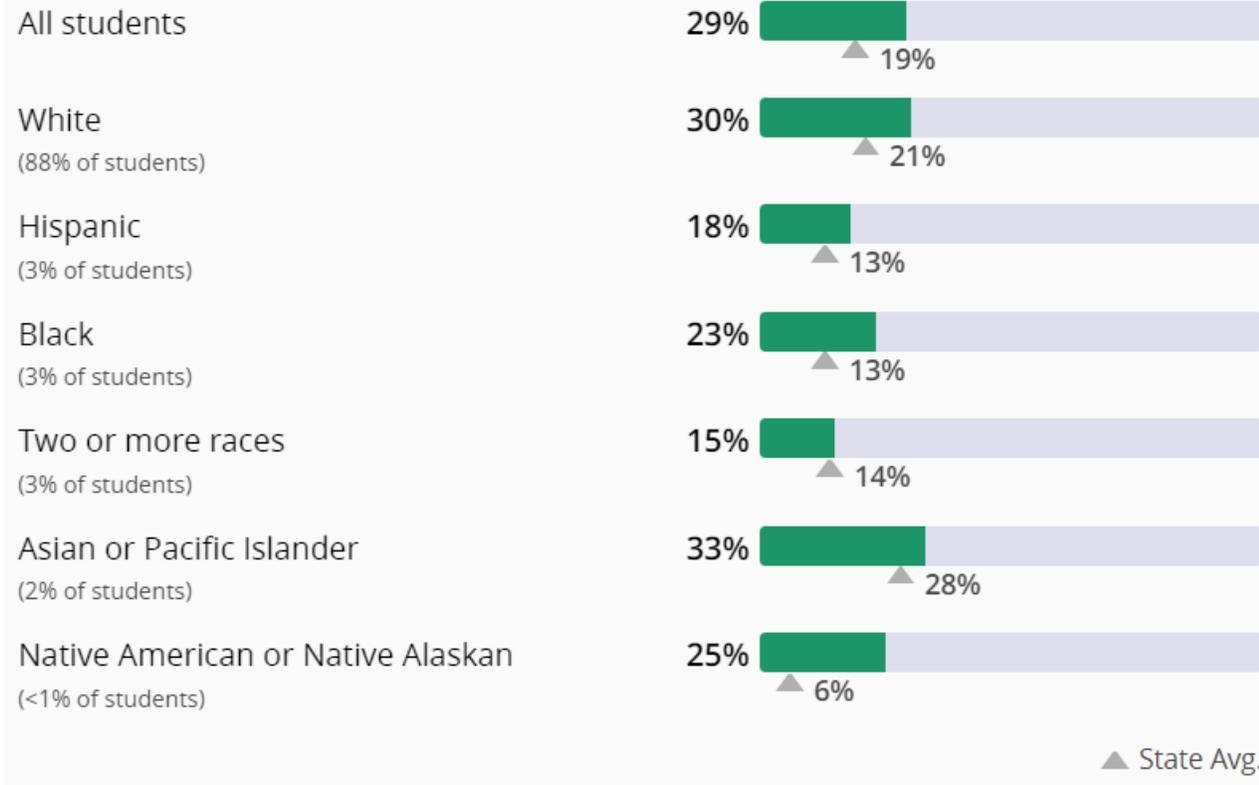


Source: https://www.greatschools.org/minnesota/elk-river/904-Elk-River-Senior-High-School/#College_readiness

The information above suggests gaps in student performance in 728 are driven by socio-economic issues vs. differences in ethnic/racial backgrounds.

AP course participation at Elk River High School by Ethnicity

This shows the percentage of students who are enrolled in Advanced Placement (AP) courses.



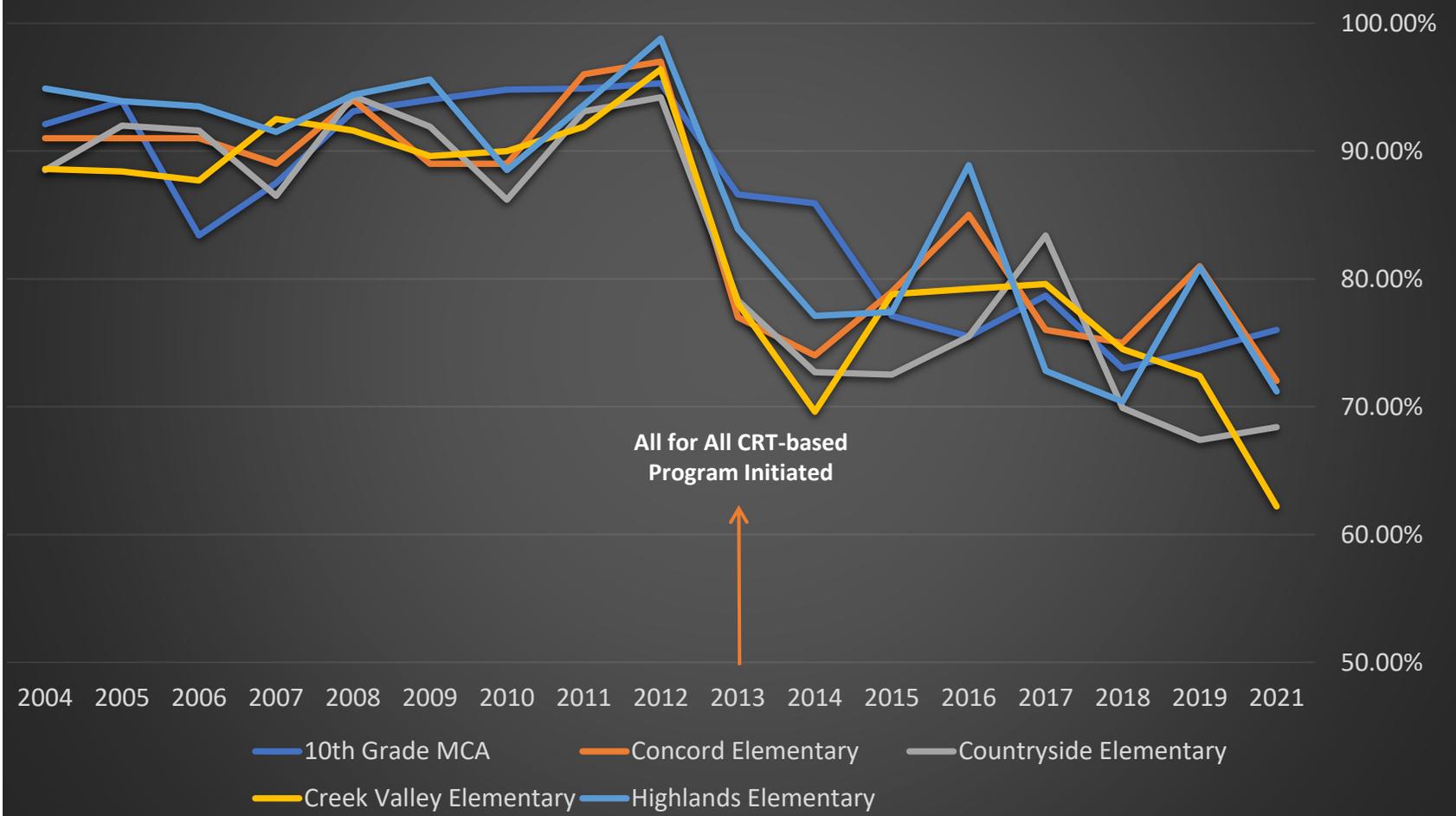
What's Happening in the Rest of Minnesota?

Now, consider this. With the push for “equity,” some schools are lowering their standards for performance which results in an artificial closing of performance gaps and impacts the quality of education for all students. For example, **White Bear Lake district has a new “equitable” grading policy that will give all students 50% credit on every assignment whether the assignment is completed at all.** This will apply district-wide beginning in the 2022/23 school year. In this scenario, a student’s grades might be greatly inflated, allowing that student to graduate, but likely this same **student may not graduate meeting basic educational standards** required for success in life.

In 2013, **Edina School District adopted a program called “All for All” which was saturated with racial-based ideology that was obsessed with students’ skin color.** Prior to this, the district was consistently a top performer and literacy rates for the district’s students consistently were above 90%. The following graph is an example of Edina’s performance after adopting this radically **divisive curriculum which replaces cognitive-based academics with social justice propaganda,** resulting in **worsening academic outcomes for all students.***

**The parent group found it interesting the percent of African American students in Edina High School almost doubled the years just prior to 2013, while MCA reading scores improved during those same years for 2008-2012, destroying the racist argument that integrating black students into a district negatively impacts academic scores. This led the parent group to consider other variables in academic performance and found variables outside of race were significantly impactful such as being born to a single, low-income parent. Unfortunately, the current rhetoric regarding race in the public education sector, and beyond, does not recognize any other variables that impact outcomes, thus, without properly matching up solutions with actual problems, no progress will be made or worse.*

Edina District 10th Grade and 3rd Grade Elementary MCA Reading Scores



Source: <https://www.schooldigger.com/go/MN/district/11250/search.aspx>