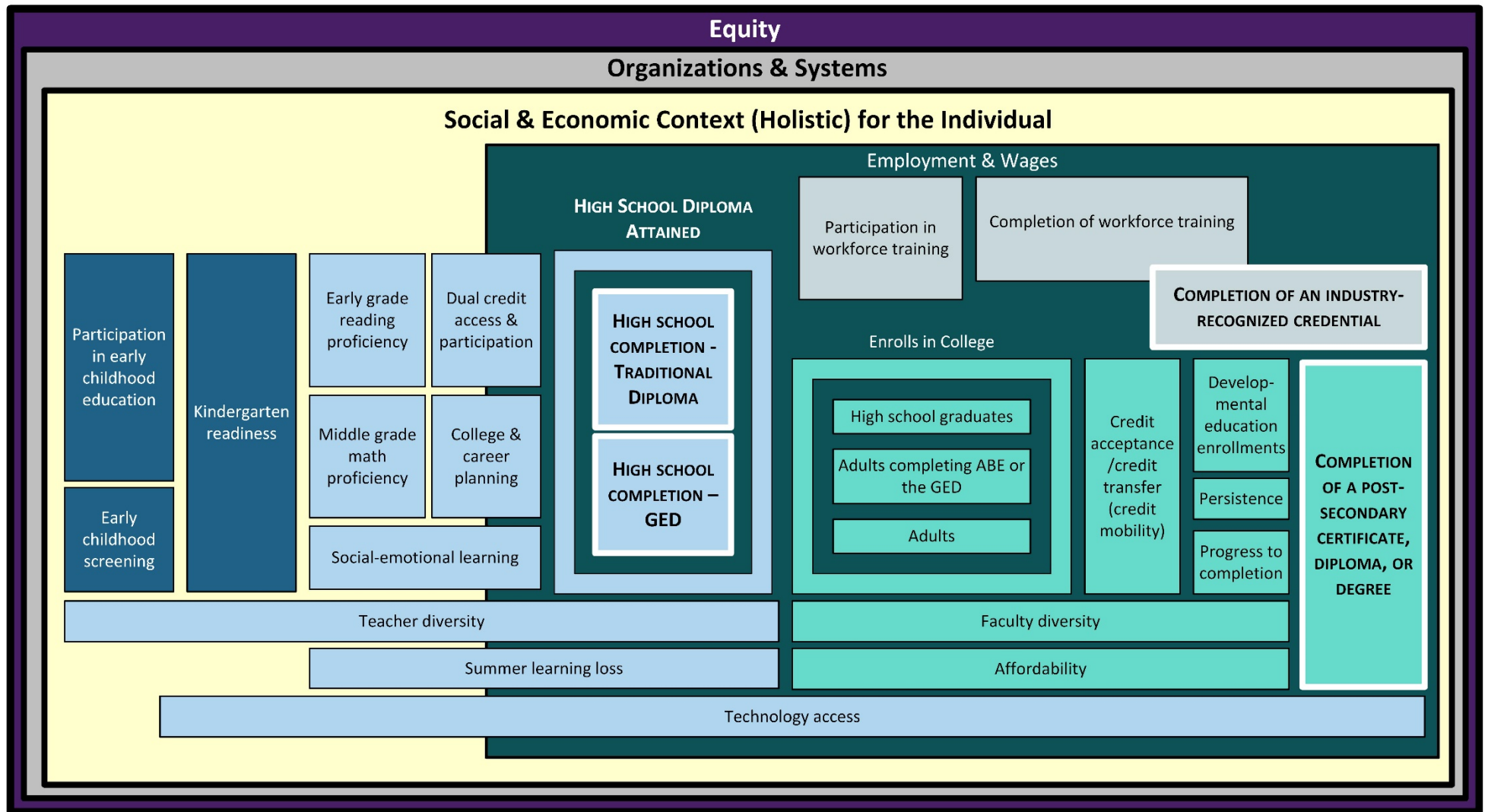












Figure 3. Learner Lifespan Metrics in support of Minnesota’s Educational Attainment Goal








# Table 1. Recommended Metrics




Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
Early Childhood	Participation in early childhood education	Access to a system of high-quality early care and education programs positively impacts educational outcomes in life.	The number of kindergartners for whom participation in public early care and education.	This metric is limited to the data that is available—children and families taking part in public programs and services.	 YES
Early Childhood	Early childhood screening	A simple process measuring a child’s developmental status to identify possible interventions that might positively impact their kindergarten readiness.	The numbers of kindergartners who have and have not been screened, and the age at which they were screened.	Currently collected data reflects children enrolled in public schools only.	 YES
Early Childhood	Kindergarten readiness	The physical, emotional and cognitive readiness of children (among other characteristics) at the point of kindergarten entry that can assist teachers with identifying the strengths and needs of each child.	The number of kindergartners meeting developmental standards as measured by MDE-approved comprehensive, developmentally appropriate assessments.	This data is not consistently collected at a state level.	 LIMITED DATA
K-12	Early grade reading proficiency	Early reading proficiency is an important milestone in a child’s education experience.	The number or percent of students identified as proficient on the Grade 3 Reading Minnesota Comprehensive Assessment.	Standardized assessments measure the degree to which courses are aligned to standards.	 YES



Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
K-12	Middle grade math proficiency	Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient.	The number or percent of students categorized as proficient on the MCA Math test for grades 6, 7, and 8.	Standardized assessments measure the degree to which courses are aligned to standards.	 YES
K-12	Social-emotional learning	Individual student emotional and developmental skills impact academic success.	This metric measures the percent of students answering positively in 4 areas: Developmental Skills, Commitment to Learning, Positive Identity, Social Competence.	Not all students complete the Minnesota Student Survey (2019 66% of fifth grade students, 68% of eighth grade students and 54% of 11th grade students).	 YES
K-12	High school completion - Traditional Diploma	High school graduation is essential for a variety of long-term adult outcomes including entering the workforce as well as the ability to enter post-secondary education.	The four-year (five-year, six-year, seven-year) graduation rate shows the number of students graduating from high school within four (five, six, seven) years after entering grade nine. Alternatively, the cumulative percent of ninth graders who complete high school, regardless of time frame, could be measured.	Focus on shorter time frames (e.g. four-year rates) may not be inclusive for students with complex needs.	 YES

Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
K-12	High school completion – GED	High school graduation is essential for a variety of long-term adult outcomes including entering the workforce as well as the ability to enter post-secondary education.	This metric measures the count of new GED recipients in Minnesota in a given year.	The total of students who passed the GED provides limited information. Instead, the number must be placed within the context of the student's educational history.	 YES
K-12	Teacher diversity	Children of all races and ethnicities and backgrounds perform better when they are exposed to teachers of different backgrounds.	This metric compares the proportion of teachers with the proportion of students by demographics. Alternative measures: 1. Comparing teacher diversity to adult population diversity, or 2. Create a student-teacher parity index	Statewide numbers do not reflect distribution in schools across the state.	 YES
K-12	Dual credit access & participation	Participating in dual credit courses increases the likelihood of college enrollment and completion and provides high school students with engaging academic experiences.	This metric is defined as the percent of high school graduates (or enrolled students) participating in one or more dual credit programs. Alternative measures would include both data on rigorous course-taking and data on career and technical education as both areas prepare students for college or career.	This metric does not measure the extent to which students participating in dual credit courses eventually receive college credit for participation.	 YES




Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
K-12	College & career planning	The Personal Learning Plan is intended to encourage students to think more intentionally about their future coursework, career aspirations, and preparation for postsecondary education or training.	This metric is defined as participation in activities to prepare for college and career, including exploration of career interests, work-based learning, exploration of college options, how to apply to college, and how college is different from high school.	We lack data indicating the activities in which students engaged, how these practices are implemented in schools, and how participating in specific activities relate to students' completion of key milestones on the road to college and career.	 NO DATA
K-12	Summer learning loss	As students return to school, many will start the academic year with achievement levels lower than where they were at the beginning of summer. Mitigating summer learning loss can improve the likelihood that students achieve reading and math proficiency.	Using standardized tests, the measurement is based on comparisons of spring achievement levels and fall achievement levels for students in grades K-9 while tracking participation in summer learning programs or other academic support interventions provided.	This metric does not currently exist at a state level.	 NO DATA
K-12	Technology access	COVID-19 renewed urgency for closing the digital divide. Without access to an Internet connection and/or dedicated learning device at home, students are at risk of falling significantly behind in or not completing their education.	This metric measures the percent of students who (1) have access to Internet connectivity and/or a dedicated device at home and (2) whether that access is sufficient for high-quality online learning.	This data is not currently collected.	 NO DATA




Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
College	College enrollment of high school graduates	The share of high school graduates enrolling in postsecondary is the standard measure for college enrollment. College enrollment also can be a measure of access and is the first step to attaining a postsecondary certificate or degree.	This metric is defined as the share of high school graduates enrolling in college within a given time frame (immediate fall enrollment, enrollment within 16 months of high school graduation, enrollment within 2 years of high school graduation, enrollment by age 25 or 8 years after high school graduation).	This metric does not measure college enrollment of non-traditional populations (HS dropouts, adults age 25+).	 YES
College	College enrollment of adults completing Adult Basic Education (ABE) or the GED	Enrollment in higher education is a critical transition in our education system. College enrollment also can be a measure of access and is the first step to attaining a postsecondary certificate or degree.	This metric can be defined as the percentage of persons previously enrolled in ABE who enroll in college in a later time period, and the percentage of persons not previously enrolled in ABE but passing the GED in Minnesota who enroll in college in a later time period.	While measuring the enrollment activity of adults in nontraditional pathways, it does not measure the effectiveness of transitions of ABE participants or GED completers to college.	 YES



Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
College	College enrollment of adults	To advance the state's educational attainment rate, increasing college completion rates of adults age 25-44 who have never enrolled in college is important.	This metric can be defined as the percentage of persons aged 25-44 without an associate degree or higher who are currently enrolled in postsecondary education.	While measuring the enrollment activity of adults age 25-44 as a percent of the population will describe participation, it does not measure the effectiveness of transitions to college.	 YES
College	Persistence	The transition between year one and year two in college are a common time for students to stop out from higher education and is crucial for college completion.	The percent of new entering first-time students or new entering transfer students still enrolled or having completed an award at any college at 12 month intervals (12 months, 24 months, 36 months, etc.).	Persistence rates vary significantly based on the type of institution the student attends (public four-year, public two-year, private not-for-profit four-year, etc.).	 YES
College	Progress to completion	College completion can be broken down into progressive steps indicating within annual timeframes "how much" of the certificate or degree the student has completed as means of assessing the state's ability to move students through the higher education system efficiently.	There are two potential metrics: 1. A Credit Completion Ratio or the total number of credits earned in the first year divided by the total number of credits attempted. 2. Progress to Completion Ratio - the percent of new entering students meeting a defined credit threshold for the time period chosen.	Data available to track progress to degree is limited at the state level. We can track credits accumulated by students over time since entry into college. We cannot track the number of credits required to complete a specific program.	 YES

Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
College	Affordability	<p>College affordability impacts both college access and completion. Currently no agreed upon definition of “affordable” higher education exists. Affordability can be defined as the ability of an individual (or family) to purchase needed or appropriate education and still have sufficient income to purchase other essential goods and services.</p>	<p>Affordability measures the share of individuals who have adequate resources to enroll in college and can be measured in 3 ways:</p> <ol style="list-style-type: none"> <li>1. Affordability at Entry: Does the individual or family have adequate resources to enter into higher education?</li> <li>2. Affordability of Repayment: Does the individual or family have adequate resources post-college to repay any loans?</li> <li>3. Affordability over a Lifetime: Will the value of education received exceed the net cost paid by the individual?</li> </ol>	<p>Data for this metric is currently being developed by OHE. Enrolling in college does not equate to completing college, so stakeholders may want to weigh affordability measures by the percent of students who complete their program in order to obtain a truer picture of effective affordability policies.</p>	 IN PROGRESS
College	Faculty diversity	<p>Having a diverse faculty increases the likelihood of students engaging with their institution, the opportunities for all students to question their perceptions and preconceived notions, and the preparation of all students for the workplace.</p>	<p>The metric is defined as the percentage of faculty who are individuals from diverse backgrounds.</p>	<p>Current data is limited to race/ethnicity and gender as reported to the U.S. Department of Education, IPEDS survey.</p>	 LIMITED DATA



Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
College	Credit acceptance/credit transfer (credit mobility)	Credit transfer and acceptance is a process that is confusing, complex to navigate, and likely negatively impacts students without college knowledge disproportionately. At the same time, successful transfer of credits can speed up a student's progress in college and increase the likelihood of completion.	This metric is defined as the share of credits accumulated by a student being accepted for transfer by an institution.	Data for this metric is not currently available. Most institutions do not record credits assessed for transfer but not accepted. Note: This metric is not meant to be a recommendation that all credits should transfer or be accepted by a college.	 NO DATA
College	Developmental education enrollments	Enrollment in developmental education is a measure of college readiness, and may be an academic barrier for students. Developmental education is a term used to refer to courses offered by postsecondary institutions to prepare students for success in college-level work.	This metric is defined as the percent Minnesota public high school graduates who enrolled in developmental education courses at a Minnesota postsecondary institution, within two years of their high school graduation.	This metric does not measure college readiness of all students (e.g. adult learners, students delaying enrollment). As curricular reforms occur, this measure will become obsolete as developmental education courses will be replaced by supplemental instruction or other academic interventions.	 CHANGING DATA
College	College completion	College completion is the central measure of educational attainment for an individual.	The number of new entering students completing a credential at a chosen point in time (2 years, 3 years, 4 years, 6 years) out of the number of students that started college.	Completion is influenced by a student's ability to navigate college systems, the culture and student support services of a particular institution, and student characteristics.	 YES

Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
Workforce Training	Participation in workforce training	The larger vision for attainment include measuring attainment of industry-recognized credentials which can be obtained through a variety of workforce training programs.	This metric is defined as participation in a workforce training program.	Data may be limited to workforce training program funded through state investments or federal WIOA funding.	 YES
Workforce Training	Completion of workforce training	Completing workforce training can translate into receiving a postsecondary credential or industry-recognized credential.	This metric is defined as the number of individuals completing workforce training by credential received.	This metric relies on an understanding that changing economic conditions and populations impact program participation and outcomes.	 YES
Workforce Training	Completion of an industry-recognized credential	Minnesotans leverage alternative postsecondary education and training pathways to improve employability and overall outcomes. These programs, especially those leading to an industry-recognized credential represent a critical outcome for state workforce development.	This metric is defined as the number of and rate at which Minnesotans earn industry-recognized credentials.	No data currently exists for this metric which would Minnesota identify existing programs leading to an industry-recognized credential and negotiating with organizations certifying the credential to gather needed data.	 NO DATA

Area	Key Performance Indicator	Description	Measurements Available	Limitations	Data Status
Employment	Employment Rate	<p>Employment rates are critical to understanding which individuals are more likely to be employed. While we confront bias in our education systems, similar bias exists within employment. Minnesotans from communities of color and indigenous communities are employed at rates lower than their peers. Ferreting out bias in employment after individuals leave education and training is needed to achieve true equity.</p>	<p>The percent of graduates found working in Minnesota at a given point in time post-completion as share of total graduates. An alternative measure would be the percent of graduates found working full-time as a share of graduates found working in Minnesota.</p>	<p>This data is not a measure of employment in an occupation related to the student's field of study. The data does not include information on graduates who moved out of state, those employed by federal agencies, individuals in the military, or individuals that are self-employed.</p>	 YES
Employment	Wages	<p>The state's attainment goal assumes positive employment and wage outcomes for individuals exiting education and training programs. To ensure an effective system, we should identify areas where positive outcomes are not achieved. Wage rates can be used as a proxy for financial stability, or positive return on investment from investments in education.</p>	<p>This metric is defined the percent of graduates earning annual wages at or above the cost of living based on income needed to sustain a family in Minnesota by county or region.</p>	<p>Wage rates reflect economic conditions and may be subject to interpretation. Wages received varies significantly with the individual's prior career experience and characteristics, geography, industry, and occupation. This metric isn't intended to measure whether college was financially worth it to an individual student or the state.</p>	 YES