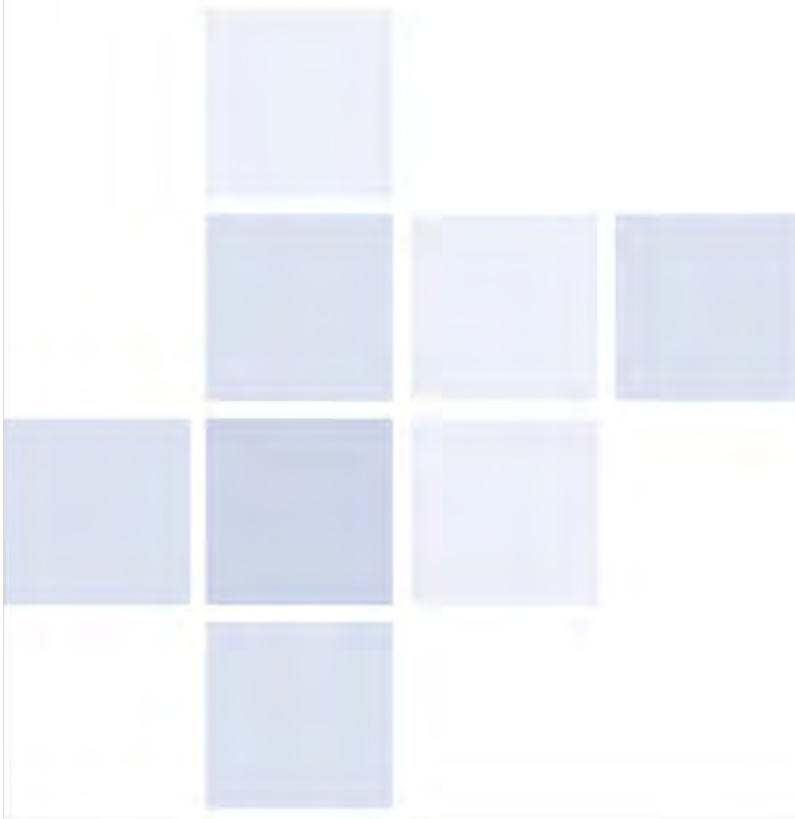




Pathways to Prosperity and Roads to Nowhere: College Access in the Best and Worst Twin Cities High Schools

January 2024



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Public schools were designed to be the great equalizer. Free public schooling, as one of the only universally provided government services to children, is built on the idea that every American child should have a fair opportunity to build a life for himself or herself – a path to a good future, offered to everyone. But in Twin Cities schools, racial segregation and geographic have made a mockery of this egalitarian vision.

Schools are not only books, teachers, and classrooms. Their true benefit is often the social networks within their walls – links to higher education and the professional and academic advantages it offers. While the most powerful predictor of a child’s educational attainment and economic success remains their parents’ education and income, the second most powerful predictor is the socioeconomic status of the child’s peers. More recently, scholars have used fine-grained data from social networks to directly demonstrate that the benefits of racial and economic integration flow not from improved access to resources, but from social connections to relatively successful families.

These realities are starkly visibly in Twin Cities high schools. Some schools hand out golden tickets – their affluent enrollment and glowing reputations allow students to enroll in four-year colleges at very high rates. Prestigious colleges know these schools and are eager to welcome applicants from them. Other schools steer students into dead ends – social and economic cul-de-sacs where few students or adults have any link to postsecondary education and the vast majority of students either go nowhere after they graduate, or fail to graduate at all.

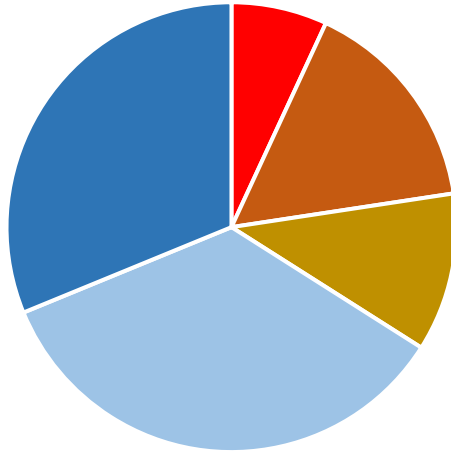
How can we change this reality? Housing and school policy could level the playing field by creating integrated schools rather than concentrating affluence – and the opportunity networks it creates – in a handful of locations. Many chances to share college access more equally have been missed historically, but ongoing litigation like Minnesota’s *Cruz-Guzman* and *Stairstep Foundation* lawsuits seek changes to law and policy that could rectify some of these past errors.

Summary of Findings

This study examines college attendance patterns among graduates of Twin Cities high schools. It identifies huge disparities between the number of college-bound students in top and bottom college placement schools in Minnesota. Key findings include:

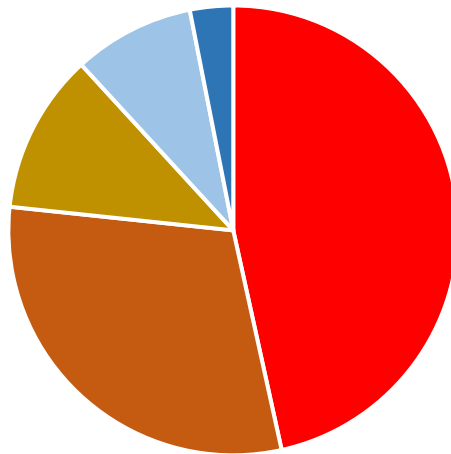
- The top 30 “Golden Ticket” college placement high schools send 66 percent of students to a four-year college after four years. The bottom 30 “Dead End” college placement schools send 12 percent of students to a four-year college after four years.
- Over three in four students in the bottom 30 “Dead End” schools either fail to graduate in four years or attend no postsecondary education after their fourth year.
- In the aggregate, top 30 “Golden Ticket” schools are 73 percent white, 9 percent black, and 6 percent Hispanic. Bottom 30 “Dead End” schools are 16 percent white, 38 percent black, and 13 percent Hispanic.
- Of the top 30 “Golden Ticket” schools, 5 are charters. Of the bottom 30 “Dead End” schools, 22 are charters.
- Top 30 schools are disproportionately located in affluent suburban districts, though a handful, such as Southwest High School, are located within the two central cities.
- Bottom schools are overwhelmingly located within the two central cities, with a handful located in Brooklyn Park and Brooklyn Center. One, St. Francis High School, is exurban.
- There is a strong correlation between a school’s share of minority students and students in poverty, and the college attendance characteristics of that school.
- There are vast opportunity gaps between the top and bottom schools. Edina High School, alone, graduated almost twice as many students into four-year colleges as the entire bottom 30 schools combined; it graduated twenty-two times as many students into elite or Ivy League schools as the bottom 30 schools combined.
- The attendance areas for the Top 15 traditional high schools contain 18 percent of the region’s housing units, but only six percent of the region’s subsidized affordable housing. Only two percent of housing in these areas is subsidized, limiting access of lower-income families to these schools.
- The attendance areas for the Bottom 15 traditional high schools contain 15 percent of the region’s housing units, but fully 34 percent of the region’s subsidized affordable housing. About 15 percent of all housing in these areas is subsidized, concentrating lower-income families in these schools.

Fourth-Year Outcomes at Top 30 High Schools



- Did Not Graduate
- No Postsecondary
- Two-Year/For-Profit College
- Four-Year College
- Elite Four-Year College

Fourth-Year Outcomes at Bottom 30 High Schools



- Did Not Graduate
- No Postsecondary
- Two-Year/For-Profit College
- Four-Year College
- Elite Four-Year College

Overview

The shape of many lives is drawn in high school. For graduating students, high school is the launching-off point to the rest of their lives. Students' trajectory through high school shapes all their following years. Some enter highly-regarded colleges, which lead in turn to high-paying jobs, graduate or professional education, economic success, and a good chance at a lifetime prosperity. Others transition directly into the labor market, working low-skill jobs, struggling to pay their bills, and with fewer opportunities to advance through a remunerative career. And some may not even finish high school at all, damaging their prospects of every finding economic success or stability. These trajectories do not end with the high school student, either – better or worse outcomes are felt by future children and spouses, shaping entire families and setting them up for generations of success or poverty.

But in Minnesota, high schools do not give all students an equal opportunity to launch into higher education. One set of schools seems to hold a golden ticket: most of their students leave for college, many for four-year or highly-selective institutions that produce much better life outcomes. But another set are dead-ends: few of their students attend a four-year institution, and many more attend no college or drop out altogether.

This report examines the diverging outcomes in the Twin Cities' top- and bottom-ranked high schools. It finds that these schools, for all intents and purposes, occupy different educational universes. In the region's top 30 "Golden Ticket" schools, 77 percent of students enter postgraduate education after four years, with two-thirds entering a four-year college. By contrast, in the bottom 30 "Dead End" schools, about 77 percent either fail to finish in four years, or attend no postsecondary education at all. Only about 12 percent attend a four-year college.

These separate trajectories are not the product of random chance. Instead, they reflect the comparative affluence or poverty of the surrounding neighborhoods and school districts. The "Golden Ticket" schools are predominantly located in what have been deemed concentrated areas of affluence, or census tracts with a disproportionate share of white and affluent residents – primarily, but not exclusively, found in the Twin Cities second-ring suburbs. By contrast, the "Dead End" schools are largely found in the central city districts of Minneapolis and Saint Paul, within concentrated areas of poverty where many residents earn low incomes.

"Golden Ticket" and "Dead End" schools differ in other ways, too. Of the 30 bottom-ranked schools, 22 are charter schools. Only 5 of the top-ranked schools are charters. And the bottom-ranked schools serve a very different student population. Top schools are overwhelmingly white, with small proportions of low-income students. Bottom-ranked serve many more black, Hispanic, and Asian students, and the majority of students in those schools are low-income.

Minnesota's state constitution protects a fundamental right to an adequate education – a right that Minnesota courts have repeatedly reaffirmed. But in practice, Minnesota students are funneled into dramatically separate life pathways from the moment they set foot in their high schools. This contrast – where some children receive a golden ticket for prosperity, and others hit

a dead-end educational wall – falls harshly along preexisting lines of social and racial advantage. Can such a system ever be deemed adequate?

Determinants of School Quality

Why do students at one school succeed after graduation while students at another fail to go to college or even graduate? It may be tempting to assume that these outcomes are preordained by the background of the students themselves, and thus differing school outcomes merely reflect the socioeconomic mix present at the school. If there were the case, there would be little sense in worrying about differences between schools, because altering the schools would be akin to rearranging the pieces on the board without changing overall outcomes. However, social science suggests that this is not the case, and in fact a complex mix of factors play into school quality.

Without question, a student’s socioeconomic background is closely linked to educational attainment and postsecondary outcomes. Studies reliably show the income and education level of a student’s parents are the strongest predictor of that student’s academic performance in K-12 education. To a certain extent, academic performance at a school does therefore mirror the demographic mix at that school.

But factors within the school matter as well. The second most powerful predictor of student academic outcomes is the socioeconomic mix of that student’s peers. A child surrounded by economically diverse and affluent peers would be expected to achieve greater academic outcomes. Meanwhile, a child attending a school with heavy concentrations of poverty and disadvantage would be expected to demonstrate reduced academic outcomes, overall. In other words, the social network that a child is embedded in – and the strains that those factors place on educators – are an important determinant of educational outcomes. For this reason, racially and economically integrated K-12 schools outperform racially and economically segregated K-12 schools with high numbers of disadvantaged or low-income students.

The negative outcomes found in high-poverty, segregated schools span many different areas of life. Students in segregated schools have reduced academic outcomes, lower graduation rates, and lower overall educational attainment.¹ They earn less as adults.² They develop fewer

¹ Susan Eaton, School Racial and Economic Composition and Math and Science Achievement, National Coalition on School Diversity (March 2011), available at <https://www.school-diversity.org/pdf/DiversityResearchBriefNo1.pdf>; Roslyn Arlin Mickelson, School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence, National Coalition on School Diversity (Oct. 2016) available at <https://www.school-diversity.org/pdf/DiversityResearchBriefNo5Oct2016Big.pdf>.

² Philip Tegeler, Roslyn Ann Mickelson, and Martha Bottia, What We Know About School Integration, College Attendance, and the Reduction of Poverty, National Coalition on School Diversity (March 2011), available at <https://www.school-diversity.org/pdf/DiversityResearchBriefNo4.pdf>.

skills for living and working in a diverse society, and are more likely to hold racially prejudiced views.³ They are also more likely to encounter the criminal justice system.⁴

For many years, debate has persisted as to what causes these disparities between integrated and segregated schools. One school of thought has argued that the disparities reflect *resource* differences – that segregated schools underperform because they have less access to funding or other resources, such as parental resources. In this view, educational disparities could be closed by equalizing these resource gaps, without eliminating the basic demographic gaps between schools. Another school of thought is that disparities are attributable to *social networks* – that segregated schools are disconnected from higher-status, wealthier communities with an inside track into collegiate and professional settings. If this second theory is correct, closing resource disparities cannot be expected to fully close school gaps, because those schools still lack the basic networks of opportunity that weakened their outcomes.

Increasingly, social science research has lent validity to the second theory, showing that resource disparities cannot fully explain school gaps and that deficient networks of opportunity play an equal or greater role in the shortcomings of segregated schools. The most critical study supporting this theory is a groundbreaking 2022 study from economist Raj Chetty and his team, which exploited data on 21 billion Facebook friendships, linking it to individualized data on income changes over time.⁵ Using this data, Chetty was able to model the different kinds of networks and friendships that people formed. His team discovered that one particular type of friendship was strongly predictive of increased incomes: connections between people of high and low socioeconomic status. A child whose social environment resembled that of the average high-income person saw their adult income increase, on average, by 20 percent compared to their peers – a very large effect size. Conversely, there was no adult income increase among children who populated tight-knit, highly cohesive, or socioeconomically homogeneous peer networks – the precise environment found in many intensely segregated schools.

In short, the benefits of integration appear to flow through social links between high and low income people – networks of opportunity. Schools with strong networks of opportunity offer students a real chance to an improved life, regardless of the student’s own background. Schools where these networks are lacking do not. This basic finding is demonstrated in the data below.

Methodology for School Rankings

This study relies on the Minnesota Department of Education’s Statewide Longitudinal Education Data System (SLEDS), which tracks student outcomes from kindergarten through

³ Susan Eaton and Gina Chirichigno, *The Impact of Racially Diverse Schools in a Democratic Society*, National Coalition on School Diversity (March 2011), available at <https://www.school-diversity.org/pdf/DiversityResearchBriefNo3.pdf>.

⁴ Stephen B. Billings, David J. Deming, Jonah Rockoff, *School Segregation, Educational Attainment, and Crime: Evidence from the End of Busing in Charlotte-Mecklenburg*, 129 *QUARTERLY JOURNAL OF ECONOMICS* 435 (2014).

⁵ Raj Chetty, Matthew O. Jackson, Theresa Kuchler, Johannes Stroebel, Nathaniel Hendren, et al., *Social Capital I: Measurement and Associations with Economic Mobility*, 608 *NATURE* 108 (2022); Raj Chetty, Matthew O. Jackson, Theresa Kuchler, Johannes Stroebel, Nathaniel Hendren, et al., *Social Capital II: Determinants of Economic Connectedness*, 608 *NATURE* 122 (2022).

postsecondary education. To generate rankings of high school postsecondary outcomes, SLEDS data was collected on student postsecondary outcomes in fall immediately following high school graduation for the years 2012-2021. All Twin Cities high schools were ranked on five criteria:

- Percentage of each 12th grade cohort graduating in four years, as indicated by Minnesota Department of Education data.
- Percentage of high school graduates enrolling in postsecondary education the fall following graduation.
- Percentage of graduates enrolling highly selective schools the fall following graduation.
- Percentage of graduates enrolling in “Ivy League Plus” or other elite schools the fall following graduation.⁶
- Percentage of graduates enrolling in the 50 highest ranked universities and 50 highest ranked liberal arts colleges the fall following graduation.⁷

The high school’s ranks across these criteria were averaged and then reranked in order to create a composite ranking of best and worse postsecondary outcomes across the Twin Cities.

As a data note, although the four-year graduation rate is used to determine the high school rankings, four-year graduation data is not captured in the SLEDS database. Graduation rate data relies on cohort comparisons; by comparison, SLEDS data is point-in-time. This characteristic of the data makes it impossible to make apples-to-apples comparisons between graduation outcomes and college attendance outcomes within a single school: students may be excluded from the tracked cohort if they join it after freshman year, but included in the SLEDS data. However, by combining data from multiple schools, it is possible to estimate the full range of four-year outcomes across the larger population, from non-graduation to college attendance.

Comparing the Twin Cities’ Top and Bottom High Schools

Using the methodology described above, the 146 high schools in the Twin Cities region were ranked on college attendance outcomes. The top 30 and bottom 30 schools in the ranking were identified – the “Golden Ticket” and “Dead End” schools, respectively.

To make an overall comparison of outcomes in these two categories, student outcomes across each category were aggregated. The approximate four-year nongraduation rate among those students was determined using MDE cohort data, and then outcomes of graduating students were estimated using SLEDS data. This technique allows for a broad comparison between the two groups of schools.

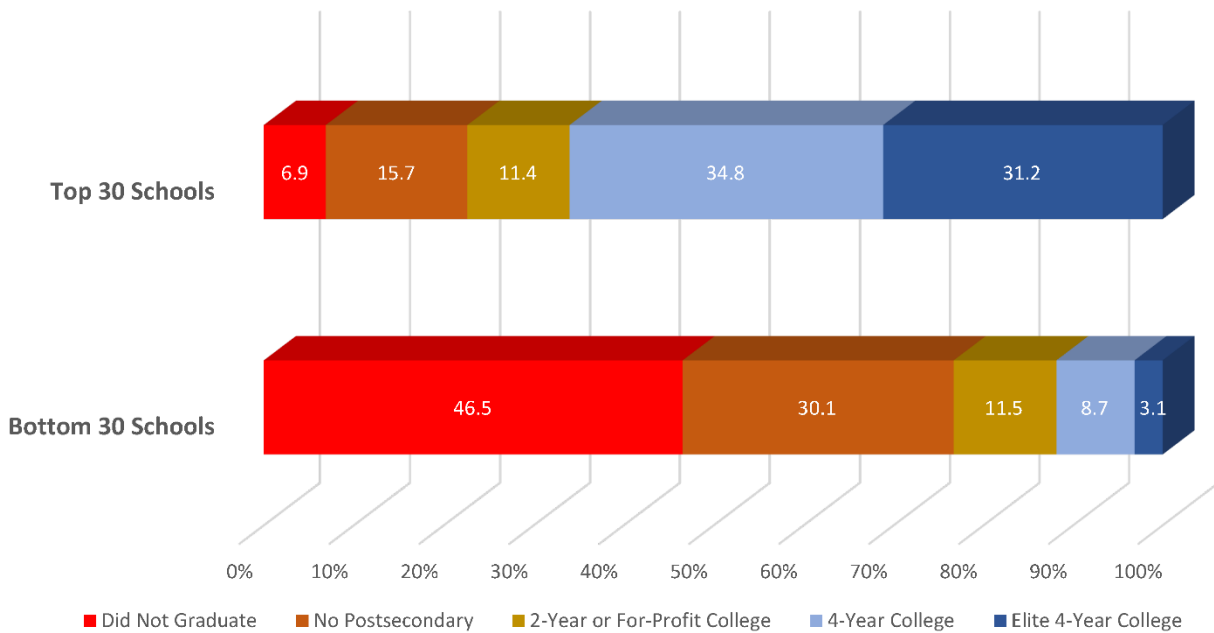
The resulting disparities are incredibly stark, as illustrated in Chart 1, below. In the top 30 schools, only about 6.9 percent of students fail to graduate after four years. In the bottom 30, that share is a shocking 46.5 percent. In the top 30 schools, 15.7 attend no immediate postsecondary education, while twice as many – 30.1 percent, fail to do so in the bottom 30 schools. Roughly

⁶ “Highly selective,” “Ivy League Plus,” and “elite” are classifications created by Opportunity Insights. Data available at <http://opportunityinsights.org>.

⁷ U.S. News and World Report College and University Rankings, U.S. News, <https://www.usnews.com/best-colleges>.

equal shares of each – about 11.5 percent – attend a two-year or for-profit college. Finally, a massive disparity exists in four-year college attendance: 66 percent in the top 30 schools, compared to 11.8 percent in the bottom 30 schools. Strikingly, almost half of four-year college attendees in the top school, or 31.2 percent overall, enter a highly selective, highly ranked, or Ivy League “elite” school. But the share of students in the bottom schools entering such a college is one-tenth as big: 3.1 percent.

Chart 1: Estimated High School 4-Year Outcomes in the Twin Cities, 2012-2022



These huge gaps show the exceptionally divergent trajectories of students as they pass through these schools. However, standing alone, they do not illustrate the full dimensions of the school disparities. In reality, the “Golden Ticket” and “Dead End” schools differ not only in their college attendance outcomes, but in physical location, student demographics, and school type.

Top 30 “Golden Ticket” High Schools

The Twin Cities’ top 30 high schools in terms of college outcomes, listed in Table 1 below, physically span much of the region. The region’s top high school for college attendance is Edina High School, followed by Wayzata High School and Mounds View High school. Most are suburban, but five – Southwest and Washburn High Schools in Minneapolis, Central in Saint Paul, and Saint Paul charters Nova Classical and Great River – are located within the central cities. In most cases, the four-year graduation rate is 90 percent or higher, with the exception of

Washburn in Minneapolis. On average, of students graduating in four years, 83 percent enter college the following fall. Several schools show notable success at enrolling students in elite colleges. Nova Classical Academy enrolls 16 percent of graduating students in a Top 50 college, and 13 percent in an Ivy League college. Edina High School enrolls 14 percent in a Top 50 college, and 8 percent in an Ivy League college. On average, however, enrollment into very elite colleges is still somewhat rare in the top 30 schools – about 3 percent overall, with many high schools enrolling only about 1 percent of students in an Ivy or elite institution.

Demographically, these “Golden Ticket” schools are overwhelmingly white and non-poor, as seen in Table 2, below. On average, the top 30 schools are 73 percent white, but in several high schools, such as Mahtomedi, Orono, Minnetonka, Chanhassen, Mound Westonka, and Lakeville North, that share rises above 85 or even 90 percent. Average black student enrollment is 9.4 percent, while Hispanic enrollment is 5.9 percent, and Asian enrollment is 8.5 percent. The average share of students receiving free or reduced lunch is 17.1. The share of both minority and free and reduced lunch students is significantly lower than in the remainder of Twin Cities high schools, as seen in Charts 2 and 3, below.

There are, however, some schools in the top 30 that are more diverse. Southwest and Washburn High School have a white share of 56 percent and 51 percent, respectively; Central High School in Saint Paul has a white share of only 38 percent. Southwest and Central have especially large shares of black students – 27 and 30 percent, respectively. These central city traditional schools have higher shares of Hispanic and Asian students, as well. Southwest, Washburn, and Central also have relatively many students receiving free or reduced lunch: 37 percent, 40 percent, and 50.5 percent.

Notably, the central city charter schools are *not* significantly more diverse than the other top 30 schools. Great River Academy is whiter than average for the top schools, and both Great River and Nova Classical Academy have free or reduced lunch enrollments *below* the average for top schools: 13 percent and 11 percent, compared to an average of 17 percent. In many respects, these central city charters resemble a high-performing suburban high school, although their overall enrollments are much smaller.

Map 1, below, shows the location of these top 30 schools within the region. As the map indicates, most are found within second-ring suburban cities.

Table 1: Top 30 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

(Based on Combined Average Rankings for HS Graduation, Fall Enrollment in College, Ivy/Elite, US News and Highly Selective Colleges)

School Name	District Name	HS Enrollment %		% 4-yr	Grads to College		Ivy or Elite		US News Top 50		Highly Selective	
		Minority	FRL	Grad	Number	%	%	Rank	%	Rank	%	Rank
1 Edina	Edina	22.5	8.9	95.4	5,531	87.6	8.4	3	14.4	2	34.1	3
2 Wayzata	Wayzata	27.6	11.3	95.0	6,606	86.5	4.2	10	9.2	7	34.7	2
3 Mounds View	Mounds View	25.2	12.3	96.7	3,433	84.6	3.8	11	7.8	9	33.5	7
4 Mahtomedi	Mahtomedi	11.7	7.1	96.7	2,404	86.4	2.5	23	6.2	15	33.9	5
5 Orono	Orono	8.0	5.6	96.6	1,849	82.9	5.6	6	11.1	5	29.0	21
6 Minnetonka	Minnetonka	13.8	6.3	95.9	6,074	83.1	4.4	9	9.2	6	29.2	20
7 *Math And Science Acad Charter		40.9	3.6	94.9	385	90.8	2.1	27	5.4	21	47.9	1
8 East Ridge	South Washington	26.6	10.1	95.7	3,458	84.6	2.3	26	6.6	14	32.8	9
9 *Nova Classical Acad Charter		26.8	11.1	90.4	317	82.3	13.0	1	16.1	1	33.8	6
10 Eden Prairie	Eden Prairie	31.8	17.1	89.0	5,656	86.9	3.6	14	7.9	8	33.9	4
11 Eastview	Rosemount-AV_E	31.3	16.3	94.3	3,896	85.8	2.0	29	6.2	17	31.9	12
12 *St. Croix Prep Acad Charter		12.7	6.8	93.3	595	85.6	2.4	24	6.2	16	31.7	13
13 Eagan	Rosemount-AV_E	26.4	12.7	94.1	3,995	86.1	1.7	31	5.5	19	31.2	14
14 Woodbury	South Washington	33.5	14.8	95.9	3,628	82.8	1.7	33	5.0	26	32.0	11
15 Chanhassen	Eastern Carver	10.7	7.8	95.7	3,211	86.4	1.2	43	5.2	24	29.3	19
16 Maple Grove	Osseo	21.7	12.3	93.6	4,367	86.6	1.3	38	4.2	30	29.9	17
17 Southwest	Minneapolis	44.1	37.3	86.5	2,773	80.7	6.5	4	12.8	3	29.5	18
18 Jefferson	Bloomington	28.2	19.0	89.9	2,882	84.5	1.7	32	4.2	29	30.8	15
19 Stillwater Area	Stillwater	13.0	11.9	93.3	4,911	79.3	1.4	37	4.0	31	32.3	10
20 Central	St. Paul	62.5	50.5	89.7	2,958	76.6	4.9	8	7.5	10	24.4	32
21 Mound Westonka	Westonka	11.3	18.2	91.8	1,246	81.3	1.2	39	4.6	27	30.4	16
22 Lakeville North	Lakeville	14.5	7.7	96.2	3,527	82.1	0.9	54	3.7	36	25.2	30
23 Hopkins	Hopkins	39.1	32.9	88.8	3,708	77.4	3.2	18	7.3	12	26.5	24
24 St. Anthony	St. Anthony-NB	29.7	21.9	91.8	1,263	81.3	1.4	35	3.2	41	27.0	23
25 Washburn	Minneapolis	48.6	40.3	82.0	1,989	79.2	3.7	13	7.3	11	27.1	22
26 Chaska	Eastern Carver	25.7	23.8	94.2	2,333	78.7	1.1	45	3.4	38	26.2	25
27 *Eagle Ridge Academy Charter		34.3	21.3	86.7	324	81.2	3.0	19	3.8	34	25.8	29
28 St. Louis Park	St. Louis Park	43.2	32.8	89.5	2,305	75.7	3.4	16	6.1	18	23.0	41
29 *Great River Charter		20.0	12.7	84.5	315	73.1	9.0	2	12.3	4	24.1	34
30 Centennial	Centennial	15.4	14.3	95.7	3,636	79.0	0.6	62	2.5	47	26.1	26
Total Top 30 >		26.9	17.1	93.1	89,575	83.1	3.1		7.0		30.3	
Remaining 116 High Schools >		46.2	42.2	84.7	124,691	71.3	0.7		1.8		18.6	

Note: * = charter schools. Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

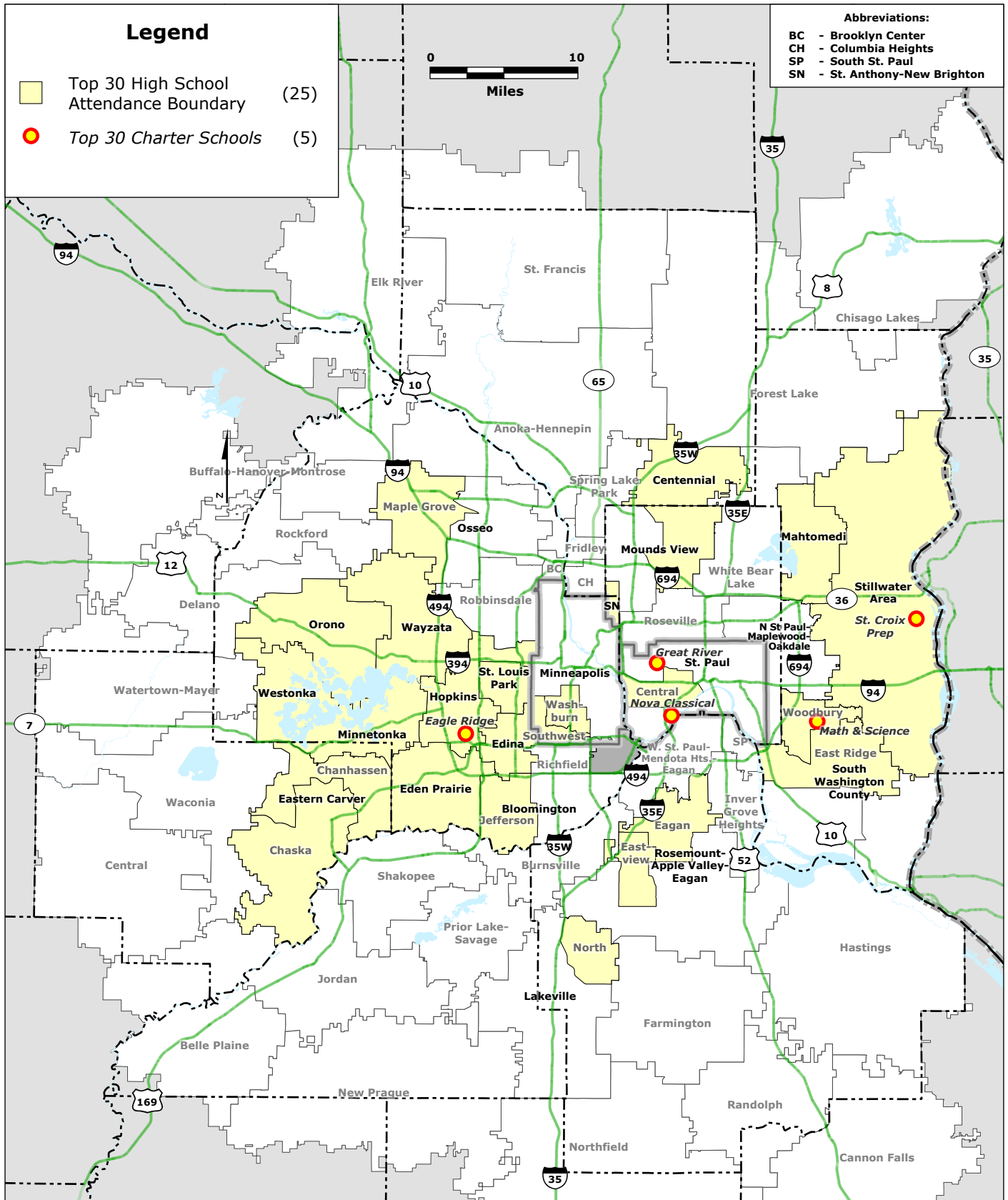
Table 2: Top 30 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

(Based on Combined Average Rankings for HS Graduation, Fall Enrollment in College, Ivy/Elite, US News and Highly Selective Colleges)

School Name	District Name	Mean Annual HS Enrollment	% of Enrollment by Race and Ethnicity						% FRL
			White	Black	Hispanic	Asian	Am. Indian	Two +	
1 Edina	Edina	2,274	77.5	6.7	4.8	8.3	0.2	2.6	8.9
2 Wayzata	Wayzata	3,301	72.4	6.4	3.7	13.9	0.1	3.5	11.3
3 Mounds View	Mounds View	1,759	74.8	4.2	3.5	14.7	0.4	2.3	12.3
4 Mahtomedi	Mahtomedi	1,168	88.3	2.9	3.2	3.0	0.1	2.5	7.1
5 Orono	Orono	944	92.0	0.8	3.8	1.7	0.2	1.4	5.6
6 Minnetonka	Minnetonka	3,131	86.2	3.2	3.4	5.1	0.3	1.7	6.3
7 *Math And Science Acad Charter		484	59.1	11.4	3.2	21.7	0.3	4.4	3.6
8 East Ridge	South Washington	1,819	73.4	6.2	5.3	11.5	0.5	3.2	10.1
9 *Nova Classical Acad Charter		427	73.2	6.8	5.9	8.3	0.4	5.4	11.1
10 Eden Prairie	Eden Prairie	2,966	68.2	11.1	6.3	11.0	0.3	3.1	17.1
11 Eastview	Rosemount-AV_E	2,195	68.7	10.8	6.0	10.9	0.3	3.3	16.3
12 *St. Croix Prep Acad Charter		335	87.3	1.4	3.9	4.4	0.3	2.7	6.8
13 Eagan	Rosemount-AV_E	2,091	73.6	6.6	6.9	10.0	0.3	2.5	12.7
14 Woodbury	South Washington	1,895	66.5	10.5	6.8	12.2	0.2	3.8	14.8
15 Chanhassen	Eastern Carver	1,600	89.3	1.6	3.5	3.3	0.3	2.0	7.8
16 Maple Grove	Osseo	2,021	78.3	7.9	3.5	7.0	0.4	2.8	12.3
17 Southwest	Minneapolis	1,804	55.9	27.0	10.0	5.3	1.0	0.8	37.3
18 Jefferson	Bloomington	1,663	71.8	10.5	6.0	8.3	0.6	2.8	19.0
19 Stillwater Area	Stillwater	2,324	87.0	3.5	3.3	4.0	0.3	1.9	11.9
20 Central	St. Paul	1,903	37.5	30.3	6.1	23.2	0.6	2.2	50.5
21 Mound Westonka	Westonka	891	88.7	1.5	4.1	1.5	0.2	4.0	18.2
22 Lakeville North	Lakeville	1,793	85.5	3.4	3.6	4.8	0.3	2.5	7.7
23 Hopkins	Hopkins	1,665	60.9	20.3	8.7	6.4	0.3	3.4	32.9
24 St. Anthony	St. Anthony-NB	687	70.3	8.1	9.2	7.7	1.0	3.7	21.9
25 Washburn	Minneapolis	1,497	51.4	23.4	18.6	4.3	1.3	1.0	40.3
26 Chaska	Eastern Carver	1,410	74.3	4.6	13.5	4.9	0.3	2.3	23.8
27 *Eagle Ridge Academy Charter		479	65.7	13.8	3.1	14.2	0.4	2.8	21.3
28 St. Louis Park	St. Louis Park	1,428	56.8	23.3	10.2	4.4	0.5	4.8	32.8
29 *Great River Charter		350	80.0	5.2	6.4	6.0	0.9	1.4	12.7
30 Centennial	Centennial	2,021	84.6	3.3	3.9	5.1	0.8	2.3	14.3
Total Top 30 >		48,322	73.1	9.4	5.9	8.5	0.4	2.7	17.1
Remaining 116 High Schools >		87,525	53.8	18.4	11.1	12.6	1.1	2.9	42.2

Note: * = charter schools. Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

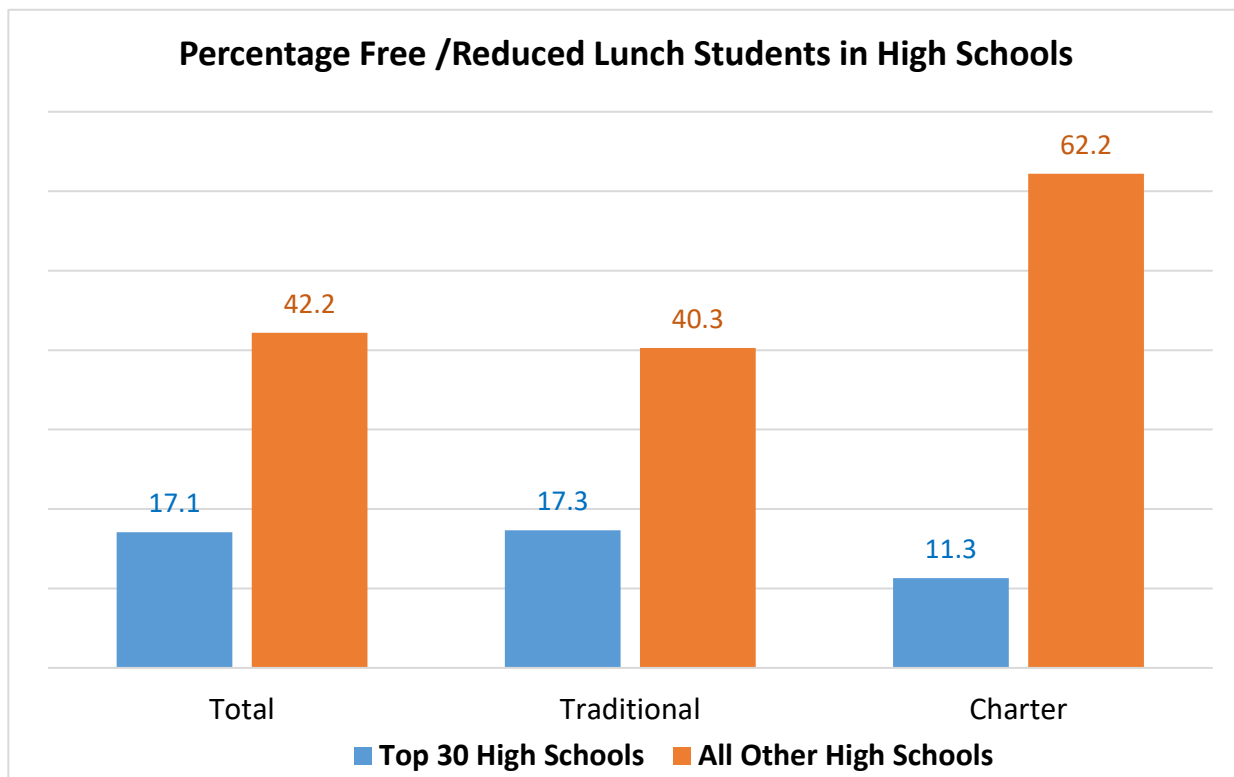
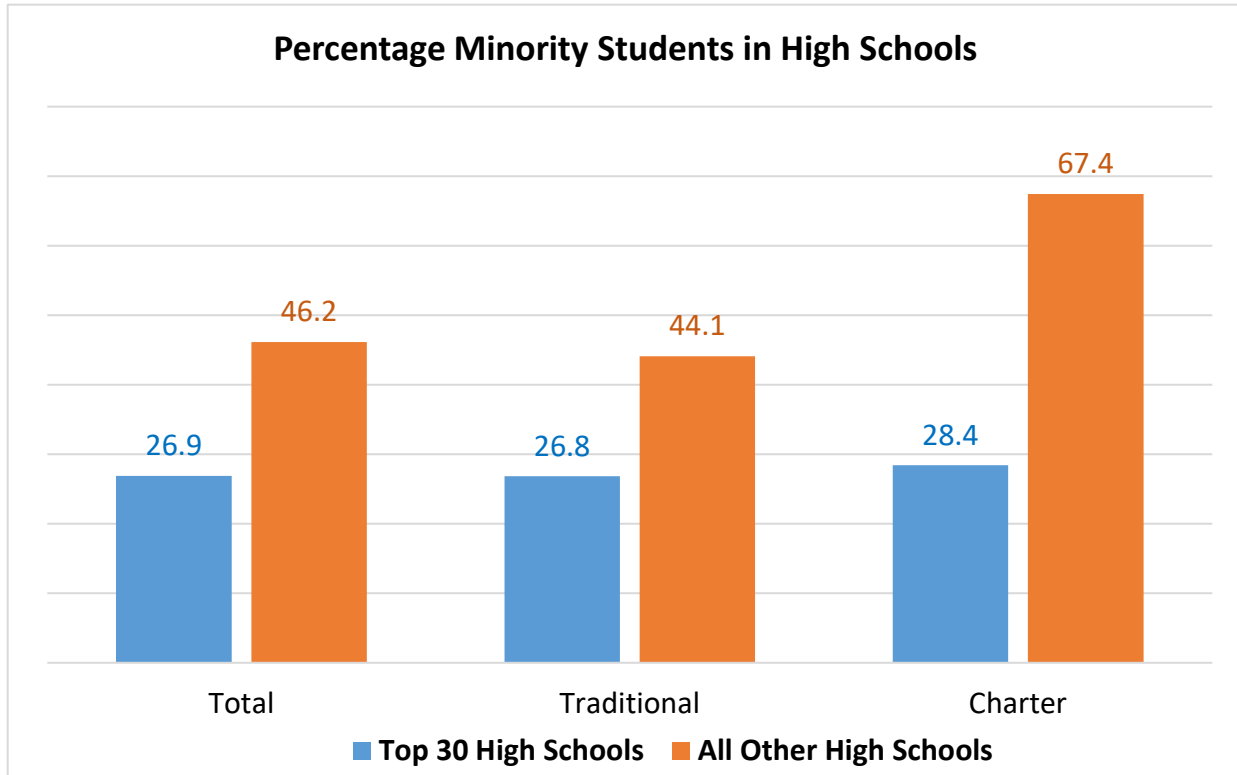
Map 1: MINNEAPOLIS - ST PAUL 7- COUNTY REGION Top 30 Highly Rated College-Bound High Schools



Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Abstract, Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

Charts 2 and 3:

Race and Poverty in Top 30 Metro Area High Schools That Are Graduating Students and Sending Them to Highly Rated Colleges, 2012 to 2021



Case Study: Edina High School

The overall top-ranked high school is Edina High School. SLEDS data allows fine-grained examination of student outcomes in schools, opening a window in the many pathways to success a strongly-performing high school can provide.

Over the 2012-2021 period, Edina High School graduated 5,551 students into four-year colleges. Over 1,300 of these students entered the University of Minnesota or University of Wisconsin systems. See Table 3, below. Edina High School graduated 20 students into Cornell University and another 19 into Harvard University. Forty students entered Carleton College. In All told, 529 Edina High School students entered elite or Ivy-equivalent colleges after their fourth year. See Table 4, below.

As will be seen below, the disparity between this affluent and predominantly white school and the region's bottom-ranked high schools is staggering. Edina High School graduated as nearly many students into college as the entire bottom 30 high schools combined (5,551 compared to 5,755). It graduated many more students into four-year universities than the entire bottom 30 combined (4,958 compared to 2,950). And it graduated *twenty-two times* as many students into Ivy or elite universities as the bottom 30 (529 compared to 24). In short, Edina High School, alone, is sending many more Minnesota students to high-quality postsecondary education than approximately a fifth of the region's entire high school system.

Table 3: Edina High School Graduates Enrollment into Colleges, 2012-2021

<u>Institution</u>	<u>Type</u>	<u>Enrollment</u>
University Of Minnesota System	Highly selective public	935
University Of Wisconsin System	Highly selective public	418
Normandale Community College	Two-year (public and private not-for-profit)	381
University Of Saint Thomas of Saint Paul	Selective private	270
Iowa State University Of Science & Tech	Selective public	189
Saint Olaf College	Highly selective private	145
University Of North Dakota	Selective public	108
Gustavus Adolphus College	Highly selective private	91
Minnesota State University System, Cen	Selective public	89
Indiana University System	Selective public	77
Montana State University Bozeman	Selective public	65
University Of Colorado System	Selective public	64
Creighton University	Selective private	61
Miami University	Selective public	56
Loyola University Chicago	Highly selective private	52
Marquette University	Highly selective private	51
University Of Missouri System And Miss	Selective public	50
University Of Iowa	Selective public	49
Augsburg University	Selective private	47
University Of Michigan - Ann Arbor	Highly selective public	47
University Of Nebraska System	Selective public	47
North Dakota State University - Main Ca	Selective public	46
Saint John's University of Collegeville, M	Selective private	46
Texas Christian University	Highly selective private	46
Arizona State And Northern Arizona Uni	Selective public	45
University Of Kansas	Selective public	45
Minneapolis Community and Technical (Two-year (public and private not-for-profit)	44
College Of Saint Benedict	Selective private	41
Purdue University	Selective public	41
Bethel University of Saint Paul, MN	Selective private	40
Carleton College	Other elite schools (public and private)	40
Luther College	Selective private	37
Winona State University	Selective public	32
University Of Denver	Selective private	29
Drake University	Selective private	27
Boston College	Other elite schools (public and private)	26
Macalester College	Other elite schools (public and private)	23
Wheaton College of Wheaton, IL	Highly selective private	23
Colorado State University	Selective public	22
Santa Clara University	Highly selective private	22
Depaul University	Selective private	21
Northwestern University	Other elite schools (public and private)	21
St. Catherine University	Selective private	21
All Remaining 165 Colleges		1521
Total Edina		5551

Source: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

Table 4: Edina High School Graduates Enrollment into Colleges, 2012-2021

<u>Institution</u>	<u>U.S. News Type</u>	<u>Type Rank</u>	<u>Enrollment</u>
University Of Wisconsin System	University	42	232
University Of Michigan - Ann Arbor	University	24	47
Carleton College	Liberal Arts	9	40
Boston College	University	35	26
Macalester College	Liberal Arts	27	23
Northwestern University	University	9	21
Cornell University	University	18	20
University Of Southern California	University	24	20
Harvard University	University	2	19
Emory University	University	21	17
Colorado College	Liberal Arts	25	16
University Of Illinois System	University	47	16
DePauw University	Liberal Arts	47	14
New York University	University	30	14
Washington University In St. Louis	University	16	14
University Of California, Los Angeles	University	20	13
Boston University	University	42	12
Tulane University	University	41	12
Wake Forest University	University	28	12
Massachusetts Institute Of Technology	University	4	11
University Of California, Berkeley	University	22	11
University Of Pennsylvania	University	8	11
Yale University	University	4	11
Duke University	University	12	10
Princeton University	University	1	10
Colgate University	Liberal Arts	20	9
Dartmouth College	University	13	9
Grinnell College	Liberal Arts	13	9
Tufts University	University	30	9
Wellesley College	Liberal Arts	4	9
Denison University	Liberal Arts	44	8
Northeastern University	University	49	8
University Of California, San Diego	University	35	8
Bowdoin College	Liberal Arts	6	7
Columbia University In The City Of New York	University	3	7
Oberlin College	Liberal Arts	36	7
Vanderbilt University	University	14	7
Whitman College	Liberal Arts	47	7
Remaining 49 U.S. News Ranked Schools			154
Total Edina			910

Bottom 30 “Dead End” High Schools

Unlike the top 30 schools, almost all of the bottom 30 schools in the Twin Cities are found in the core of the region – most in Minneapolis and Saint Paul, with a handful in inner-ring suburbs. Strikingly, 22 of 30 are charter schools. Unsurprising, several are alternative schools intended for students with academic difficulties, but many are ordinary charters or traditional high schools.

As can be seen in Table 5, below, bottom-ranked high schools include Minnesota Internship Center, Face to Face Academy, Augsburg Fairview, Paladin Career and Tech – all charters. The worst-ranked traditional high school is Wellstone in Minneapolis, followed by Minneapolis’s North High and Saint Paul’s Creative Arts Secondary School. On average, barely half the students in the bottom 30 high schools graduate in four years. But some schools have far lower graduation rates: such as 14 percent in Minnesota Internship Center and 18 percent in Augsburg Fairview. Average college attendance rate is 44 percent, but in many schools it is below 30 percent. And only a handful students, one-fifth of one percent, attend a top-ranked or elite college after four years.

The demographics of the bottom 30 schools are highly diverse or nonwhite segregated, as seen in Table 6, below. The average white share is 15.6 percent, and many of the charters have a white student population under 10 percent, in keeping with the heavily segregated nature of charter schools in the Twin Cities. In a number of charter schools, one nonwhite demographic dominates enrollment. Most students in the bottom 30 schools receive free or reduced lunch – 79 percent on average – indicating a high level of poverty. Because charter schools tend to be much smaller than traditional schools, overall enrollment in the bottom 30 schools is much lower than in the top 30: 8,000 compared to 48,000.

Overall, the share of minority and free or reduced lunch students in these schools is substantially higher than in the remainder of the region’s high schools. See Charts 4 and 5, below.

As seen in Map 2, below, the bottom 30 schools are clustered around the central cities, but a cluster of charters can be found in Minneapolis’s northwest suburbs. In addition, one of the low-ranked traditional schools, Brookly Center High School, is found in these suburbs.

Table 5: Bottom 30 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

(Based on Combined Average Worst Rankings for HS Graduation, Fall Enrollment in College, Ivy/Elite, US News and Highly Selective Colleges)

Worst Rank		% 4-yr Grad Rate		College in Fall After Grad			Ivy or Elite		US News Top 50		Highly Selective		
Rank	School Name	District Name	%	Rank	Number	%	Rank	%	Rank	%	Rank	%	Rank
1	*Minnesota Internship Center		14.3	1	97	15.0	1	0.0	1	0.0	1	0.0	1
2	Longfellow Alt	Minneapolis	9.8	5	37	23.9	14	0.0	1	0.0	1	0.0	4
3	* Face To Face Academy		21.1	8	32	19.0	9	0.0	1	0.0	1	0.6	9
4	*Augsburg Fairview		18.0	7	41	29.3	17	0.0	1	0.0	1	0.0	4
5	*High School For Recording Arts		25.8	11	141	20.3	10	0.0	1	0.0	1	0.4	7
6	*Paladin Career And Tech		24.1	9	86	18.5	8	0.2	8	0.2	5	0.0	4
7	*Jennings Experiential		33.1	15	44	25.9	15	0.0	1	0.0	1	0.0	4
8	*City Academy		61.3	26	114	13.0	6	0.0	1	0.0	1	0.2	5
9	*Career Pathways		39.2	17	51	23.2	13	0.0	1	0.0	1	0.5	8
9	*Northwest Passage		33.4	16	74	27.6	16	0.0	1	0.0	1	0.4	6
10	Wellstone	Minneapolis	24.4	10	104	32.9	18	0.0	1	0.0	1	1.3	15
11	*El Colegio		30.9	14	46	33.8	19	0.0	1	0.0	1	1.5	16
12	*Minnesota Transitions		45.4	18	176	36.1	17	0.2	5	0.2	3	1.2	10
13	*Lincoln International		43.6	20	124	36.6	21	0.0	1	0.0	1	0.9	11
14	*New Heights School, Inc.		67.8	30	21	21.4	12	0.0	1	0.0	1	1.0	12
15	*Sage Academy		51.1	23	62	41.3	23	0.0	1	0.0	1	0.7	10
16	*Learning For Leadership		69.4	31	30	46.9	24	0.0	1	0.0	1	0.0	4
17	*Watershed		41.8	18	41	39.8	22	0.0	1	0.0	1	4.9	20
18	North High	Minneapolis	61.1	24	217	52.4	27	0.0	1	0.0	1	4.6	18
19	*Rivers Edge		42.3	19	44	57.1	33	0.0	1	0.0	1	5.2	21
20	*Academic Arts		29.6	13	33	20.8	11	0.6	41	0.6	17	1.3	14
21	*Prairie Seeds		84.2	55	249	49.0	24	0.0	1	0.0	1	3.7	15
22	Creative Arts	St. Paul	80.7	41	95	47.5	25	0.0	1	0.0	1	11.0	31
23	*Metro College Prep		47.8	22	196	52.8	29	0.5	32	0.5	13	4.6	18
23	Humboldt	St. Paul	71.4	33	644	56.9	32	0.4	17	0.4	9	8.4	26
24	Fair High	Minneapolis	84.2	55	168	62.5	41	0.0	1	0.0	1	10.8	30
25	Brooklyn Center	Brooklyn Center	83.8	54	556	60.0	35	0.3	15	0.5	14	7.6	25
26	*North Lakes Academy		82.8	50	213	62.6	42	0.0	1	0.0	1	15.3	53
27	Johnson	St. Paul	81.7	46	1,520	64.1	45	0.3	14	0.5	12	12.6	37
28	* Hmong College Prep		83.0	52	499	54.3	30	0.5	34	0.5	15	9.9	27
Total Bottom 30 >			53.5		5,755	43.7		0.2		0.2		5.7	
Remaining 101 High Schools >			90.1		208,914	77.3		1.7		3.9		23.9	

Note: * = charter schools. Data Sources: MN Statewide Longitudinal Education System; MN Department of Education Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

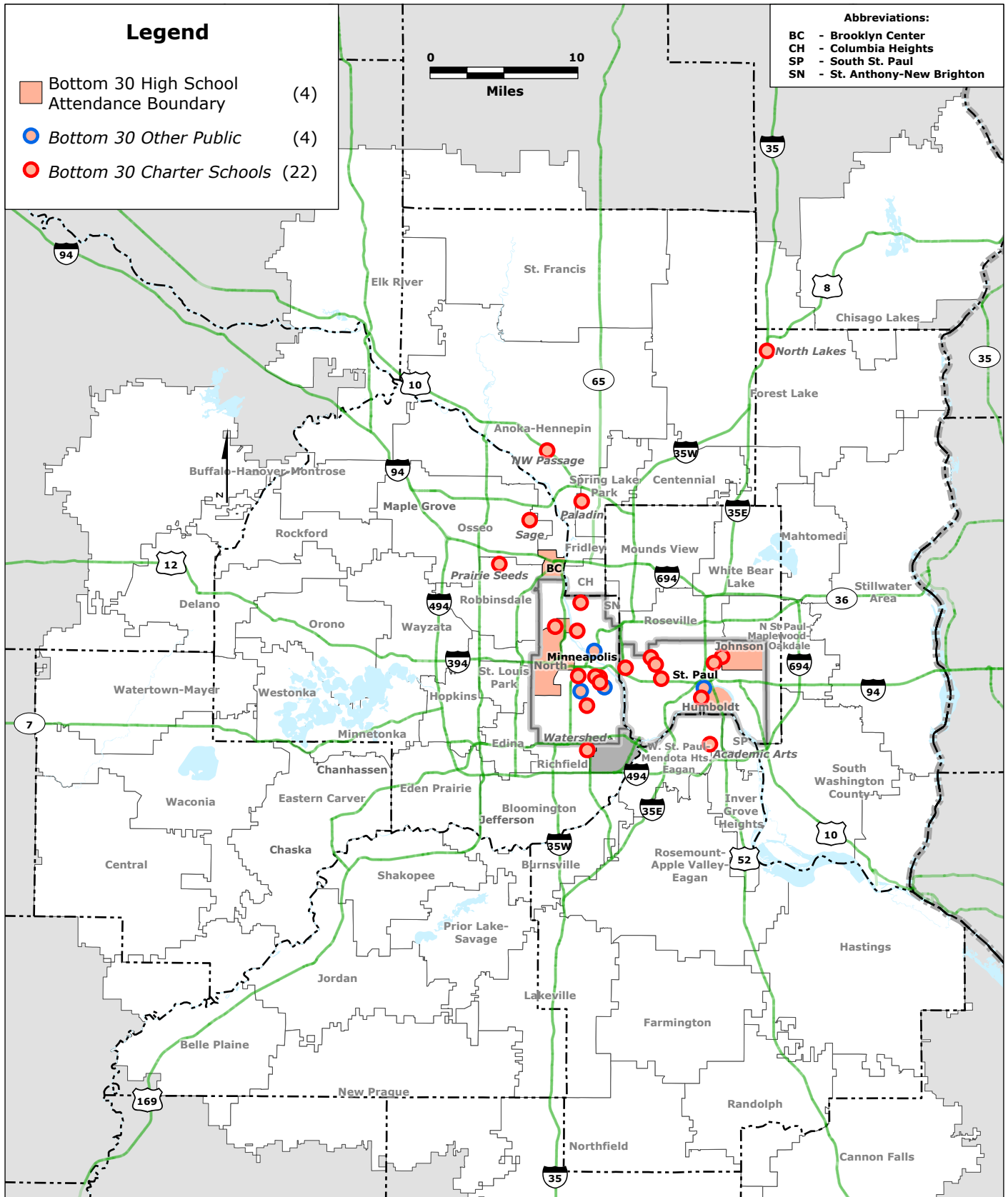
Table 6: Bottom 30 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

(Based on Combined Average Worst Rankings for HS Graduation, Fall Enrollment in College, Ivy/Elite, US News and Highly Selective Colleges)

Worst Rank	School Name	District Name	Mean Annual HS Enrollment	% of Enrollment by Race and Ethnicity					% FRL	
				White	Black	Hispanic	Asian	Am. Indian		Two +
1	*Minnesota Internship Center		370	2.6	84.4	3.8	1.0	1.5	6.7	93.4
2	Longfellow Alt	Minneapolis	84	3.7	45.0	36.9	4.0	9.9	0.5	94.4
3	* Face To Face Academy		80	33.9	30.4	14.5	10.1	6.4	4.6	88.9
4	*Augsburg Fairview		119	4.7	54.0	9.0	1.0	19.7	11.5	85.9
5	*High School For Recording Arts		278	6.6	69.3	7.9	1.1	1.7	13.4	86.7
6	*Paladin Career And Tech		209	41.1	42.6	7.0	0.5	1.7	7.2	79.5
7	*Jennings Experiential		77	27.4	47.5	6.4	2.2	14.1	2.5	77.6
8	*City Academy		115	5.3	22.1	11.8	53.5	3.0	4.3	82.1
9	*Career Pathways		58	7.9	87.1	3.6	0.5	0.0	0.9	84.2
9	*Northwest Passage		159	78.4	5.0	5.5	1.0	1.8	8.2	39.5
10	Wellstone	Minneapolis	220	4.2	53.9	38.1	3.0	0.8	0.0	91.6
11	*El Colegio		86	0.5	1.1	95.8	0.1	2.6	0.0	86.6
12	*Minnesota Transitions		241	20.7	52.1	17.0	1.5	3.4	5.3	81.1
13	*Lincoln International		130	1.2	82.3	16.0	0.3	0.0	0.2	98.2
14	*New Heights School, Inc.		114	76.2	6.2	6.0	1.4	1.1	9.1	52.4
15	*Sage Academy		78	39.3	38.7	10.6	4.2	1.8	5.4	60.0
16	*Learning For Leadership		160	16.9	68.8	7.1	0.4	1.7	5.1	83.2
17	*Watershed		57	61.5	10.9	15.8	2.3	3.5	6.0	54.1
18	North High	Minneapolis	292	3.6	87.8	3.1	3.5	0.8	1.2	81.1
19	*Rivers Edge		54	56.0	11.8	19.3	1.8	2.6	8.5	59.7
20	*Academic Arts		85	60.4	9.1	24.7	1.2	2.4	2.4	36.8
21	*Prairie Seeds		393	1.3	18.2	10.5	69.6	0.0	0.5	72.3
22	Creative Arts	St. Paul	303	20.6	32.8	17.1	19.9	1.6	8.1	72.1
23	*Metro College Prep		259	0.6	96.8	0.4	2.1	0.1	0.0	81.8
23	Humboldt	St. Paul	1,126	6.1	29.2	19.9	40.9	1.1	2.8	90.2
24	Fair High	Minneapolis	153	34.3	42.7	14.9	3.3	2.3	2.6	59.6
25	Brooklyn Center	Brooklyn Center	722	13.5	43.2	21.4	17.1	1.4	3.4	80.5
26	*North Lakes Academy		200	90.2	1.8	2.6	2.4	1.0	1.8	21.6
27	Johnson	St. Paul	1,363	0.1	0.7	0.1	98.8	0.0	0.2	85.4
28	* Hmong College Prep		472	11.1	24.1	10.2	52.0	0.9	1.7	80.7
Total Bottom 30 >			8,059	15.6	38.2	13.4	27.6	1.7	3.5	79.3
Remaining 101 High Schools >			127,839	63.6	13.7	9.0	10.1	0.8	2.8	30.3

Note: * = charter schools. Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

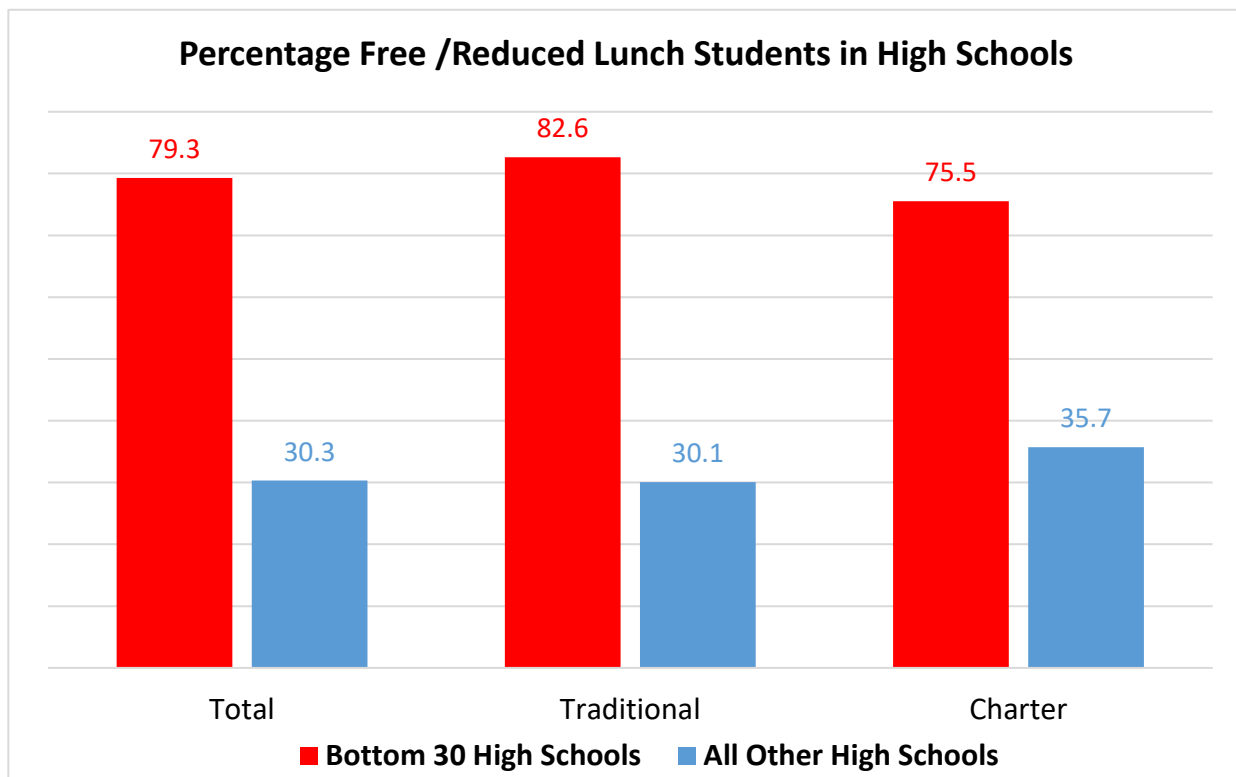
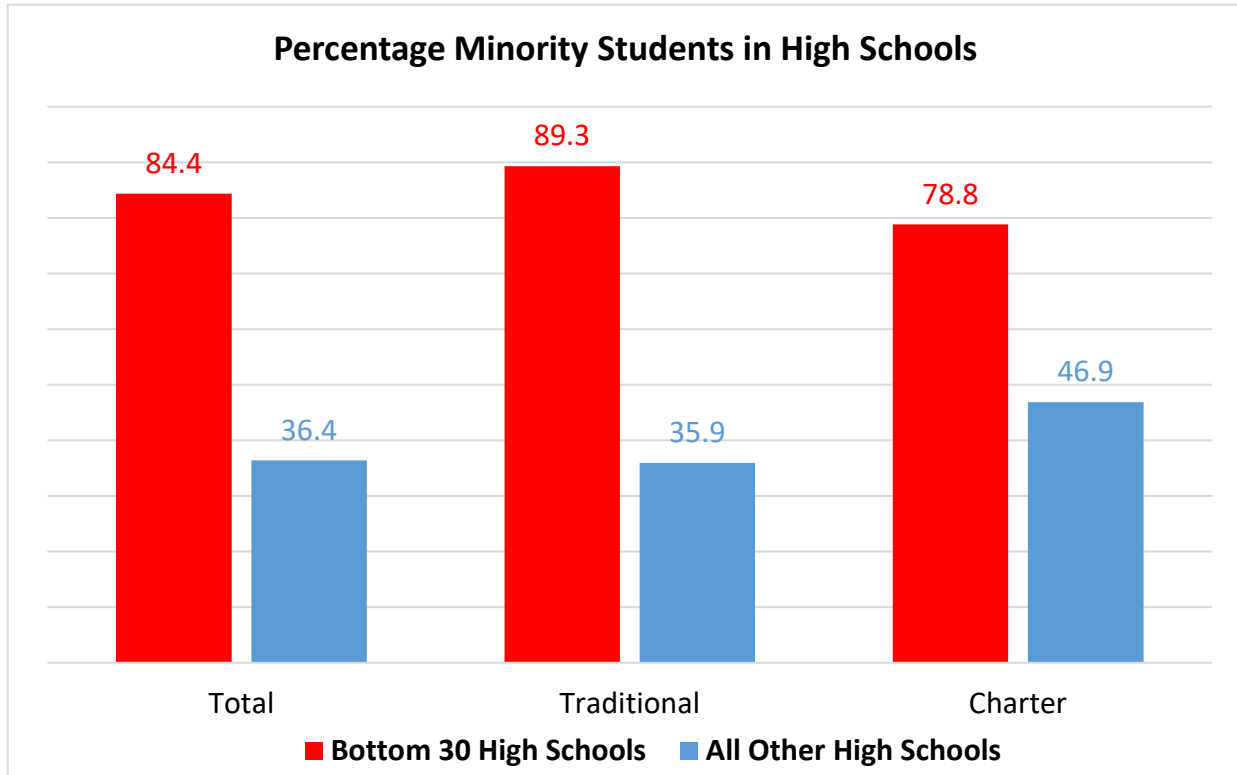
Map 2: MINNEAPOLIS - ST PAUL 7- COUNTY REGION Bottom 30 College-Bound High Schools



Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Abstract, Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

Charts 4 and 5:

Race and Poverty in Bottom 30 Metro Area High Schools That Are Failing to Graduate Students and Send Them to Highly Rated Colleges, 2012 to 2021



Traditional School Comparisons

Given the high share of charter schools comprising the Bottom 30 “Dead End” schools, it is difficult to conduct direct comparisons between the top and bottom 30 schools. In order to facilitate better comparisons, a second ranking was created, of the top and bottom 15 traditional schools. These schools are displayed in Table 7 and Map 3, below.

Even when comparing traditional schools, the number of graduates from these schools varies significantly. Between 2012-2021, the top 15 traditional high schools graduated 70,100 students in their fourth year. By comparison, the bottom graduated only 18,500 students in their fourth year. Although datasets do not allow for calculation of accurate dropout rates, this disparity likely reflects two realities: first, the higher-performing high schools have many fewer students leaving school or repeating grades. Second, overall the student populations are much higher at the high-performing schools, reflecting parental demand for seats in these institutions.

Overall, the top 15 traditional high schools represent more than 24 percent of all high school enrollment in the Twin Cities metro, while the bottom 15 represent 10 percent of enrollment. The top 15 represent greater than their share of overall college enrollment – 27 percent. But they account for more than half of all regional enrollment in highly ranked colleges and Ivy-level colleges, producing 54 percent and 56 percent of Twin Cities students to enroll in colleges of each category, respectively. Meanwhile, the bottom 15 traditional high schools account for a minimal share of overall college enrollment – only 5 percent regional college attendance comes from these schools. And only about 1 percent of enrollment in highly ranked colleges, and 2 percent of Ivy enrollment, is out of these 15 schools.

Despite the fact that traditional schools usually show a considerably lower degree of racial segregation and economic segregation than charter schools, the bottom 15 traditional high schools are mostly intensely racially and economically segregation. The average white student share is 19.5 percent percent, with an average black student share of 30 percent, Hispanic student share of 15 percent, and Asian student share of 32 percent. The free or reduced lunch share is 75 percent. However, traditional schools are less likely to be homogenously segregated than charters, and most of the schools have a diverse mix of student groups.

The bottom 15 traditional schools contains one school not in Minneapolis, Saint Paul, or Brooklyn Center: the exurban St. Francis High School. This school has a very high white share of students – 90 percent – and a low share of lower-income students, at 23 percent. However, it enrolls very few students in selective or highly ranked colleges.

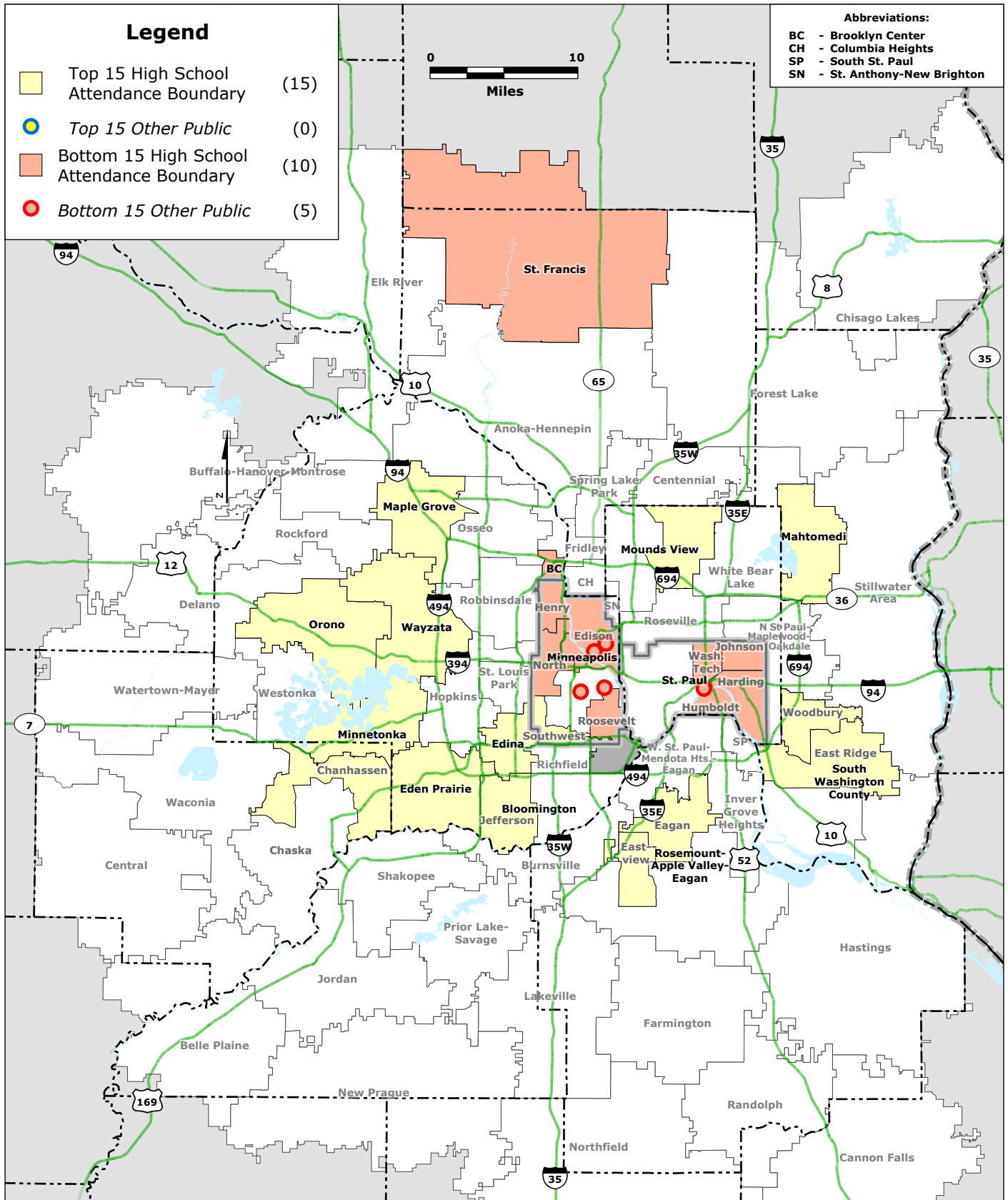
Table 7: Top and Bottom 15 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

School Name	Traditional District Name	N HS Grads	% of HS Graduates Attending Colleges by Type				% non College
			Ivy or Other Elite	Hi. Selective 4-yr	Other 4-yr	2-yr or for profit	
1 Edina	Edina	6,312	8.4	34.1	36.1	9.0	12.4
2 Wayzata	Wayzata	7,641	4.2	34.7	37.4	10.2	13.5
3 Mounds View	Mounds View	4,060	3.8	33.5	41.2	6.1	15.4
4 Mahtomedi	Mahtomedi	2,783	2.5	33.9	46.1	3.9	13.6
5 Orono	Orono	2,230	5.6	29.0	40.3	8.0	17.1
6 Minnetonka	Minnetonka	7,311	4.4	29.2	38.7	10.7	16.9
7 East Ridge	South Washington	4,088	2.3	32.8	42.2	7.4	15.4
8 Eden Prairie	Eden Prairie	6,505	3.6	33.9	36.9	12.5	13.1
9 Eastview	Rosemount-AV_E	4,541	2.0	31.9	36.1	15.8	14.2
10 Eagan	Rosemount-AV_E	4,640	1.7	31.2	38.9	14.2	13.9
11 Woodbury	South Washington	4,380	1.7	32.0	41.3	7.8	17.2
12 Chanhassen	Eastern Carver	3,717	1.2	29.3	43.6	12.2	13.6
13 Maple Grove	Osseo	5,044	1.3	29.9	40.5	14.8	13.4
14 Southwest	Minneapolis	3,436	6.5	29.5	27.6	17.1	19.3
15 Jefferson	Bloomington	3,412	1.7	30.8	32.4	19.5	15.5
Bottom (worst rankings):		n HS Grads	Ivy or Other Elite	Hi. Selective 4-yr	Other 4-yr	2-yr or for profit	% Non-College
1 Longfellow Alt	Minneapolis	155	0.0	0.0	0.6	23.2	76.1
2 Wellstone	Minneapolis	316	0.0	1.3	3.8	27.8	67.1
3 North High	Minneapolis	414	0.0	4.6	26.6	21.3	47.6
4 Creative Arts	St. Paul	200	0.0	11.0	16.5	20.0	52.5
5 Humboldt	St. Paul	1,132	0.4	8.4	23.8	24.4	43.1
6 Fair High	Minneapolis	269	0.0	10.8	27.5	23.8	37.5
7 Brooklyn Center	Brooklyn Center	927	0.3	7.6	19.8	32.3	40.0
8 Johnson	St. Paul	2,370	0.3	12.6	32.4	18.8	35.9
9 Edison	Minneapolis	1,208	0.7	10.6	20.6	29.6	38.5
10 Henry	Minneapolis	1,749	0.5	15.8	22.2	23.8	37.7
11 Roosevelt	Minneapolis	1,136	0.8	12.4	28.2	25.3	33.2
12 Washington Tech	St. Paul	1,773	0.5	12.5	28.1	21.0	37.9
13 Heritage Academy	Minneapolis	149	0.0	6.7	8.7	59.7	24.8
14 St. Francis	St. Francis	3,195	0.0	14.2	27.5	26.3	32.0
15 Harding	St. Paul	3,504	1.1	12.2	32.3	19.1	35.3
Total Top 15 >		70,100	3.5	31.9	38.4	11.3	14.7
Bottom Top 15 >		18,497	0.5	11.9	26.6	23.6	37.4

Table 8: Top and Bottom 15 Metro Area High Schools in Graduation and Enrollment into Highly Rated Colleges, 2012-2021

Listings of Traditional Schools:			Mean Annual <u>HS Enrollment</u>	% of Enrollment by Race and Ethnicity						% <u>FRL</u>
Top	School Name	Traditional District Name		White	Black	Hispanic	Asian	Am. Indian	Two +	
1	Edina	Edina	2,274	77.5	6.7	4.8	8.3	0.2	2.6	8.9
2	Wayzata	Wayzata	3,301	72.4	6.4	3.7	13.9	0.1	3.5	11.3
3	Mounds View	Mounds View	1,759	74.8	4.2	3.5	14.7	0.4	2.3	12.3
4	Mahtomedi	Mahtomedi	1,168	88.3	2.9	3.2	3.0	0.1	2.5	7.1
5	Orono	Orono	944	92.0	0.8	3.8	1.7	0.2	1.4	5.6
6	Minnetonka	Minnetonka	3,131	86.2	3.2	3.4	5.1	0.3	1.7	6.3
7	East Ridge	South Washington	1,819	73.4	6.2	5.3	11.5	0.5	3.2	10.1
8	Eden Prairie	Eden Prairie	2,966	68.2	11.1	6.3	11.0	0.3	3.1	17.1
9	Eastview	Rosemount-AV_E	2,195	68.7	10.8	6.0	10.9	0.3	3.3	16.3
10	Eagan	Rosemount-AV_E	2,091	73.6	6.6	6.9	10.0	0.3	2.5	12.7
11	Woodbury	South Washington	1,895	66.5	10.5	6.8	12.2	0.2	3.8	14.8
12	Chanhassen	Eastern Carver	1,600	89.3	1.6	3.5	3.3	0.3	2.0	7.8
13	Maple Grove	Osseo	2,021	78.3	7.9	3.5	7.0	0.4	2.8	12.3
14	Southwest	Minneapolis	1,804	55.9	27.0	10.0	5.3	1.0	0.8	37.3
15	Jefferson	Bloomington	1,663	71.8	10.5	6.0	8.3	0.6	2.8	19.0
Bottom (worst rankings):			Mean Yr. Enroll	White	Black	Hispanic	Asian	Am. Indian	Two +	FRL
1	Longfellow Alt	Minneapolis	84	3.7	45.0	36.9	4.0	9.9	0.5	94.4
2	Wellstone	Minneapolis	220	4.2	53.9	38.1	3.0	0.8	0.0	91.6
3	North High	Minneapolis	292	3.6	87.8	3.1	3.5	0.8	1.2	81.1
4	Creative Arts	St. Paul	303	20.6	32.8	17.1	19.9	1.6	8.1	72.1
5	Humboldt	St. Paul	1,126	6.1	29.2	19.9	40.9	1.1	2.8	90.2
6	Fair High	Minneapolis	153	34.3	42.7	14.9	3.3	2.3	2.6	59.6
7	Brooklyn Center	Brooklyn Center	722	13.5	43.2	21.4	17.1	1.4	3.4	80.5
8	Johnson	St. Paul	1,364	11.1	24.1	10.2	52.0	0.9	1.7	80.7
9	Edison	Minneapolis	870	16.9	53.9	17.6	7.1	3.3	1.1	81.4
10	Henry	Minneapolis	1,074	8.6	45.0	9.0	35.2	1.6	0.7	81.0
11	Roosevelt	Minneapolis	913	20.7	33.8	35.4	4.5	4.7	1.0	72.3
12	Washington Tech	St. Paul	1,860	5.1	23.4	12.0	56.8	0.6	2.2	89.3
13	Heritage Academy	Minneapolis	82	0.6	98.5	0.1	0.0	0.2	0.5	90.6
14	St. Francis	St. Francis	1,453	89.7	0.9	2.5	3.6	1.1	2.2	23.2
15	Harding	St. Paul	1,954	7.6	20.9	13.9	54.1	2.0	1.5	80.5
Total Top 15 >			30,630	74.9	8.0	5.1	9.0	0.3	2.6	13.3
Bottom Top 15 >			12,470	19.5	30.0	14.6	32.3	1.7	1.9	75.4

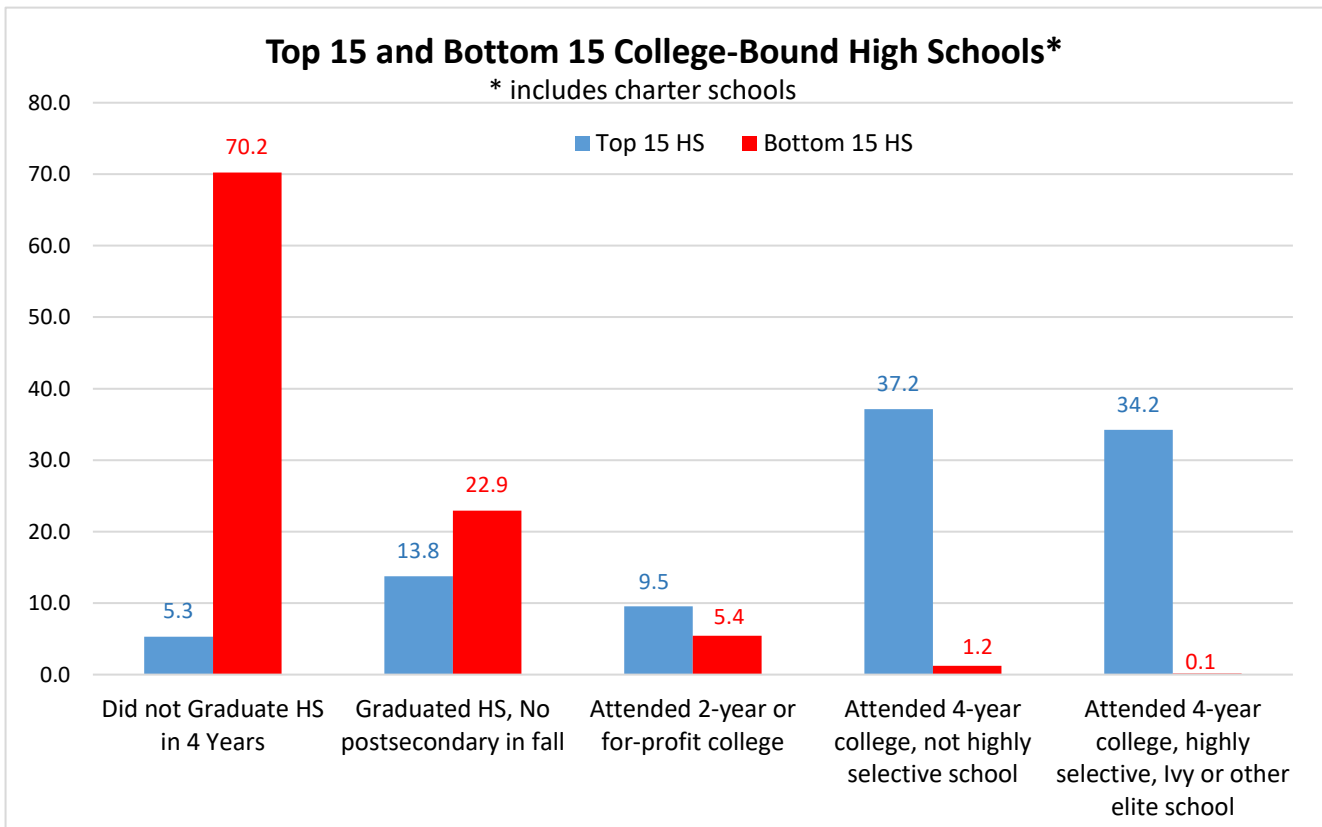
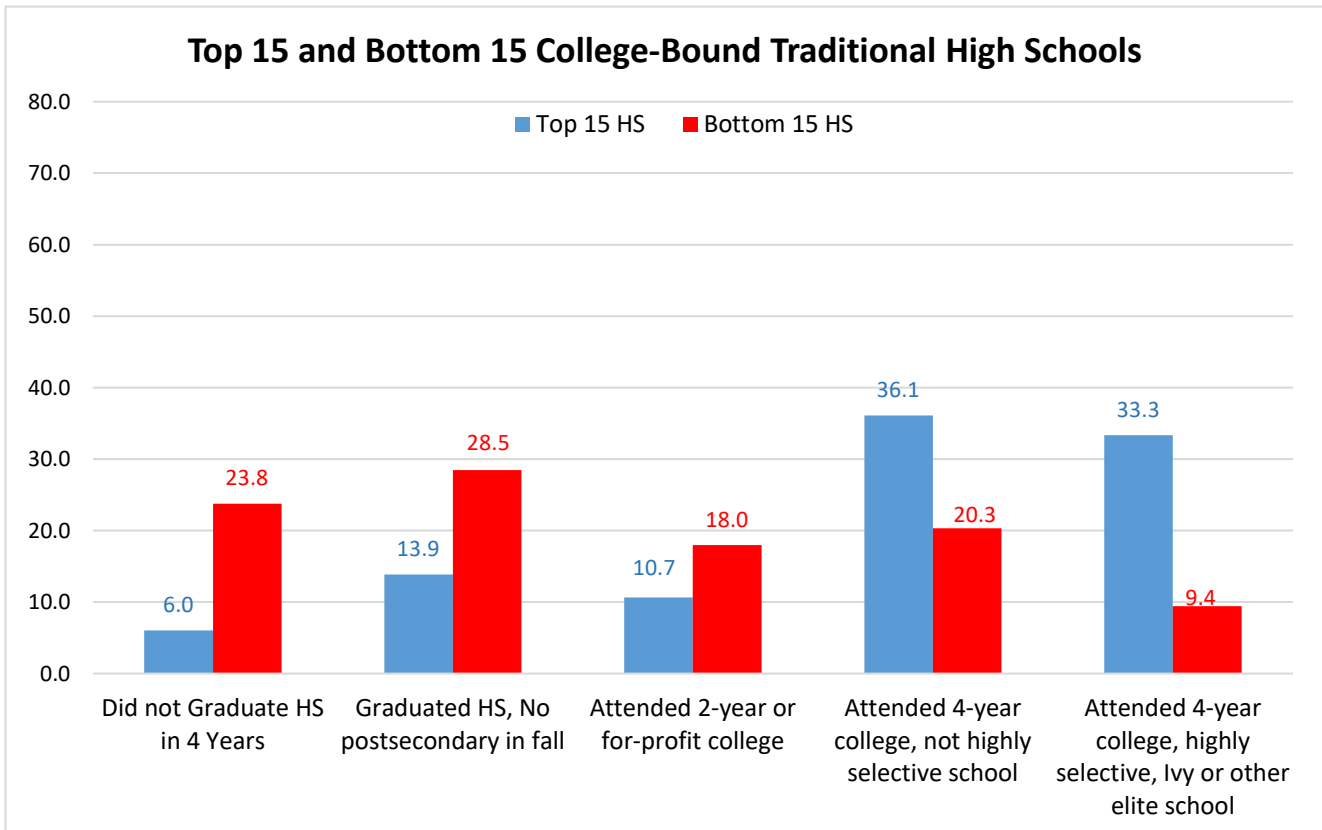
Map 3: MINNEAPOLIS - ST PAUL 7- COUNTY REGION Top 15 and Bottom 15 College-Bound High Schools in Traditional School Districts



Data Sources: Minnesota Statewide Longitudinal Education System; Minnesota Department of Education Abstract, Graduation Indicators and Student Enrollment; Harvard University, Opportunity Insights; U.S. News and Reports.

Charts 6 and 7

Estimated College Attendance Rates from 4-Year Cohort Graduation Rates, 2012-2021



Demographic Correlations

Like many other student outcomes, high school college placement reflects the overall level of social capital within a school. Low-performing schools tend to be those with the most concentrated disadvantage, and thus those located in areas with intense poverty or racial segregation, serving a highly-impooverished population.

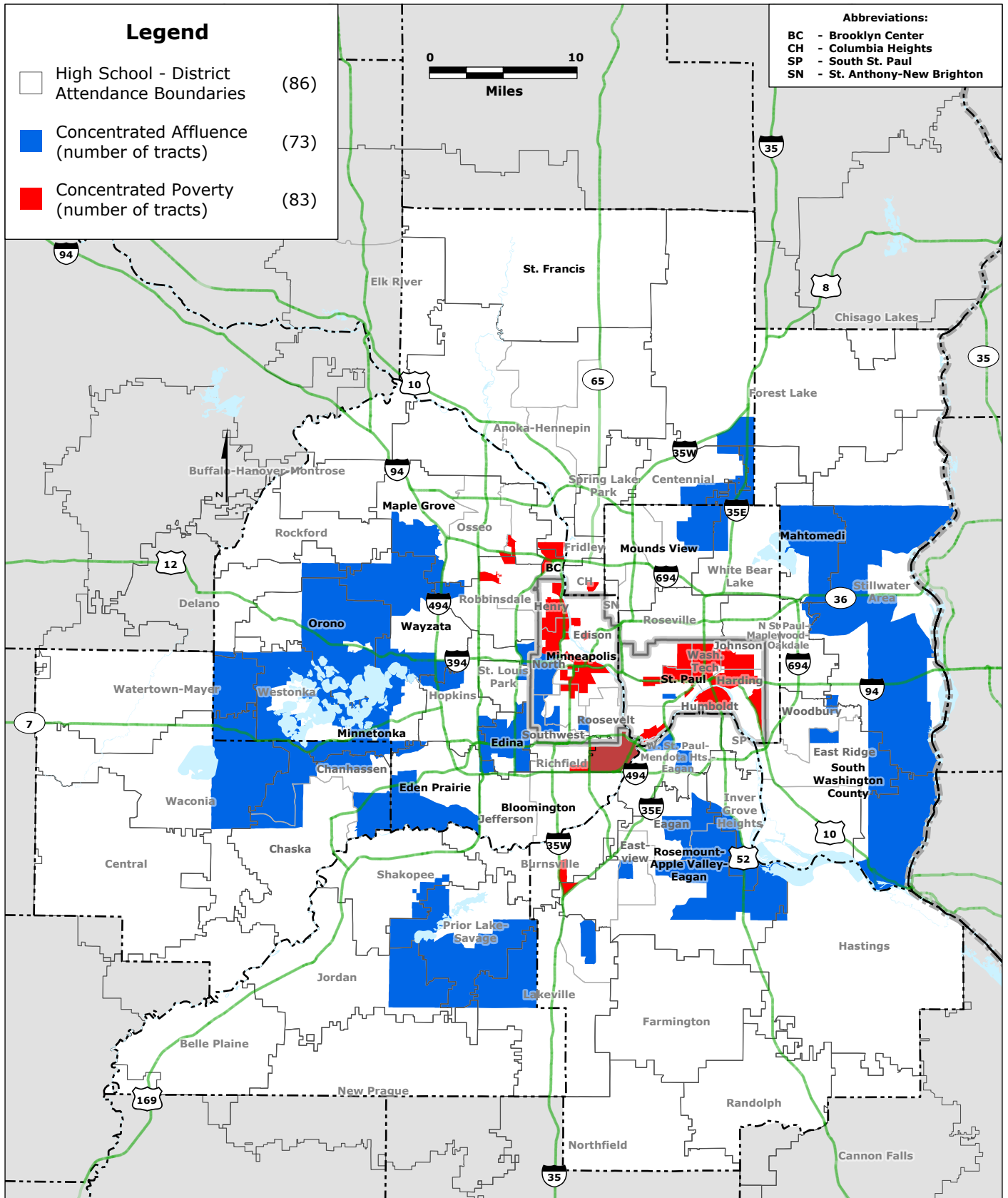
Map 4, below, shows the location of concentrated areas of affluence and poverty in the Twin Cities. Areas of concentrated poverty are census tracts where more than 40 percent of residents have incomes below 185 percent of the federal poverty line. Areas of concentrated affluence are those where median income exceeds \$125,000.

The top 30 “Golden Ticket” schools described above are disproportionately located within and adjacent to areas of concentrated affluence, even including some wealthy central city districts such as Southwest Minneapolis, home to Southwest High School. These areas are mostly suburban, particularly in the region’s eastern and western second-ring suburbs. Meanwhile, the bottom 30 “Dead End” schools are heavily concentrated within the two central cities, geographically correlated with areas of concentrated poverty. In short, it is impossible to disentangle questions of collegiate opportunity in Twin Cities schools from the larger question of residential and school segregation, by race and income.

Other analyses demonstrate these correlations. Charts 8 and 9, below, shows the share of students attending selective or elite college after graduation in each school, graphed against the share of students in that school receiving free or reduced lunch. There is a clear inverse linear relationship between overall poverty level and college attendance rates.

Chart 10 shows the relationship between school white student share and four-year college attendance. Once again, a clear inverse correlation is visible, with highly nonwhite segregated schools exhibiting much lower college attendance rates. Of particular note here is the cluster of highly segregated, single-race charter schools at the far right of the graph. These schools have come under serious criticism for their lack of diversity. Typically, they have rebutted these criticisms by billing themselves as “culturally affirming,” and arguing that racial segregation facilitates better academic outcomes. However, this data suggests that whatever their achievement score results, these schools are placing substantially lower shares of students in four-year colleges than even equivalently segregated traditional public schools. In short, they are true “Dead End” schools, steering students towards a lifetime of limited economic and professional opportunity.

Map 4: MINNEAPOLIS - ST PAUL 7- COUNTY REGION Areas of Concentrated Affluence and Poverty in Traditional School Districts



Data Sources: Metropolitan Council, .Equity Considerations for Place-Based Advocacy and Decisions in the Twin Cities Region, U.S. Census Bureau, 2015-2019 ACS.

Charts 8 and 9

High School Poverty and Rates of Attending Highly Selective, Ivy or Other Elite Universities or Colleges, 2012-2021

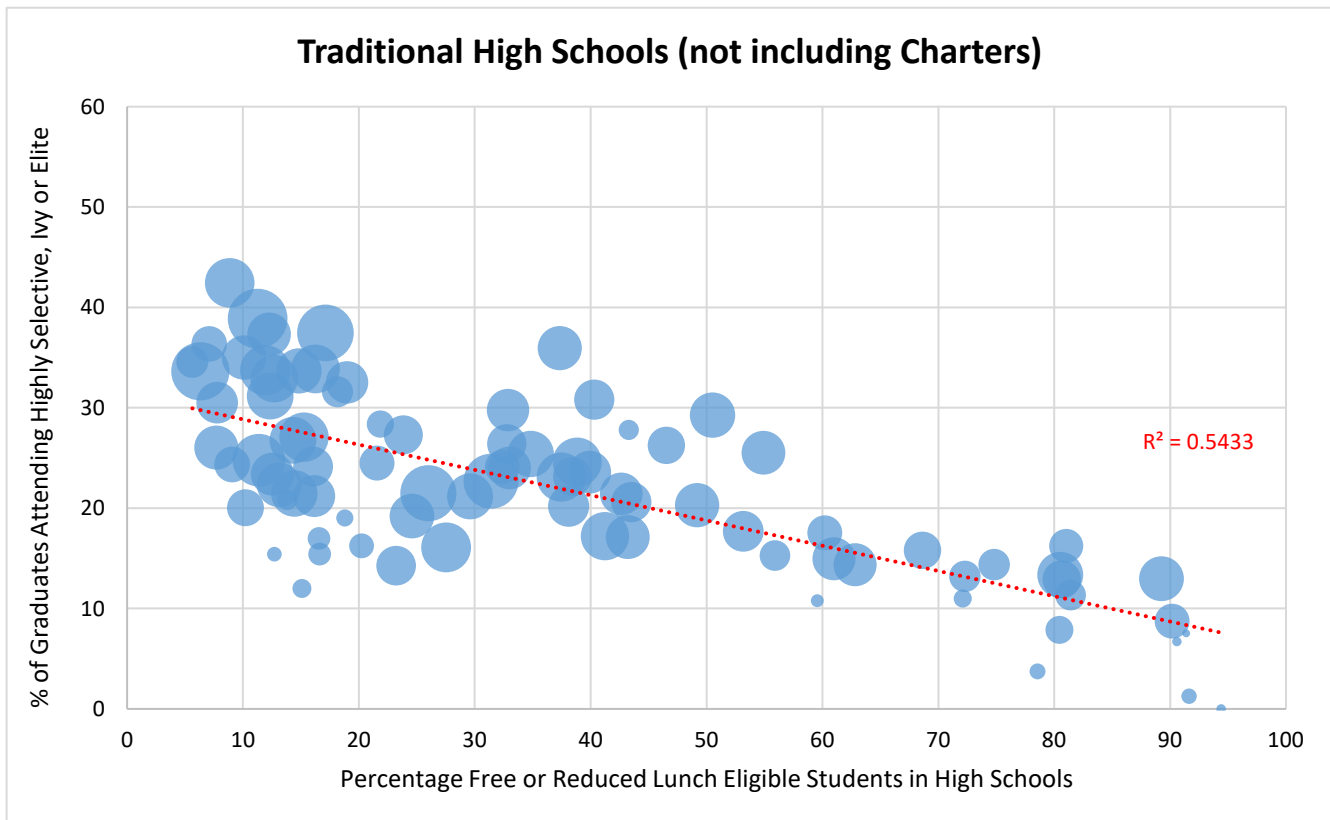
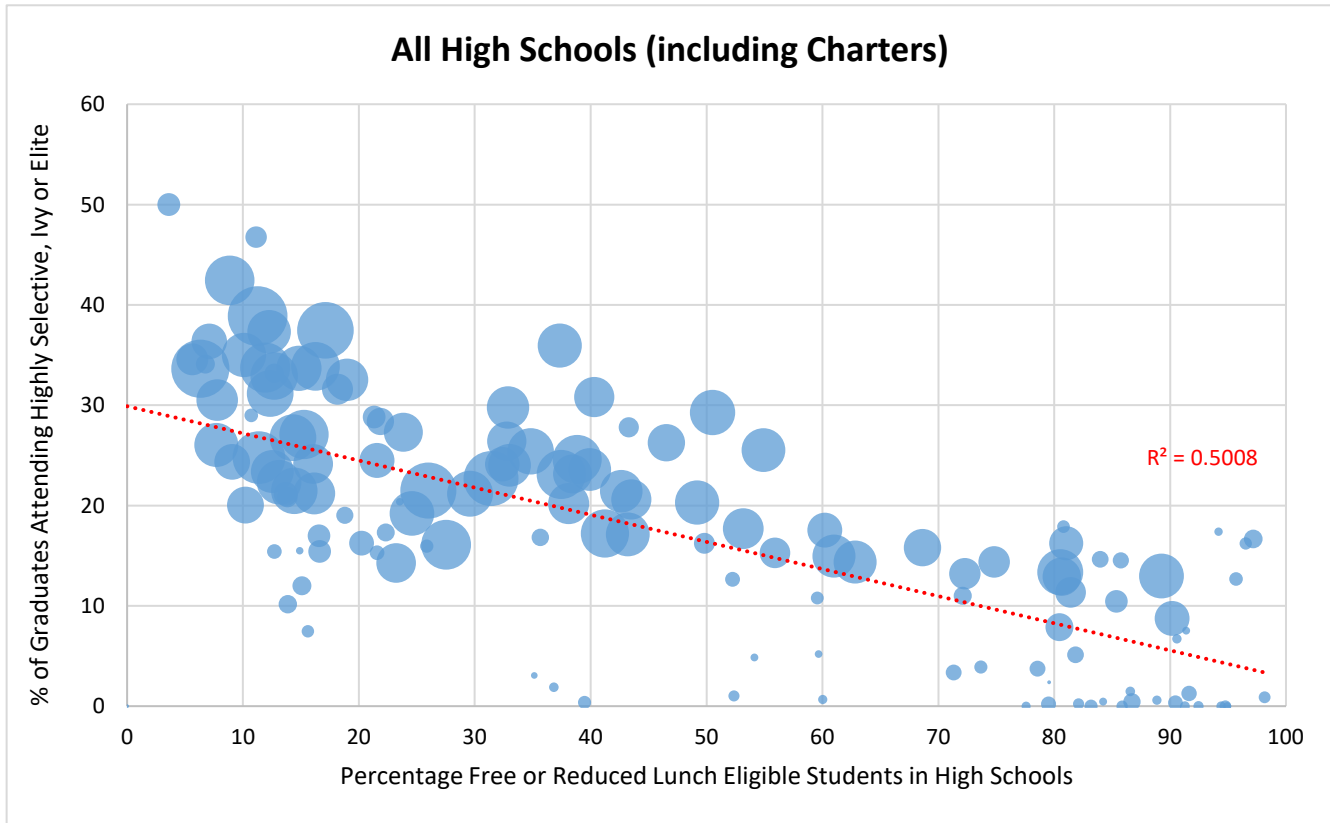
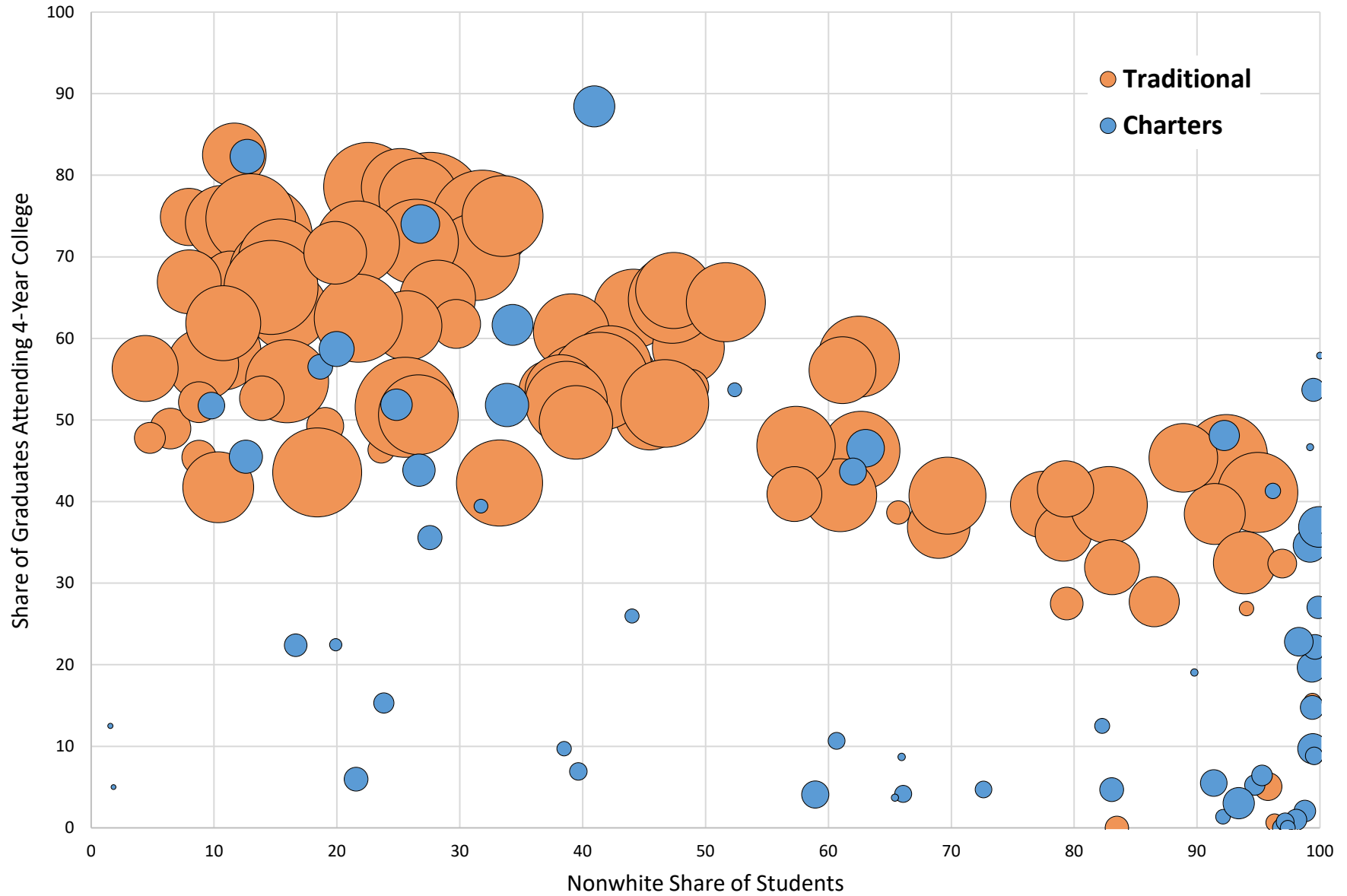


Chart 10: Twin Cities High School Outcomes: Racial Composition and Four-Year College Attendance (2012-2021)



Housing Access and Housing Concentration

Twin Cities subsidized housing is highly concentrated in racially and economically segregated areas, limiting access to higher-performing high schools. Lower-income families reliant on subsidized housing units have far more choices in the attendance zones for the Bottom 15 traditional high schools than in the attendance zones of other high schools, and especially the Top 15 schools.

Subsidized housing is highly concentrated in the attendance zones of the worst schools. Table 9, below, shows the number and share of all housing units and subsidized housing units in Top and Bottom 15 high schools, excluding charter schools and magnet schools, which have no defined attendance areas.

Although Top 15 high school attendance zones contain a substantial share of regional housing – about 18 percent overall – they contain a much smaller share of the region’s subsidized housing, less than 6 percent. Moreover, only a tiny share of the housing units in these attendance zones is subsidized, ranging from 5 percent in Mahtomedi high school to less than half of one percent in Mounds View. Overall, only 2.1 percent of housing units in these areas are subsidized, meaning the vast majority of students are likely to be from families paying market-rate housing costs. A low-income family seeking to enroll its children in one of these top schools and the opportunities it provides has little chance of securing a subsidized unit providing such access.

By contrast, subsidized housing is relatively plentiful in the Bottom 15 high school attendance zones. These areas contain 15 percent of the region’s housing units, but a significant overshare – 34 percent – of the region’s subsidized housing. Overall about 15 percent of all units in these places are subsidized, and for some schools the share is much higher. One-fifth of all housing units in the attendance zone of Edison High School in Minneapolis are subsidized, while over 28 percent of all units in the attendance zone of Washington Tech in Saint Paul are subsidized. As a result, a low-income family looking for a subsidized unit is vastly more likely to end up in the attendance zone of a school with dismal postsecondary outcomes than a school with strong outcomes.

This mismatch reflects both historic and current trends in housing policy. Although the area’s subsidized housing stock has been accumulated over decades, similar patterns persist in more recent developments. Since 2010, 34,489 new subsidized housing units have been financed in the Twin Cities. Of these, only 1,850 – 5 percent -- are in the attendance zones of Top 15 high schools, while 10,110 – 29 percent – are in the attendance zones of Bottom 15 high schools. In other words, the concentration of housing in lower-opportunity school zones represents an ongoing choice by Twin Cities policy makers, not just historic patterns carried forward to the present.

Table 9: Subsidized Housing in Top and Bottom 15 College Bound High Schools with Attendance Boundaries

Top Combined Rank (of all top 15 traditional schools)				Housing Units in 2020		% of Total Occupied Units being subsidized	N subsidized 1st financed since year		% of subsidized 1st financed since year	
				Total Occupied	Subsidized Affordable		2000	2010	2000	2010
Boundary	Trad. Schools	School Name	District Name	Total Occupied	Subsidized Affordable	Units being subsidized	2000	2010	2000	2010
1	1	Edina	Edina	16,353	390	2.4	390	352	100.0	90.3
2	2	Wayzata	Wayzata	27,744	894	3.2	448	297	50.1	33.2
3	3	Mounds View	Mounds View	12,360	51	0.4	51	0	100.0	0.0
4	4	Mahtomedi	Mahtomedi	5,459	274	5.0	188	79	68.6	28.8
5	5	Orono	Orono	4,767	82	1.7	82	0	100.0	0.0
6	6	Minnetonka	Minnetonka	15,802	327	2.1	108	23	33.0	7.0
7	7	East Ridge	South Washington	10,229	162	1.6	162	84	100.0	51.9
8	8	Eden Prairie	Eden Prairie	23,566	786	3.3	523	440	66.5	56.0
9	9	Eastview	Rosemount-AV_E	11,933	128	1.1	67	0	52.4	0.0
10	10	Eagan	Rosemount-AV_E	13,700	287	2.1	201	201	69.9	69.9
11	11	Woodbury	South Washington	14,655	134	0.9	117	87	87.3	64.9
12	12	Chanhassen	Eastern Carver	10,528	63	0.6	63	0	100.0	0.0
13	13	Maple Grove	Osseo	19,951	274	1.4	217	48	79.2	17.5
14	14	Southwest	Minneapolis	14,945	366	2.4	134	69	36.6	18.9
15	15	Jefferson	Bloomington	17,459	311	1.8	222	170	71.4	54.6
Bottom (Worst) Combined Rank (of all bottom 15 traditional schools)										
1	3	North High	Minneapolis	33,022	5,410	16.4	3,302	1,796	61.0	33.2
2	5	Humboldt	St. Paul	5,738	929	16.2	555	322	59.7	34.7
3	7	Brooklyn Center	Brooklyn Center	3,583	144	4.0	144	18	100.0	12.5
4	8	Johnson	St. Paul	13,975	1,433	10.3	1,054	816	73.6	57.0
5	9	Edison	Minneapolis	53,636	11,058	20.6	7,185	3,856	65.0	34.9
6	10	Henry	Minneapolis	14,181	1,182	8.3	782	559	66.2	47.3
7	11	Roosevelt	Minneapolis	17,673	861	4.9	560	456	65.1	53.0
8	12	Washington Tech	St. Paul	15,850	4,498	28.4	2,482	1,329	55.2	29.6
9	14	St. Francis	St. Francis	10,972	161	1.5	97	25	60.2	15.5
10	15	Harding	St. Paul	13,282	1,362	10.3	1,108	933	81.4	68.5
		Top 15 High School Boundary Areas		219,451	4,529	2.1	2,973	1,850	65.6	40.8
		Bottom 15 High School Boundary Areas		181,912	27,036	14.9	17,269	10,110	63.9	37.4
		Remaining Boundary Areas		819,842	47,471	5.8	32,466	22,529	68.4	47.5
		Total		1,221,205	79,036	6.5	52,708	34,489	66.7	43.6