

Report to the Legislature

February 1, 2003

*As required by
Minnesota Laws 1st Special Session, Chapter 6,
Article 2, Section 7, Subdivision 2(b)*

Minnesota Board of Teaching

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing this report document.

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**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

Dr. George Maurer

Report to the Legislature

**REPORT ON THE
2001-02 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE
(Pre Professional Skills Tests: Reading, Writing, Mathematics)**

**As required by Minnesota Laws 1st Special Session
Chapter 6, Article 2, Section 7, Subdivision 2(B)**

FOR MORE INFORMATION CONTACT:

Dr. Richard L. Simms, Teacher Educator Supervisor
Minnesota Department of Children, Families & Learning
TELEPHONE: (651-582-8885
FAX: (651) 582-8809
E-MAIL: richard.simms@state.mn.us

1500 Highway 36 West
Roseville, MN 55113-4266
TTY: (800) 627-3529 OR (651) 582-8201

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-02 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

This report is submitted in accordance with Minnesota Laws 1st Special Session. Chapter 6, Article 2, Section 7, Subdivision 2(b):

The Board of Teaching shall report annually to the education committees of the legislature on the total number of teacher candidates during the most recent school year taking the skills examination, the number who achieve a qualifying score on the examination, the number who do not achieve a qualifying score on the examination, the distribution of all candidates' scores, the number of candidates who have taken the examination at least once before, and the number of candidates who have taken the examination at least once before and achieved a qualifying score.

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BACKGROUND

The Minnesota Board of Teaching is committed to establishing and maintaining quality standards for the licensing of teachers who teach in Minnesota public schools. As part of these standards, specific and selected examinations serve as important instruments in the licensing process. The principal purpose of the examinations of basic skills is to determine objectively if prospective teachers have adequate skills in reading, writing, and mathematics to meet the needs of the learners whom they serve, regardless of grade or subject taught.

ADOPTING TEACHER LICENSURE EXAMINATIONS

The 1985 Minnesota Legislature directed the Minnesota Board of Teaching to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, mathematics, and writing.

In 1986, the Minnesota Board of Teaching released a request for proposals (RFP) seeking bidders for the development, validation, field-testing and administration of a state-wide testing program for the issuance of teaching licenses.

The goal of the request for proposals was to produce a state-wide examination system to:

1. Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing, and mathematics.
2. Identify specific areas of performance for individual diagnosis and remediation.
3. Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.

In 1987, the Minnesota Board of Teaching adopted the Pre-Professional Skills Tests (PPST) developed by Educational Testing Service (ETS) as the examinations of reading, mathematics, and writing required for initial teacher licensure. Minimum qualifying scores were set at 173 for reading, 169 for

mathematics, and 172 for writing. In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003 for first time applicants.

DESCRIPTION OF THE PRE-PROFESSIONAL SKILLS TESTS (PPST)

The Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing. The PPST does not provide predictive measures of success in teaching.

- **The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.**
- **The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.**
- **The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively).**

SETTING MINNESOTA QUALIFYING SCORES

The Minnesota Board of Teaching used documentation from the field-testing study and the validity study conducted in 1986 to determine the appropriateness of the Pre-Professional Skills Tests and to set the performance standards for initial teacher licensure.

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population along with national data provided comparable data for two primary reference groups. Both populations represent first-time examinees who were tested under standard conditions and fell into one of two populations.

The establishment of statewide minimum passing scores on the PPST required for Minnesota licensure was completed and reported in the Minnesota Validity/Standard Setting Study: Pre-Professional Skills Tests (PPST) conducted in 1987 by Educational Testing Service (ETS). An important phase in

establishing and conducting the Minnesota PPST validity/standard setting study included selecting and convening a 30 member study panel comprised of representative Minnesota educators. Their assignment was to review the PPST questions and estimate the performance of minimally qualified applicants for initial teacher licensure.

The validity study panel was composed of 15 teachers/administrators who served on the school-based subpanel to review and evaluate the job-relatedness of the PPST questions, and 15 teacher educators who served on the college-based subpanel to review and evaluate the content appropriateness of the PPST questions. Criteria for selection of the teacher/administrator panelists included: geographic region, size of district enrollment, instructional level and subject area specialty, ethnicity, and gender. Criteria for selection of the college-based panelists included: type of institution, size of teacher education program, ethnicity of student body, geographic region, panelist ethnicity, and gender. To assure that panelists represented the desired diversity and characteristics of Minnesota, thirteen percent of the panelists were persons of color.

After the systematic review of summarized standard setting study data, which represented the professional judgments of Minnesota educators from representative educational institutions at elementary through college/university levels, a decision was made by the Minnesota Board of Teaching to set the qualifying scores at **Reading 173, Mathematics 169, Writing 172**). In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003, for first time applicants.

ETS does not assign grade equivalency to the Praxis I examinations (reading, writing, math). However, a minimum of a high school education is presumed. ETS conducts a national study of the job relatedness. In validating the tests in Minnesota, panelists (teachers and administrators) review each question to determine how important is the knowledge or skill covered by each question for the job of a beginning teacher.

The Minnesota scores were set by the Board of Teaching and were derived from the panels' judgments (a study value). The performance of various reference groups were considered when setting the qualifying scores, including Minnesota graduates, gender, and race/ethnicity. The following is extracted from the validity study and might help with this question:

What advantages and disadvantages should be considered in setting higher qualifying scores?

Setting a higher passing score has certain potential advantages as well as disadvantages that should be considered. By setting a higher score, one would hope to improve professional standards. Higher professional standards may also have strong public appeal in terms of addressing current nationwide concerns about the need for excellence in education. However, in setting a higher score, student enrollment in teacher preparation programs as well as the supply of future teachers might be diminished. Also, research suggests that some minority groups are adversely affected by the setting of high passing scores.

What advantages and disadvantages should be considered in setting lower qualifying scores?

In general, the lower the qualifying score is set, the less the risk of rejecting qualified candidates who happen to score below the study values. At the same time, however, the greater is the risk that unqualified candidates will exceed the adjusted qualifying score. Advantages in setting a lower passing score would be to increase the number of students entering teacher preparation programs. Thus, the supply of applicants for teaching positions would not be drastically affected and efforts at affirmative action might be more successfully pursued.

NONSTANDARD TEST ADMINISTRATIONS FOR EXAMINEES WHO HAVE DISABILITIES

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (16 colleges/universities, 7 community colleges, 8 computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow when requesting special accommodations for taking its examinations. The most commonly requested nonstandard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test books, and large-

block answer sheets. Special accommodations are requested by the applicant directly through Educational Testing Service.

The tests are administered in Minnesota on six national testing dates spread throughout the year. Candidates may also make appointments to take the tests on computer. Test takers arrange individual test times and dates based on availability.

Nonstandard test accommodations (extended time) may be available for test takers whose primary language is not English. Tests takers who meet ETS requirements will be allowed 50 percent additional testing time.

ASSURANCE OF CULTURAL SENSITIVITY

Educational Testing Service conducts procedures responsive to a goal of cultural sensitivity in tests and services. The ETS Standards for Quality and Fairness states: *All ETS products and services--including individual test questions, tests as a whole, and publications in print and other media -- must not contain language, symbols, words, phrases, or examples that are generally regarded as sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group.*

Sensitivity Review

A sensitivity review procedure is conducted by Educational Testing Service on the academic skills assessments. Each form of the PPST and the CBT has undergone ETS sensitivity review procedures. *The Sensitivity Review ensures:*

- Tests do not contain language or symbols that may reinforce stereotypes.
- Tests will not contain inflammatory or highly controversial topics. If material must be used, it should be handled in a conscientious, balanced, sensitive, and objective manner.
- Tests do not contain language that is inappropriate in tone. A patronizing, insulting, elitist, or inflammatory tone is unacceptable.
- Tests will not contain inappropriate underlying assumptions, in particular, ethnocentric, elitist, and/or gender-based beliefs and language that are not germane to the domain being tested.
- Tests ensure gender balance and reflect an appropriate balance of males and females.

- Recognition of population diversity. No racial/ethnic group should be represented to the exclusion of others in tests.

Differential Item Functioning

An additional procedure performed by Educational Testing Service to ensure fairness and cultural sensitivity in test development and scoring is the Differential Item Functioning (DIF). Differential Item Functioning is an empirical measure based on the actual test performance of examinees in different groups. Differential Item Functioning occurs when people of approximately equal knowledge and skill in different groups perform in substantially different ways on a test question. Measures of DIF help to identify questions that may be biased because group differences in relevant knowledge and skill have been taken into account to the extent allowed by the matching process.

DIF is performed at the time of test assembly and at the time of scoring to determine whether or not any difference in difficulty or performance can be attributed to or related to group membership. If any given question is determined to have been missed by any group or selected population and a determination has been made that the item is unfair to group membership, the *item is removed from the scored portion of the test before the question affects the reported scores of any examinee.*

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

The 1993 legislature requested that the Board of Teaching, with the assistance of organizations representing diverse cultures, work to assure that questions contained in the skills examinations in reading, writing, and mathematics are culturally sensitive. The following organizations provided members from their respective groups to assist the Board:

Council on Asian-Pacific Minnesotans
Council on Black Minnesotans
Minneapolis Public Schools
Minnesota Association of Colleges for Teacher Education
Minnesota Education Association
Minnesota Federation of Teachers
Minnesota Indian Scholarship Committee
St. Paul Public Schools
Spanish Speaking Affairs Council

The committee developed the following principles:

1. Test items in the basic skills examination of reading, writing, and mathematics must be culturally sensitive. Tests must undergo scrutiny at multiple points which include content and item analysis for cultural sensitivity at the time of item development and at review of item performance on various populations.
2. Testing centers must provide environments and procedures which facilitate fairness in test taking arrangements and test administration.
3. Legislation requiring that colleges, universities, and school districts provide appropriate assistance to individuals needing it should be maintained and enhanced to include requirements for a diagnostic component.
4. Persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota, and have been granted a provisional license to teach, must be provided sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for teacher licensure.
5. Students enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs must be provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

Colleges and universities with Board approved teacher preparation programs must provide remedial assistance to persons enrolled in their institutions who do not pass any part of the skills examination. The 1994 Minnesota legislature amended Minnesota Statute §125.05, subd. 1(b), [Board To Issue Licenses], to require school districts to provide similar, appropriate, and timely remedial assistance in the academic areas in which the person did not achieve a passing score.

This legislation is to assure that (1) persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota and have been granted a provisional license to teach

have sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure; and (2) persons enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs are provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

FINDINGS

For each test the following data is provided:

- Frequency by Gender & Ethnicity
- Median and Mean Scores
- Pass Rates & Failure Rates
- Scores for All State Users

NOTE: Examinee reporting of information by variables of gender and race/ethnicity are voluntary and thus, not all examinees reported data and not all examinees took all three examinations.

TEST INFORMATION

Test Code	0710	TEST NAME	Pre Professional Skills Test: Reading
<u>SCORE RANGE</u>	150-190		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=4,533)			ETHNICITY COUNT (n=4,503)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	3,374	1,159	64	96	58	22	79	4,184
%	75	25	1.4	2.1	1.3	.5	1.8	92.9

<u>SCORE</u>	<u>Median</u>	<u>Mean</u>
Females	179	178
Males	181	179
African American	173	173
Asian	174	174
Hispanic	176	175
Native American	179	177
Other	182	180
White	180	178

<u>PASS RATE</u>	Number Passing	Number Failing	Percent Passing
Females	2,848	526	84
Males	1,005	154	87
African American	36	28	56
Asian	57	39	59
Hispanic	44	14	76
Native American	17	5	77
Other	70	9	89
White	3,601	583	86
Total Ethnicity	3,825	678	85

ALL STATE USERS	PASSING SCORE
MS, MT, NE	170
AR, CT, DC, FL, HI, LA, PA, TX	172
KY, MN, OK	173
NV, NH, OR, TN, WV	174
AK, DE, SC, VI, WI	175
GA, IN, NC	176
MD, VT	177
VA	178

TEST INFORMATION

Test Code	0720	TEST NAME	Pre Professional Skills Test: Writing
SCORE RANGE	150-190		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=4,671)			ETHNICITY COUNT (n=4,641)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	3,412	1,259	73	95	66	18	86	4,303
%	73	27	1.6	2.0	1.4	.4	1.9	92.7

SCORE	Median	Mean
Females	177	176
Males	176	176
African American	172	172
Asian	173	173
Hispanic	173	173
Native American	176	175
Other	176	176
White	176	173

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	3,031	381	89
Males	1,069	190	85
African American	42	31	58
Asian	62	33	65
Hispanic	45	21	68
Native American	14	4	78
Other	74	12	86
White	3,839	464	89
Total Ethnicity	4,076	565	88

STATE	PASSING SCORE
MT	170
CT, DC, FL, HI, LA, OR	171
IN, KY, MN, MS, NE, NV, NH, OK, WV	172
AR, DE, MD, NC, PA, SC, TN, TX	173
AK, GA, VT, VI, WI	174
VA	176

TEST INFORMATION

Test Code	0730	TEST NAME	Pre Professional Skills Test: Mathematics
SCORE RANGE	150-190		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=4,472)			ETHNICITY COUNT (n=4,444)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	3,342	1,130	75	85	64	20	80	4,120
%	75	25	1.7	1.9	1.4	.5	1.8	92.7

SCORE	Median	Mean
Females	181	179
Males	184	183
African American	167	169
Asian	179	178
Hispanic	173	173
Native American	177	176
Other	183	181
White	182	180

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	3,022	320	90
Males	1,077	53	95
African American	37	38	49
Asian	68	17	80
Hispanic	47	17	73
Native American	15	5	75
Other	73	7	91
White	3,830	290	93
Total Ethnicity	4,070	374	92

STATE	PASSING SCORE
MN*, MS	169
LA, MT, VI	170
AR, CT, NE, OK, TX	171
NH, NV, SC, WV	172
AK, HI, KY, NC, PA, TN, WI	173
DE, DC	174
FL, IN, OR, VT	175
GA	176
MD	177
VA	178

*Effective September 1, 2003, Minnesota math score will be 171.

TEST INFORMATION

Test Code	0711	TEST NAME	Computer Based Tests Reading
SCORE RANGE	300-335		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=1,352)			ETHNICITY COUNT (n=1,350)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	996	356	29	22	15	8	12	1,264
%	74	26	2.1	1.6	1.1	.6	.9	94

SCORE	Median	Mean
Females	330	329
Males	330	329
African American	327	326
Asian	326	323
Hispanic	329	327
Native American	322	323
Other	330	329
White	330	329

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	946	50	95
Males	331	25	93
African American	24	5	83
Asian	14	8	64
Hispanic	14	1	93
Native American	6	2	75
Other	12	0	100
White	1,205	59	95
Total Ethnicity	1,275	75	94

All STATE USERS	PASSING SCORE
MS, MT, NE	316
AR, DC, HI, LA	319
KY, MN, OK	320
FL, NH, NV, OR, TN, WV	321
AK, DE, SC, VI, WI	322
IN, NC	323
CT	324
MD	325
VA	326
VT	327

TEST INFORMATION

Test Code	0721	TEST NAME	Computer Based Tests Writing
SCORE RANGE	300-335		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=1,425)			ETHNICITY COUNT (n=1,423)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	1,035	390	28	27	15	8	16	1,329
%	73	27	2.0	2.0	1.1	.6	1.1	93

SCORE	Median	Mean
Females	325	324
Males	324	323
African American	322	321
Asian	318	319
Hispanic	322	323
Native American	321	319
Other	323	323
White	325	324

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	956	79	92
Males	332	58	85
African American	22	6	79
Asian	17	10	63
Hispanic	13	2	87
Native American	5	3	63
Other	13	3	81
White	1,216	113	92
Total Ethnicity	1,286	137	90

ALL STATE USERS	PASSING SCORE
MT	314
DC, HI, LA	316
OR	317
CT, FL, IN, KY, MN, MS, NE, NH, NV, OK, WV	318
AR, DE, MD, NC, SC, TN	319
VI, WI	320
AK, GA	321
VT	322
VA	324

TEST INFORMATION

Test Code	0731	TEST NAME	Computer Based Tests Mathematics
SCORE RANGE	300-335		
2001-02 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=1,334)			ETHNICITY COUNT (n=1,331)					
	Females	Males	African American	Asian	Hispanic	Native American	Other	White
n	985	349	27	23	14	7	14	1,246
%	74	26	2.0	1.7	1.1	.5	1.1	93.6

SCORE	Median	Mean
Females	327	326
Males	330	328
African American	322	322
Asian	323	323
Hispanic	327	324
Native American	321	320
Other	326	324
White	328	327

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	939	46	95
Males	340	9	97
African American	23	4	85
Asian	19	4	83
Hispanic	11	3	79
Native American	6	1	86
Other	13	1	93
White	1,204	42	97
Total Ethnicity	1,276	55	96

ALL STATE USERS	PASSING SCORE
MN*, MS	314
LA, MT, VI	315
AR, NE, OK,	316
FL, NH, NV, SC, WV	317
AK, HI, KY, NC, TN, WI	318
CT, DC, DE	319
IN, OR	320
GA	321
MD, VT	322
VA	323

*Effective September 1, 2003 the CBT qualifying score will be 316.

RETAKES ON THE PPST

Table 1 Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-02									
READING									
Racial/Ethnic Group		1 st Attempt		2 nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	64	35	29	1	1			36	55
Asian	96	57	39	0	5			57	56
Hispanic	58	42	16	1	3	1	1	44	69
Native American	22	16	6	1	1			17	74
Other	79	70	9					70	89
White	4,184	3,551	633	50	62	2	5	3,603	84
Totals	4,636	3771	732	53	71	3	6	3,827	83

Table 2 Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-02									
WRITING									
Racial/Ethnic Group		1 st Attempt		2 nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	77	40	33	2	2			42	55
Asian	99	62	33	1	3			63	64
Hispanic	72	43	23	1	4	1	0	45	63
Native American	19	13	5	1	0			14	74
Other	91	70	16	4	1			74	81
White	4,402	3,779	524	56	33	5	5	3,840	87
Totals	4,760	4,007	634	65	43	6	5	4,078	86

**Table 3
Frequency Distributions and Percentage for All
Retakes on the PPST by Racial/Ethnic Group 2001-02**

MATHEMATICS									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	80	37	38	0	4	0	1	37	46
Asian	88	66	19	1	1	1	0	68	77
Hispanic	68	45	19	3	1			48	71
Native American	20	15	5					15	75
Other	81	73	7	1				74	91
White	4,194	3,792	328	44	25	0	5	3,836	92
Totals	4,531	4,028	416	49	31	1	6	4,078	90

SUMMARY

2001-2002 Minnesota EXAMINEES Tables 4-6 indicate the total pass rates for individuals taking either the PPST or Computer Based Test.

Table 4 Frequency Distributions and Percentage for PPST & CBT by Racial/Ethnic Group								
READING								
	# ATTEMPTING		# PASSING		% PASSING		TOTAL PASSING	
	PPST	CBT	PPST	CBT	PPST	CBT	#	%
African American	64	29	36	24	56	83	60	65
Asian Pacific	96	22	57	14	59	64	71	60
Hispanic	58	15	44	14	76	93	58	80
Native American	22	8	17	6	77	75	23	77
Other	79	12	70	12	89	100	82	90
White	4,184	1,264	3,601	1,205	86	95	4,806	88
TOTAL	4,503	1,350	3,825	1,275	85	94	5,100	87

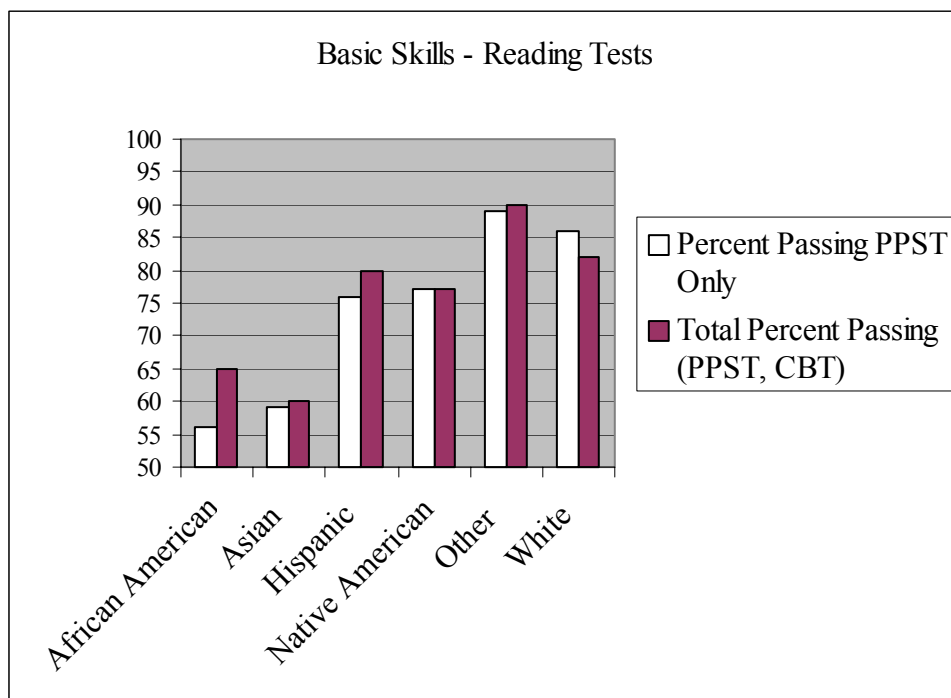


Table 5
Frequency Distributions and Percentage for
PPST & CBT by Racial/Ethnic Group

WRITING								
	# ATTEMPTING		# PASSING		% PASSING		TOTAL PASSING	
	PPST	CBT	PPST	CBT	PPST	CBT	#	%
African American	73	28	42	22	58	79	64	63
Asian Pacific	95	27	62	17	65	63	79	65
Hispanic	66	15	45	13	68	87	58	72
Native American	18	8	14	5	78	63	19	73
Other	86	16	74	13	86	81	87	85
White	4,303	1,329	3,839	1,216	89	92	5,055	90
TOTAL	4,641	1,423	4,076	1,286	88	90	5,352	88

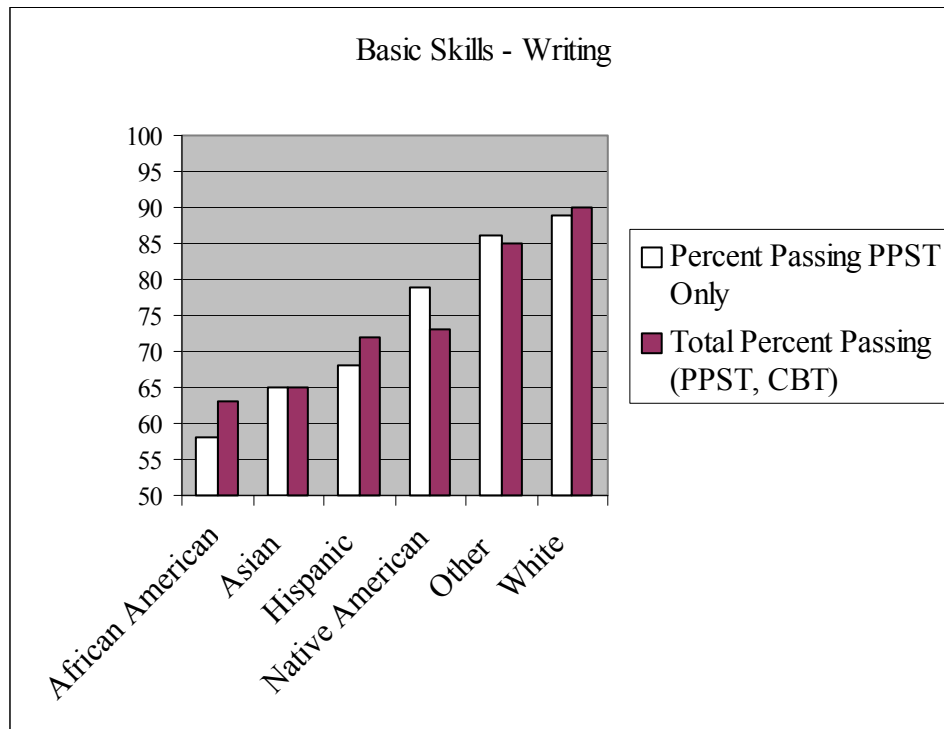


Table 6 Frequency Distributions and Percentage for PPST & CBT by Racial/Ethnic Group								
MATHEMATICS								
	# ATTEMPTING		# PASSING		% PASSING		TOTAL PASSING	
	PPST	CBT	PPST	CBT	PPST	CBT	#	%
African American	75	27	37	23	49	85	60	59
Asian Pacific	85	23	68	19	80	83	87	81
Hispanic	64	14	47	11	73	79	58	74
Native American	20	7	15	6	75	86	21	78
Other	80	14	73	13	91	93	86	92
White	4,120	1,246	3,830	1,204	93	97	5,034	94
TOTAL	4,444	1,331	4,070	1,276	92	96	5,346	93

