



World's Best Workforce Legislative Report

Report to the Legislature

As required by Minnesota Statutes, section 120B.11, subdivision 9, paragraph C

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$ 1,143.26 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

Minnesota Statutes 2016, section 120B.11, subdivision 9, paragraph (c):

(c) The commissioner shall report by January 25 of each year to the committees of the legislature having jurisdiction over kindergarten through grade 12 education the list of school districts that have not submitted their report to the commissioner under subdivision 5 and the list of school districts not achieving their performance goals established in their plan under subdivision 2.

Introduction

The World's Best Workforce (WBWF) under Minnesota Statutes, section 120B.11, means striving to:

- Meet school readiness goals;
- Have all third-grade students achieve grade-level literacy;
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty;
- Have all students attain career and college readiness before graduating from high school; and
- Have all students graduate from high school.

Under the legislation, school boards adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board publishes an annual report and holds an annual public meeting to review goals, outcomes and strategies. An electronic summary of the annual report must be sent to the commissioner of education each year. The 2016-17 summaries were due on December 15, 2017.

With nearly 500 districts and charter school summaries to review, we anticipate approximately 60 MDE staff members from various program areas and Regional Centers of Excellence staff will be involved in the review process. In order to ensure feedback is meaningful for districts and charters, the following criteria were used to select individuals as reviewers:

- Familiarity with district/school improvement processes and plans
- Familiarity with educational data used to make decisions in a district/school setting
- Familiarity with setting SMART goals and tracking progress toward goals
- Understanding of the WBWF legislation
- Ability to provide meaningful feedback to districts about their WBWF efforts

MDE developed a template for districts and charters to use when submitting the summaries. This has allowed MDE staff to use a standard rubric to review the summaries in order to collect district and charter progress on goals and to provide quality feedback to districts and charters. By using a standard template and rubric, MDE can be more effective and efficient in the review process as well as provide better information to districts and charters. The Summary Template and the Review Rubric can be found on the [WBWF webpage](#).

The 2017 summary review process began on January 24, 2018, and MDE anticipates sending feedback to nearly 500 districts and charters in March of 2018.

District and charter WBWF plans include their own unique locally developed goals and benchmarks for instruction and student achievement. Many districts and charters choose to use local measures, in addition to indicators available at the state level, to set goals and track progress over time. The WBWF summary template gives districts and charters the opportunity to self-report whether their goals were met, not met or in progress.

Within the context of local control and oversight, MDE has provided support and information to districts and charters to help in their own WBWF planning efforts.

Analysis

MDE received approximately 356 summary reports out of about 493 districts and charters by the December 15, 2017, deadline. After reminding districts and charters of this requirement, many submitted summaries throughout December 2017 and January 2018. As of January 22, 2018, the following districts and charters had not submitted a WBWF summary report using the MDE template:

District#	Organization
0592-01	Climax-Shelly
2888-01	Clinton-Graceville-Beardsley
4070-07	HOPE Community Academy
0857-01	Lewiston-Altura
0238-01	Mabel-Canton
2149-01	Minnewaska
2170-01	Staples-Motley

When considering district and charter performance and progress, MDE reviews the two broad goals Minnesota has established under the state's federal Elementary and Secondary Education Act (ESEA) Flexibility Waiver:

1. Reduce the achievement gap by 50 percent by 2017.
2. Reach an overall 90 percent graduation rate by the year 2020, with each student group reaching at least an 85 percent graduation rate.

The eight student groups are American Indian, Asian, Hispanic, black, white, free and reduced- price, lunch, English learners and special education.

Academic performance is commonly measured using proficiency and growth on state assessments. A student is considered proficient if they meet or exceed state standards as demonstrated on the test. A student could also be partially meeting standards or not meeting standards. For the achievement gap data described below, partially proficient students are included in the proficiency index.

Growth is also used to understand how students are progressing from year to year. Students receive growth scores each year, and these scores are an indication of whether students are making expected annual gains in their learning.

It is important to note that Minnesota's Every Student Succeeds Act (ESSA) state plan outlines new statewide achievement gap and graduation rate goals. This plan was approved by the U.S. Department of Education in January 2018. Next year's World's Best Workforce legislative report will reflect progress on the state's new goals.

Regional Data Profiles

While districts and charters set their own SMART (strategic, measureable, ambitious, rigorous and time-sensitive) goals and track progress at the local level, some measures are available at the state level to understand district and charter performance. While the WBWF legislation requires districts and charters to establish goals and benchmarks for student achievement using their own indicators, given the variety of measures used at the local level to track progress and varied methods of goal-setting, MDE also considers state metrics. These state measures can be used to understand each district's and charter's contribution to reaching statewide goals.

Using state-level data, MDE developed data profiles around each of the World's Best Workforce (WBWF) goal areas. Regional data is included in addition to the district level data. This data can be found on the [Data Reports and Analytics page](#) of the MDE website. This link can also be found in the Data Center of the MDE website under Data Reports and Analytics > accountability and Assessments > World's Best Workforce (WBWF) District Data Profiles. MDE released these data profiles in an effort to provide districts and charters with an indication of their progress in the areas of WBWF and contribution to reaching statewide goals. The WBWF data files include:

- **Third Grade Reading:** 2017 grade three reading proficiency data by student group showing district progress toward 2017 goals.
- **Reading Growth:** 2017 grade four reading growth scores by student group.
- **Achievement Gap Closure:** 2017 math and reading proficiency index data showing whether districts are "on track" toward closing the achievement gap by 50 percent by 2017.
- **Career and College Readiness:** 2017 grade eight math proficiency data by student group showing district progress toward 2017 goals.
 - Minnesota does not have one statewide measure to assess career and college readiness. For the purpose of the data profiles, MDE used grade eight math results as an indicator of career and college readiness. The MCA includes all students in the state, is aligned to Minnesota's career

and college ready academic standards, is predictive of how a student would perform on the ACT, and is an indicator of whether students will need developmental coursework in college.

- **Graduation:** 2016 graduation rates showing progress toward the 2020 goal to reach a 90 percent graduation rate overall with no student group below 85 percent.
- **Equitable Access to Excellent Educators:** 2017 data on the percent of inexperienced teachers and percent of classes taught by unqualified or out-of-field teachers, including data showing equity gaps between districts with high-minority, lower-income populations and districts with low-minority, higher-income populations.

Please note that while MDE communicates information about possible tools to measure school readiness, we do not have one single statewide measure used by all districts to assess kindergarten readiness. MDE has created specific guidance for districts relating to this first goal of WBWF and we do provide assistance for selecting high-quality assessment tools that align to early learning and kindergarten academic standards as well as support in setting SMART goals and tracking results.

Statewide Results

In addition to the individual district or charter and regional data included in these files, the information below provides statewide results on achievement gap closure and graduation rates.

It is important to note that Minnesota's Every Student Succeeds Act (ESSA) state plan outlines new statewide achievement gap and graduation rate goals. This plan was approved by the U.S. Department of Education in January 2018. Next year's World's Best Workforce legislative report will reflect progress on the state's new goals.

Achievement Gap Data

Minnesota has a goal to reduce the academic achievement gap by 50 percent by 2017. This goal was established back in 2011 under Minnesota's federal No Child Left Behind (NCLB) Flexibility Waiver. Every year, MDE releases data to show whether schools and districts/charters are on track to meet that goal. Since 2017 is the goal year, the data below demonstrate the count of districts that met the 2017 goal by student group.

Proficiency targets are established for each student group. A district or charter needs at least 20 students for the group to be included in the data below. It is important to note that all student groups, including the white group, had annual targets and a 2017 goal.

These tables provide the percent of districts and charters meeting their math and reading proficiency goals by student group. A district/charter could have met the 2017 goal for some, but not all, of their possible student groups. 38 districts/charters met the goal for all traditionally under-performing student groups in math, and 37 districts/charters met the goal for all traditionally under-performing student groups in reading.

2017 MATH Achievement Gap Results

Student Group	District/Charter Count Meeting Goal	District/Charter Count Missing Goal	District/Charter Total Count	Percent of Districts/Charters Meeting Goal
American Indian	26	64	90	28.9%
Asian	61	51	112	54.5%
Black	37	128	165	22.4%
FRP	58	395	453	12.8%
Hispanic	45	144	189	23.8%
LEP	21	133	154	13.6%
Special Ed	35	354	389	9%
White	32	396	428	7.5%

2017 READING Achievement Gap Results

Student Group	District/Charter Count Meeting Goal	District/Charter Count Missing Goal	District/Charter Total Count	Percent of Districts/Charters Meeting Goal
American Indian	26	68	94	27.7%
Asian	64	50	114	56.1%
Black	37	127	164	22.6%
FRP	63	391	454	13.9%
Hispanic	48	144	192	25%
LEP	30	132	162	18.5%
Special Ed	24	369	393	6.1%
White	35	391	426	8.2%

Graduation Rate Data

Minnesota has a goal to reach a 90 percent graduation rate by the year 2020 with no student group below 85 percent. This goal was established under Minnesota’s NCLB Flexibility Waiver and will continue under the state’s new ESSA system. The tables below provide the 2016 graduation rate results for all students and for each student group. A district or charter needs at least 10 students in the 2016 graduating cohort for the student group to be included in the data below. Graduation rate data for 2017 will not be finalized until February or March 2018.

2016 Graduation Rate for All Students 90% Goal by 2020

	Student Group	Count of Districts at 90% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
All Local Education Agencies	All Students	202	100	30	12	55	399
Non-Chararters	All Students	194	90	25	4	27	340
Charters	All Students	8	10	5	8	28	59

2016 Four-Year Graduation Rates by Student Group 85% Goal by 2020

All Local Education Agencies

Student Group	Count of Districts at 85% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	1	4	7	6	15	33
Asian	24	15	8	0	5	52
Hispanic	9	16	18	16	26	85
Black	7	16	17	13	24	77
White	224	89	15	5	42	375
English Learners	6	10	10	15	21	62

Student Group	Count of Districts at 85% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
Special Ed	14	37	36	24	71	182
Free and Reduced-Price Lunch	88	114	39	44	64	349

2016 Four-Year Graduation Rates by Student Group 85% Goal by 2020 Non Charters

Student Group	Count of Districts at 85% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	1	4	7	6	13	31
Asian	23	15	6	0	3	47
Hispanic	8	15	18	16	21	78
Black	6	13	14	13	11	57
White	217	81	13	1	23	335
English Learners	5	9	7	14	13	48
Special Ed	14	37	33	23	59	166
Free and Reduced-Price Lunch	86	107	33	37	38	301

2016 Four-Year Graduation Rates by Student Group 85% Goal by 2020 Charters

Student Group	Count of Districts at 85% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	0	0	0	0	2	2
Asian	1	0	2	0	2	5

Student Group	Count of Districts at 85% or above	Count of Districts at 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
Hispanic	1	1	0	0	5	7
Black	1	3	3	0	13	20
White	7	8	2	4	19	40
English Learners	1	1	3	1	8	14
Special Ed	0	0	3	1	12	16
Free and Reduced-Price Lunch	2	7	6	7	26	48

Conclusion

As outlined in this report, MDE has had the opportunity to:

- Learn more about how districts and charters adopt comprehensive strategic plans to support and improve teaching and learning for all students.
- Learn more about how districts and charters communicate their progress on yearly goals through an annual public meeting where they share outcomes and strategies.
- Monitor not only state wide data but also regional and local data around the WBWF five goal areas.
- Continue our support to districts and charters on setting SMART goals and monitoring their progress through the use of data review and a continuous improvement process.

This legislative report is respectfully submitted as required on January 25, 2018.