



World's Best Workforce Legislative Report

Fiscal Year 2016

Report

To the

Legislature

As required by

Minnesota Statutes,

section 120B.11, subd. 9(c)

COMMISSIONER:

Brenda Cassellius, Ed. D.

**World's Best Workforce Legislative
Report**

January 2016

FOR MORE INFORMATION CONTACT:

Stephanie Graff

Office of the Commissioner

651-582-8242

Stephanie.graff@state.mn.us

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$887.18. Most of these costs involved staff time in analyzing data and preparing the written report. Incidental costs include paper, copying and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

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 2014-2015 summaries were due on December 1, 2015.

With nearly 500 districts and charter school summaries to review, approximately 50 MDE staff members from various program areas are involved in the review process. In 2015, MDE developed a template for districts to use when submitting the summaries. The template is found in Appendix A. This has allowed MDE staff to use a standard rubric to review the summaries in order to evaluate district progress and to provide quality feedback to districts. The review rubric is found in Appendix B. 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.

The 2015 summary review process began on December 18, 2015, and MDE anticipates sending feedback to nearly 500 districts and charters in early February 2016. Districts that submitted summaries in late December 2015 or early January 2016 may receive feedback at a later date.

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.

Within the context of local control and oversight, MDE has provided support and information to districts to help in their own WBWF planning efforts. On October 8, 2015, the Commissioner sent each superintendent and charter director a data profile using state-level data that includes their own results in the five areas of WBWF as well as regional data for district comparison purposes. This letter is found in Appendix C. Some districts and charters chose to use the data

to share progress with stakeholders or to report goals and results to MDE in the summary report.

The commissioner also held regional meetings across the state with superintendents to discuss WBWF strategic planning efforts and regional data. The meeting dates and locations are below.

Date	Location
Wednesday, October 14	Mankato
Tuesday, October 20	Fergus Falls
Thursday, October 22	Rochester
Wednesday, October 28	Proctor
Thursday, November 12	Marshall
Wednesday, December 9	St. Cloud

Legislative Charge

Minnesota Statutes, section 120B.11, subdivision 9(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 five and the list of school districts not achieving their performance goals established in their plan under subdivision two.

Analysis

MDE received approximately 425 summary reports out of about 500 districts and charters by the December 1, 2015 deadline. After reminding districts and charters of this requirement, many submitted summaries throughout December 2015 and January 2016. As of January 20, 2016, the following districts and charters had not submitted a WBWF summary report using the MDE template:

- Badger Public School District
- Birch Grove Community School
- Buffalo Lake-Hector-Stewart Public Schools
- Climax-Shelly Public Schools
- Clinton-Graceville-Beardsley
- Cook County Public Schools
- Dawson-Boyd Public School District
- Eveleth-Gilbert School District
- Friendship Academy of Fine Arts Charter
- Greenbush-Middle River School District

- Kerkhoven-Murdock-Sunburg
- Lancaster Public School District
- Rochester Off-Campus Charter High

When considering district and charter performance and progress, it is important to review the two broad goals Minnesota has established under the state's federal No Child Left Behind (NCLB) 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/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.

Regional Data Profiles

While districts 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 performance. The WBWF legislation requires districts to establish goals and benchmarks for student achievement (using their own indicators); however, 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 contribution to reaching statewide goals.

Using state-level data, nine regional WBWF data profiles were developed, one for each of the regions listed in [MDE-ORG](#). These data profiles that include state-level results for each district, as well as data for each of the nine regions, can be found [here](#). Each tab of the files provides important context for users to better understand the data.

MDE released these data profiles in an effort to provide districts with an indication of their progress in the areas of WBWF and contribution to reaching statewide goals. The [WBWF data files](#) include the following data:

- **Kindergarten Readiness:** Information about possible tools to measure kindergarten readiness and a link to additional resources.

- While Minnesota does 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. MDE provides 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.
- **Reading Growth:** 2014-2015 grade four reading growth scores by student group for each district and charter.
- **Third Grade Reading:** 2014-2015 grade three reading proficiency data by student group showing district and charter progress toward 2017 goals.
- **Achievement Gap Closure:** 2014-2015 math and reading proficiency index data showing whether districts and charters are “on track” toward closing their achievement gaps by 50 percent by 2017.
- **Career and College Readiness:** 2014-2015 grade eight math proficiency data by student group showing district and charter 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:** 2014 graduation rates showing progress toward the 2020 goal to reach a 90 percent graduation rate overall with no student group below 85 percent.

Statewide Results

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

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 NCLB Flexibility Waiver. Every year, MDE releases data to show whether schools and districts/charters are on track to meet that goal. Proficiency targets are established for each student group. The tables below provide the percent of districts meeting their math and reading proficiency targets by student group. A district needs at least 20 students for the group to be included in the data below.

2015 MATH Achievement Gap Results

Student Group	District/Charter Count Meeting Target	District/Charter Count Missing Target	District/Charter Total Count	Percent of Districts/Charters Meeting Target
American Indian	50	35	85	59%
Asian	72	35	107	67%

Student Group	District/Charter Count Meeting Target	District/Charter Count Missing Target	District/Charter Total Count	Percent of Districts/Charters Meeting Target
Black	68	82	150	45%
FRP	195	252	447	44%
Hispanic	96	88	184	52%
LEP	69	87	156	44%
Special Ed	113	275	388	29%
White	104	323	427	24%

2015 Reading Achievement Gap Results

Student Group	District/Charter Count Meeting Target	District/Charter Count Missing Target	District/Charter Total Count	Percent of Districts/Charters Meeting Target
American Indian	52	33	85	61%
Asian	78	33	111	70%
Black	78	72	150	52%
FRP	226	222	448	50%
Hispanic	105	83	188	56%
LEP	87	75	162	54%
Special Ed	122	270	392	31%
White	109	314	423	26%

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. The tables below provide the 2014 graduation rate results for all students and for each student group. A district needs at least 10 students in the 2014 graduating cohort for the student group to be included in the data below.

2014 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 Students	183	115	32	9	60	399

2014 Four-Year Graduation Rates by Student Group
85% Goal by 2020

Student Group	Count of Districts at 85% or above	Count of Districts at 80-84%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	4	2	5	4	19	34
Asian	26	12	10	2	2	52
Hispanic	14	10	10	18	27	79
Black	13	8	17	12	24	74
White	269	40	18	7	41	375
English Learners	9	5	12	12	24	62
Special Ed	33	18	34	34	65	184

Appendix A – Summary Template Form

MDE created a template form for all districts and charters to use when submitting the 2014-2015 WBWF Summary Reports. [Locate the summary template.](#)

2014-2015 World's Best Workforce Report Summary

District or Charter Name _____

Contact Person Name and Position _____

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall 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 must publish an annual report on the previous year's plan and hold 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- *Provide the website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- *Provide the date of the school board annual public meeting to review progress in the 2014-2015 school year.*
 - *Optional: Attach relevant annual public meeting documents (i.e. agenda, minutes) to this submission.*

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
Close the Achievement Gap(s) Among All Groups	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
All Students Career- and College-Ready by Graduation	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
All Students Graduate	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.
- Include only the key data used to determine identified needs and limit response to 200 words.

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Include the process to disaggregate data by student group.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
 - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.

- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

Appendix B – Review Rubric

To be transparent with expectations, MDE provided all districts and charters with the rubric that MDE intended to use for reviewing the 2014-2015 WBWF report summaries. Districts and charters will receive feedback on this rubric in February 2016. [Locate the review rubric.](#)

Rubric for 2014-2015 World's Best Workforce Report Summary

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall 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 must publish an annual report on the previous year's plan and hold 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 fall.

A [template has been created](#) for all districts/charters to use when submitting the report summary to the Minnesota Department of Education (MDE). 2014-2015 summaries are due to MDE by December 1, 2015. This document serves as the rubric that MDE will use to review the 2014-2015 report summaries after the December 1 submission deadline, provide feedback to districts and report progress to the Legislature.

1. Stakeholder Engagement

1a. Annual Report

For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district/charter website.

1 a. Requirement		
Website link to district/charter annual report (If a link is not available, description on how the district/charter disseminates the report)	<input type="checkbox"/> Link to the annual report is not provided	<input type="checkbox"/> Link to the annual report is provided

1a MDE Comments:

1b. Annual Public Meeting

School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year.

1b. Requirement		
Date of the school board annual public meeting to review progress in the 2014-2015 school year	<input type="checkbox"/> Date of annual public meeting is not provided	<input type="checkbox"/> Date of annual public meeting is provided

1b MDE Comments:

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

1c. District Advisory Committee

The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents.

1c. Requirement			
District Advisory Committee members for the 2014-2015 school year must include teachers, parents, support staff, students, and other community residents.	<input type="checkbox"/> District Advisory Committee members are not provided	<input type="checkbox"/> District Advisory Committee includes some of the following members: teachers, parents, support staff, students, and other community residents	<input type="checkbox"/> District Advisory Committee includes all of the following members: teachers, parents, support staff, students, and other community residents

1c. MDE Comments:

2. Goals and Results

Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts/charters may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined data points.

2a. Requirement				
All Students Ready for Kindergarten SMART goal for the 2014-2015 school year	<input type="checkbox"/> Kindergarten Readiness goal is not provided	<input type="checkbox"/> Kindergarten Readiness goal is provided but is not written in SMART format	<input type="checkbox"/> Kindergarten Readiness goal is clearly provided and is written in SMART format*	<input type="checkbox"/> District/charter does not enroll students in Kindergarten
All Students Ready for Kindergarten Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Kindergarten Readiness result is not provided	<input type="checkbox"/> Kindergarten Readiness result is provided and somewhat ties back to the goal	<input type="checkbox"/> Kindergarten Readiness result is clearly provided and directly ties back to the goal	

2a. MDE Comments:

*SMART format means that the goal is specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

2b. Requirement				
All Students in Third Grade Achieving Grade-Level Literacy SMART goal for the 2014-2015 school year	<input type="checkbox"/> Third grade reading goal is not provided	<input type="checkbox"/> Third grade reading goal is provided but is not written in SMART format	<input type="checkbox"/> Third grade reading goal is clearly provided and is written in SMART format*	<input type="checkbox"/> District/charter does not enroll students in grade 3
All Students in Third Grade Achieving Grade-Level Literacy Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Third grade reading result is not provided	<input type="checkbox"/> Third grade reading result is provided and somewhat ties back to the goal	<input type="checkbox"/> Third grade reading result is clearly provided and directly ties back to the goal	

2b. MDE Comments:

2c. Requirement			
Close the Achievement Gap(s) Among All Groups SMART goal for the 2014-2015 school year	<input type="checkbox"/> Achievement gap goal is not provided	<input type="checkbox"/> Achievement gap goal is provided but is not written in SMART format	<input type="checkbox"/> Achievement gap goal is clearly provided and is written in SMART format*
Close the Achievement Gap(s) Among All Groups Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Achievement gap result is not provided	<input type="checkbox"/> Achievement gap result is provided and somewhat ties back to the goal	<input type="checkbox"/> Achievement gap result is clearly provided and directly ties back to the goal

2c. MDE Comments:

2d. Requirement			
All Students Career- and College-Ready by Graduation SMART goal for the 2014-2015 school year	<input type="checkbox"/> Career- and college-ready goal is not provided	<input type="checkbox"/> Career- and college-ready goal is provided but is not written in SMART format	<input type="checkbox"/> Career- and college-ready goal is clearly provided and is written in SMART format*

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

2d. Requirement			
All Students Career- and College-Ready by Graduation Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Career- and college-ready result is not provided	<input type="checkbox"/> Career- and college-ready result is provided and somewhat ties back to the goal	<input type="checkbox"/> Career- and college-ready result is clearly provided and directly ties back to the goal

2d. MDE Comments:

2e. Requirement				
All Students Graduate SMART goal for the 2014-2015 school year	<input type="checkbox"/> Graduation goal is not provided	<input type="checkbox"/> Graduation goal is provided but is not written in SMART format	<input type="checkbox"/> Graduation goal is clearly provided and is written in SMART format*	<input type="checkbox"/> District/charter does not enroll students in grade 12
All Students Graduate Result for the 2014-2015 school year that ties back to the established goal	<input type="checkbox"/> Graduation result is not provided	<input type="checkbox"/> Graduation result is provided and somewhat ties back to the goal	<input type="checkbox"/> Graduation result is clearly provided and directly ties back to the goal	

2e. MDE Comments:

3. Identified Needs Based on Data

Data that was reviewed to determine needs may include state-level accountability tests, the Minnesota Comprehensive Assessments (MCAs), and/or local, district-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.

3a. Requirement			
Described needs at the start of the 2014-2015 school year	<input type="checkbox"/> Needs identified by the district/charter are not described	<input type="checkbox"/> Needs identified by the district/charter are generally described	<input type="checkbox"/> Specific needs identified by the district/charter are clearly described

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

3a. Requirement			
Needs are data-based	<input type="checkbox"/> Data used by the district/charter are not provided or not at all connected to the identified needs	<input type="checkbox"/> Data used by the district/charter are provided and somewhat connected to the identified needs	<input type="checkbox"/> Key data used by the district/charter are provided and clearly connected to the identified needs
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input type="checkbox"/> Response is within the 200 word limit

3a. MDE Comments:

4. Systems, Strategies and Support Category

4a. Students

4a. Requirement			
Process for assessing and evaluating student progress	<input type="checkbox"/> Process for assessing and evaluating student progress is not evident	<input type="checkbox"/> Process for assessing and evaluating student progress is evident	<input type="checkbox"/> Process for assessing and evaluating student progress is clearly evident
Assessment of student progress toward meeting academic standards	<input type="checkbox"/> Process for assessing student progress is not inclusive of academic standards	<input type="checkbox"/> Process for assessing student progress is somewhat inclusive of academic standards	<input type="checkbox"/> Process for assessing student progress is clearly inclusive of academic standards
Process to disaggregate data by student group	<input type="checkbox"/> Process to disaggregate data by student group is not evident	<input type="checkbox"/> Process to disaggregate data by student group is somewhat evident	<input type="checkbox"/> Robust process to disaggregate data by student group is clearly evident
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input type="checkbox"/> Response is within the 200 word limit

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

4a. MDE Comments:

4b. Teachers and Principals

4b. Requirement			
System to review and evaluate the effectiveness of instruction and curriculum	<input type="checkbox"/> The district/charter does not demonstrate a process to review the effectiveness of curriculum and instruction	<input type="checkbox"/> The district/charter demonstrates a general process to review the effectiveness of curriculum and instruction	<input type="checkbox"/> The district/charter demonstrates a robust process to review the effectiveness of curriculum and instruction
Teacher and principal evaluations are included	<input type="checkbox"/> Teacher and principal evaluations are minimally included or not included	<input type="checkbox"/> Teacher and principal evaluation are generally included in the system to review effectiveness of instruction	<input type="checkbox"/> Teacher and principal evaluation are meaningfully included in the system to review effectiveness of instruction
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input type="checkbox"/> Response is within the 200 word limit

4b. MDE Comments:

4c. District

4c. Requirement			
District practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture	<input type="checkbox"/> Practices around instruction, curriculum, technology and professional culture are not included or not integrated across the district/charter	<input type="checkbox"/> Practices around instruction, curriculum, technology and collaborative professional culture are somewhat integrated across the district/charter	<input type="checkbox"/> Practices around instruction, curriculum, technology and collaborative professional culture are fully integrated across the district/charter

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

4c. Requirement			
Response is succinct (limited to 200 words maximum)	<input type="checkbox"/> Response is not within the 200 word limit		<input type="checkbox"/> Response is within the 200 word limit

4c. MDE Comments:

*SMART format means that the goal is specific and strategic, measureable, attainable (yet rigorous), results-based and time-based. SMART format should be used for all five WBWF goals.

Appendix C – October 8, 2015 Letter from Commissioner Cassellius

Dear Superintendent/Director,

The World's Best Workforce (WBWF) legislation provides an opportunity for districts to align initiatives and budgets around a common set of five goals. In an effort to remain focused on closing achievement gaps and ensuring all students are successful, I wanted to take this opportunity to provide you with some important information about your district's progress toward the WBWF goals.

The attached regional data profile provides district and regional performance using key indicators available at the state level. The file includes the following seven tabs:

- **WBWF Introduction:** General context about the WBWF legislation and the data in the file.
- **Kindergarten Readiness:** Information about possible tools to measure kindergarten readiness and a link to additional resources.
- **Reading Growth:** 2015 grade four reading growth scores by student group.
- **Third Grade Reading:** 2015 grade three reading proficiency data by student group showing district progress toward 2017 goals.
- **Achievement Gap Closure:** 2015 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:** 2015 grade 8 math proficiency data by student group showing district progress toward 2017 goals.
- **Graduation:** 2014 graduation rates showing progress toward the 2020 goal to reach a 90 percent graduation rate overall with no student group below 85 percent.

Each tab provides important information for you to consider as you review the data. In addition to the data in this file, districts may utilize other measures that provide meaningful information on how the district is making progress in the five goal areas. The data in the attached file are the indicators available at the state level that include all students. Please use these state measures in your WBWF stakeholder engagement and reporting efforts as you see fit and also note that these files will be posted to the [MDE Data Center](#) soon.

As you know, the WBWF is an accountability system that is locally owned and developed with family and community involvement. In collaboration with stakeholders and an advisory committee, school boards are to adopt a strategic plan to support and improve teaching and learning. This plan includes clearly defined goals in the five WBWF areas and the strategies that the district engages in to meet the needs of all students in order to reach those goals. In addition, districts are to hold an annual public meeting and publish an annual report each year on results and progress toward reaching each goal.

MDE collects brief summaries of the annual reports from all districts on an annual basis. Please feel free to use the attached data file when reporting progress to MDE in the summary report. The summaries are due by December 1, 2015 and should be submitted to MDE.WordsBestWorkForce@state.mn.us. All districts are required to use the summary

template posted on the [MDE World's Best Workforce webpage](#). There will also soon be a rubric on this webpage for you to utilize as you put together your summaries, and this rubric will be used by MDE reviewers for providing feedback to districts.

With legislative changes this past session, MDE is now required to report to the Legislature the districts that do not submit the WBWF summary as well as the districts not making progress toward performance goals. Please make certain that your summary is submitted by the December 1, 2015 deadline.

I look forward to continuing to collaborate with you on your WBWF efforts. Thank you again for your continued leadership on behalf of all Minnesota children, and please don't hesitate to reach out to me if you have any questions.

Brenda

Attachment: Link to Data Profile