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# **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 \$807.74 to prepare, including staff time, printing and mailing expenses.

*Upon request, this material will be made available in an alternative format such as large print, braille or audio recording. Printed on recycled paper.*

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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 2017-18 summaries were due between October 15 and December 15, 2018.

With nearly 500 districts and charter school summaries to review, we anticipate approximately 60 Minnesota Department of Education (MDE) staff members from various program areas will be involved in the review process.

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 them. The Summary Template and the Review Rubric can be found on the [WBWF webpage](#).

It is also important to note that MDE combined this summary report template with the Achievement & Integration progress reporting process and the required assurances for districts identified for improvement under the Every Student Succeeds Act (ESSA). This was done to reduce burden and duplication on behalf of districts and support them in aligning their strategic planning and improvement efforts.

The 2018 summary review process began at the end of 2018 and MDE anticipates sending feedback to nearly 500 districts and charters in March of 2019.

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. 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 each of their five goals were met, not met or are on track. MDE can provide the goal status for all districts and charters upon completion of the review process.

## Analysis

### Summary Report Submissions

MDE received approximately 369 summary reports out of nearly 500 districts and charters by the December 15, 2018, deadline. After reminding districts and charters of this requirement, many submitted summaries throughout December 2018 and January 2019. As of January 22, 2019, the following districts and charters had not submitted a completed WBWF summary report using the MDE template:

- Athlos Academy of St. Cloud
- Best Academy (submitted but not on template)
- El Colegio Charter (submitted but not on template)
- Kelliher
- Lewiston-Altura
- Mastery School
- Mountain Iron-Buhl
- Southside Family Charter
- Spectrum High School

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

1. A third-grade reading/language arts achievement rate of 90 percent with no student group below 85 percent by 2025.
2. A math achievement rate of 90 percent with no student group below 85 percent by 2025.
3. A reading/language arts achievement rate of 90 percent with no student group below 85 percent by 2025.
4. An eighth-grade math achievement rate of 90 percent with no student group below 85 percent by 2025.
5. A 90 percent four-year graduation rate with no student group below 85 percent by the year 2020.

6. A proportion of English learners making progress in achieving English language proficiency of 85 percent.

7. A consistent attendance rate of 95 percent with no student group below 90 percent by 2020.

The student groups are: American Indian, Asian, black, Hispanic, Pacific Islander, white, two or more races, free and reduced-price lunch, English learners and special education.

Academic performance is commonly measured using academic achievement 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. The academic achievement rate is the percentage of students who meet or exceed standards relative to all students in tested grades.

## 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. The WBWF data files include:

- **Third-Grade Reading:** 2018 grade three reading achievement data by student group.
- **Achievement Gap Closure:** 2018 math and reading achievement data by student group.
- **Career and College Readiness:** 2018 grade eight math achievement data by student group.
  - 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 Minnesota Comprehensive Assessments (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:** 2017 four-year 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:** 2018 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.

- **Consistent Attendance:** 2017 data on the percentage of students who attended more than 90 percent of their time enrolled.

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.

### *Statewide Math Achievement, Reading/Language Arts Achievement, and Four-Year Graduation Rates*

<b>Student Group</b>	<b>Math Achievement Rate</b>	<b>Reading Achievement Rate</b>	<b>Four-Year Graduation Rate</b>
All students	56.2	59.2	82.7
American Indian and Alaskan Native	28.2	34.5	50.7
Asian	55.4	54.6	85.5
Black	28.0	33.9	64.7
Hispanic or Latino	33.8	38.5	66.3
Native Hawaiian or other Pacific Islander	42.0	50.3	62.7
White	65.2	67.5	88.0
Two or more races	49.1	55.3	71.1
English learners	31.0	31.2	64.7
Students eligible for free or reduced-price meals	35.9	40.3	69.0
Students in special education	32.0	33.5	61.2

## Third-Grade Reading Data

Minnesota has a goal of a 90 percent reading/language arts achievement rate for students in grade three, with no student group below 85 percent, by 2025. Every year, MDE releases data to show where schools and districts/charters are relative to these goals. The data below show the counts of districts at various levels of progress toward these goals.

Reading/language arts achievement is calculated for each student group. A district or charter school needs at least 20 students for the group to be included in the data below.

### *Third-Grade Reading Achievement – All Students*

<b>District Type</b>	<b>Count of Districts at 90% or Above</b>	<b>Count of Districts at 80-89%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
All districts	1	7	43	105	220	376
Traditional districts	1	5	39	96	158	299
Charter schools	0	2	4	9	62	77

### *Third-Grade Reading Achievement by Student Group, All Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	1	9	10
Asian	1	5	3	8	24	41
Black	0	0	0	0	70	70
Hispanic or Latino	0	0	1	1	59	61
White	6	8	58	108	125	305
Two or more races	0	1	6	7	30	44



<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
English learners	0	0	1	1	86	88
Students eligible for free or reduced-price meals	0	1	0	14	233	248
Students in special education	0	0	0	3	121	124

*Third-Grade Reading Achievement by Student Group, Traditional Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	1	9	10
Asian	1	4	3	7	15	30
Black	0	0	0	0	43	43
Hispanic or Latino	0	0	1	1	54	56
White	4	5	57	99	111	276
Two or more races	0	1	6	7	30	44
English learners	0	0	0	0	54	54

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Students eligible for free or reduced-price meals	0	1	0	13	187	201
Students in special education	0	0	0	3	119	122

*Third-Grade Reading Achievement by Student Group, Charter Schools*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	0	0	0
Asian	0	1	0	1	9	11
Black	0	0	0	0	27	27
Hispanic or Latino	0	0	0	0	5	5
White	2	3	1	9	14	29
Two or more races	0	0	0	0	0	0
English learners	0	0	1	1	32	34
Students eligible for free or reduced-price meals	0	0	0	1	46	47

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Students in special education	0	0	0	0	2	2

## Achievement-Gap Data

Minnesota has goals of 90 percent math and reading/language arts achievement rates with no student group below 85 percent by 2025. Every year, MDE releases data to show where schools and districts/charters are relative to these goals. The data below show the counts of districts at various levels of progress toward these goals.

Academic achievement is calculated for each student group. A district or charter needs at least 20 students for the group to be included in the data below.

### *Math Achievement – All Students*

<b>District Type</b>	<b>Count of Districts at 90% or Above</b>	<b>Count of Districts at 80-89%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
All districts	0	6	45	97	342	490
Traditional districts	0	1	38	85	227	351
Charter schools	0	5	7	12	115	139

### *Math Achievement by Student Group, All Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	1	1	60	62
Asian	10	5	16	17	45	93
Black	0	0	3	2	130	135

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Hispanic or Latino	0	1	0	13	178	192
White	3	8	65	123	224	423
Two or more races	1	2	14	16	112	145
English learners	0	1	1	6	179	187
Students eligible for free or reduced-price meals	0	0	5	24	426	455
Students in special education	0	0	0	3	402	405

*Math Achievement by Student Group, Traditional Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	1	1	57	59
Asian	6	4	14	16	30	70
Black	0	0	0	0	75	75
Hispanic or Latino	0	0	0	10	154	164
White	0	4	58	107	171	340
Two or more races	0	0	10	16	106	132
English learners	0	1	1	6	179	187
Students eligible for free or reduced-price meals	0	0	3	17	319	339

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Students in special education	0	0	0	0	325	325

*Math Achievement by Student Group, Charter Schools*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	0	3	3
Asian	4	1	2	1	15	23
Black	0	0	3	2	55	60
Hispanic or Latino	0	1	0	3	24	28
White	3	4	7	16	53	83
Two or more races	1	2	4	0	6	13
English learners	0	0	0	0	0	0
Students eligible for free or reduced-price meals	0	0	2	7	107	116
Students in special education	0	0	0	3	77	80

*Reading Achievement – All Students*

<b>District Type</b>	<b>Count of Districts at 90% or Above</b>	<b>Count of Districts at 80-89%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
All districts	0	7	45	162	276	490

<b>District Type</b>	<b>Count of Districts at 90% or Above</b>	<b>Count of Districts at 80-89%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Traditional districts	0	2	28	141	179	350
Charter schools	0	5	17	21	97	140

*Reading Achievement by Student Group, All Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	3	59	62
Asian	5	6	16	15	49	91
Black	0	0	2	7	126	135
Hispanic or Latino	1	0	6	12	172	191
White	4	11	88	173	145	421
Two or more races	1	3	13	40	88	145
English learners	0	0	0	1	182	183
Students eligible for free or reduced-price meals	0	0	3	31	420	454
Students in special education	0	0	0	3	408	411

*Reading Achievement by Student Group, Traditional Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	3	56	59
Asian	1	6	13	13	35	68
Black	0	0	1	2	72	75
Hispanic or Latino	0	0	4	10	150	164
White	0	6	60	159	112	337
Two or more races	0	1	11	37	83	132
English learners	0	0	0	1	122	123
Students eligible for free or reduced-price meals	0	0	2	23	314	339
Students in special education	0	0	0	1	331	332

*Reading Achievement by Student Group, Charter Schools*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	0	3	3
Asian	4	0	3	2	14	23
Black	0	0	1	5	54	60
Hispanic or Latino	1	0	2	2	22	27
White	4	5	28	14	33	84
Two or more races	1	2	2	3	5	13

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
English learners	0	0	0	0	60	60
Students eligible for free or reduced-price meals	0	0	1	8	106	115
Students in special education	0	0	0	2	77	79

## Graduation 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 No Child Left Behind (NCLB) Flexibility Waiver and continues under the state’s new ESSA system. The tables below provide the 2017 graduation rate results for all students and for each student group. A district or charter needs at least 20 students in the 2017 graduating cohort for the student group to be included in the data below. Graduation rate data for 2018 will not be finalized until February or March 2019.

### *Four-Year Graduation – All Students*

<b>District Type</b>	<b>Count of Districts at 90% or Above</b>	<b>Count of Districts at 80-89%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
All districts	199	84	27	8	47	365
Traditional districts	191	74	22	6	23	316
Charter schools	8	10	5	2	24	49



*Four-Year Graduation by Student Group, All Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	1	2	0	7	10
Asian	24	7	2	0	1	34
Black	10	7	14	7	15	53
Hispanic or Latino	6	7	16	7	20	56
White	272	23	4	7	25	331
Two or more races	3	7	8	5	3	26
English learners	3	6	7	10	22	48
Students eligible for free or reduced-price meals	90	43	58	20	48	259
Students in special education	8	7	23	28	45	111

*Four-Year Graduation by Student Group, Traditional Districts*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	1	2	0	7	10
Asian	23	5	2	0	0	30
Black	7	7	12	7	8	41
Hispanic or Latino	6	7	16	7	17	53
White	262	20	4	3	17	306

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
Two or more races	3	7	8	5	2	25
English learners	2	5	6	10	16	39
Students eligible for free or reduced-price meals	83	41	55	18	30	227
Students in special education	8	6	21	27	38	100

*Four-Year Graduation by Student Group, Charter Schools*

<b>Student Group</b>	<b>Count of Districts at 85% or Above</b>	<b>Count of Districts at 80-84%</b>	<b>Count of Districts at 70-79%</b>	<b>Count of Districts at 60-69%</b>	<b>Count of Districts Below 60%</b>	<b>Total District Count</b>
American Indian and Alaskan Native	0	0	0	0	0	0
Asian	1	2	0	0	1	4
Black	3	0	2	0	7	12
Hispanic or Latino	0	0	0	0	3	3
White	10	3	0	4	8	25
Two or more races	0	0	0	0	1	1
English learners	1	1	1	0	6	9
Students eligible for free or reduced-price meals	7	2	3	2	18	32
Students in special education	0	1	2	1	7	11

## 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 statewide 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, 2019.