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# 2020 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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## Table of Contents

Legislative Charge.....	4
Introduction.....	4
Analysis.....	4
Statewide Results .....	5
Third-Grade Reading.....	5
Achievement Gap Data.....	7
Graduation Rate Data.....	12
Consistent Attendance Data.....	14
Conclusion .....	17

## 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 2018-19 summaries were due on December 15, 2019. The Minnesota Department of Education (MDE) developed an electronic survey for districts and charters to use when submitting their summaries this year.

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 354 summary reports out of about 500 districts and charters by the December 15, 2019, deadline. After reminding districts and charters of this requirement, many submitted summaries throughout December 2019 and January 2020. As of January 10, 2020, the following districts and charters had not submitted a WBWF summary report:

<b>Number</b>	<b>Organization</b>
4264	Gateway STEM Academy
4085	Harbor City International Charter
4070	HOPE Community Academy
2853	Lac qui Parle Valley School District
0499	LeRoy-Ostrander Public Schools

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 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, students eligible for free and reduced-price lunch, English learners, and students in 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.

## 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.

### Third-Grade Reading

Minnesota’s goal for third-grade reading is to reach a third-grade reading achievement rate of 90 percent, with no student group below 85 percent, by the year 2025. The tables that follow provide information about the state’s current status relative to that goal. All counts of districts are for districts with 20 or more students in the relevant student group. A small number of districts appear in the “All Districts” counts but are not classified as either traditional districts or charter districts.

*2019 Statewide Third-Grade Reading Achievement by Student Group*

Student Group	2019 Third-Grade Reading Achievement
All students	54.4%
American Indian or Alaska Native	31.2%
Asian	46.7%
Black or African American	32.4%
Hispanic or Latino	33.4%
Native Hawaiian or Pacific Islander	40.4%
Two or more races	51.4%
White	63.1%
Multilingual learners	28.9%
Students in special education	33.8%
Students eligible for free or reduced-price meals	35.4%

*Distribution of Third-Grade Reading Achievement for All Students by District Type*

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	259	82	30	7	1	379
Traditional	194	73	27	6	0	300
Charter	64	9	3	1	1	78

*Distribution of Third-Grade Reading Achievement by Student Group for All Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	11	1	0	0	0	12
Asian	28	6	2	5	1	42
Black or African American	70	2	1	0	0	73
Hispanic or Latino	58	4	1	0	0	63
Two or more races	32	9	2	2	0	45
White	155	94	53	5	4	311
Multilingual learners	84	2	1	0	0	87
Students in special education	132	3	0	1	0	136
Students eligible for free or reduced-price meals	234	18	0	0	1	253

*Distribution of Third-Grade Reading Achievement by Student Group for Traditional Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	11	1	0	0	0	12
Asian	19	6	1	4	1	31
Black or African American	41	2	0	0	0	43
Hispanic or Latino	52	4	1	0	0	57
Two or more races	32	9	2	2	0	45
White	138	89	46	3	3	279
Multilingual learners	51	1	0	0	0	52
Students in special education	127	3	0	1	0	131
Students eligible for free or reduced-price meals	187	16	0	0	1	204

*Distribution of Third-Grade Reading Achievement by Student Group for Charter Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Asian	9	0	1	1	0	11
Black or African American	29	0	1	0	0	30
Hispanic or Latino	6	0	0	0	0	6
White	17	5	7	2	1	32
Multilingual learners	33	1	1	0	0	35
Students in special education	4	0	0	0	0	4
Students eligible for free or reduced-price meals	47	2	0	0	0	49

## **Achievement Gap Data**

Minnesota’s goal for closing the achievement gap is to reach math and reading achievement rates of 90 percent, with no student group below 85 percent, by the year 2025. The tables that follow provide information about the state’s current status relative to that goal. All counts of districts are for districts with 20 or more students in the relevant student group. A small number of districts appear in the “All Districts” counts but are not classified as either traditional districts or charter districts.

*2019 Statewide Math Achievement by Student Group*

Student Group	2019 Math Achievement
All students	53.9%
American Indian or Alaska Native	25.9%
Asian	54.2%
Black or African American	26.5%
Hispanic or Latino	31.4%
Native Hawaiian or Pacific Islander	45.4%
Two or more races	46.8%
White	62.9%
Multilingual learners	29.0%
Students in special education	30.8%
Students eligible for free or reduced-price meals	33.3%

*Distribution of Math Achievement for All Students by District Type*

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	385	82	27	4	1	499
Traditional	234	72	23	0	0	329
Charter	126	10	4	4	1	145

*Distribution of Math Achievement by Student Group for All Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	67	0	0	0	0	67
Asian	52	10	23	5	5	95
Black or African American	150	3	0	0	0	153
Hispanic or Latino	103	3	3	0	0	209
Native Hawaiian or Other Pacific Islander	1	2	0	0	0	3
Two or more races	124	20	7	1	3	155
White	260	112	56	2	5	435
Multilingual learners	190	4	2	0	0	196
Students in special education	421	6	0	0	0	427



Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Students eligible for free or reduced-price meals	445	15	1	0	0	461

*Distribution of Math Achievement by Student Group for Traditional Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	57	0	0	0	0	57
Asian	36	9	18	2	3	68
Black or African American	79	0	0	0	0	79
Hispanic or Latino	168	2	1	0	0	171
Native Hawaiian or Other Pacific Islander	1	2	0	0	0	3
Two or more races	114	20	4	1	0	139
White	178	101	46	1	0	326
Multilingual learners	124	2	0	0	0	126
Students in special education	309	2	0	0	0	311
Students eligible for free or reduced-price meals	314	10	1	0	0	325

*Distribution of Math Achievement by Student Group for Charter Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	6	0	0	0	0	6
Asian	16	1	5	3	2	27
Black or African American	68	3	0	0	0	71
Hispanic or Latino	33	1	2	0	0	36
Two or more races	9	0	3	0	3	15
White	64	11	10	1	5	91
Multilingual learners	64	2	2	0	0	68
Students in special education	91	4	0	0	0	95
Students eligible for free or reduced-price meals	114	5	0	0	0	119

*2019 Statewide Reading Achievement by Student Group*

Student Group	2019 Reading Achievement
All students	58.3%
American Indian or Alaska Native	34.0%
Asian	54.3%
Black or African American	33.9%
Hispanic or Latino	38.2%
Native Hawaiian or Pacific Islander	45.3%
Two or more races	54.1%
White	66.6%
Multilingual learners	30.8%
Students in special education	32.8%
Students eligible for free or reduced-price meals	39.3%

*Distribution of Reading Achievement for All Students by District Type*

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	303	147	41	8	1	500
Traditional	171	127	28	3	0	329
Charter	110	20	13	5	1	149

*Distribution of Reading Achievement by Student Group for All Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	65	1	1	0	0	67
Asian	55	12	18	4	8	97
Black or African American	144	4	2	0	0	150
Hispanic or Latino	188	16	6	0	1	211
Native Hawaiian or Other Pacific Islander	4	0	0	0	0	4
Two or more races	107	32	16	3	2	160
White	170	176	73	9	4	432
Multilingual learners	197	3	0	0	0	200
Students in special education	419	4	2	0	0	425

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Students eligible for free or reduced-price meals	428	29	2	1	0	460

*Distribution of Reading Achievement by Student Group for Traditional Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	55	1	1	0	0	57
Asian	39	11	14	2	5	71
Black or African American	74	2	1	0	0	77
Hispanic or Latino	156	11	4	0	0	171
Native Hawaiian or Other Pacific Islander	4	0	0	0	0	4
Two or more races	100	29	14	1	1	145
White	114	154	54	3	1	326
Multilingual learners	131	0	0	0	0	131
Students in special education	310	1	0	0	0	311
Students eligible for free or reduced-price meals	297	26	1	0	0	324

*Distribution of Reading Achievement by Student Group for Charter Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	6	0	0	0	0	6
Asian	16	1	4	2	3	26
Black or African American	67	2	1	0	0	70
Hispanic or Latino	31	5	2	0	0	38
Two or more races	7	3	2	2	1	15
White	39	22	19	6	3	89
Multilingual learners	64	3	0	0	0	67
Students in special education	89	3	2	0	0	94
Students eligible for free or reduced-price meals	114	3	1	1	0	119

## Graduation Rate Data

Minnesota’s goal for graduation is a four-year graduation rate of 90 percent, with no student group below 85 percent, by the year 2020. The tables that follow provide information about the state’s current status relative to that goal. All counts of districts are for districts with 20 or more students in the relevant student group. A small number of districts appear in the “All Districts” counts but are not classified as either traditional districts or charter districts.

*2018 Four-Year Graduation Rates by Student Group*

Student Group	2019 Four-Year Graduation Rates
All students	83.2%
American Indian or Alaska Native	51.0%
Asian	86.6%
Black or African American	67.4%
Hispanic or Latino	66.8%
Native Hawaiian or Pacific Islander	75.6%
Two or more races	72.0%
White	88.4%
Multilingual learners	65.6%
Students in special education	62.3%
Students eligible for free or reduced-price meals	70.2%

*Distribution of Four-Year Graduation for All Students by District Type*

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	46	8	28	93	193	368
Traditional	5	4	22	82	184	297
Charter	24	3	5	11	8	51

*Distribution of Four-Year Graduation by Student Group for All Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	5	2	4	0	1	12
Asian	1	0	1	2	33	37
Black or African American	13	6	15	7	17	58

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Hispanic or Latino	16	7	18	8	8	57
Two or more races	5	6	6	3	8	28
White	25	6	9	25	264	329
Multilingual learners	20	7	15	7	6	55
Students in special education	40	32	17	14	6	109
Students eligible for free or reduced-price meals	46	29	63	36	86	260

*Distribution of Four-Year Graduation by Student Group for Traditional Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	5	2	4	0	1	12
Asian	0	0	1	2	30	33
Black or African American	3	6	12	7	12	40
Hispanic or Latino	10	7	18	8	8	51
Two or more races	2	6	6	3	8	25
White	1	2	6	23	255	287
Multilingual learners	11	7	13	5	4	40
Students in special education	26	31	17	14	6	94
Students eligible for free or reduced-price meals	12	25	60	33	77	207

*Distribution of Four-Year Graduation by Student Group for Charter Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Asian	1	0	0	0	3	4
Black or African American	7	0	3	0	5	15
Hispanic or Latino	2	0	0	0	0	2
Two or more races	2	0	0	0	0	2
White	13	1	3	2	8	27
Multilingual learners	6	0	2	2	2	12
Students in special education	6	0	0	0	0	6
Students eligible for free or reduced-price meals	19	3	3	3	8	36

## Consistent Attendance Data

Minnesota’s goal for consistent attendance is a consistent attendance rate of 95 percent, with no student group below 90 percent, by the year 2025. The consistent attendance rate is the percentage of students who attend more than 90 percent of the time they are enrolled. The tables that follow provide information about the state’s current status relative to that goal. All counts of districts are for districts with 20 or more students in the relevant student group. A small number of districts appear in the “All Districts” counts but are not classified as either traditional districts or charter districts.

*2018 Consistent Attendance Rates by Student Group*

Student Group	2018 Consistent Attendance Rates
All students	85.4%
American Indian or Alaska Native	57.6%
Asian	91.3%
Black or African American	77.9%
Hispanic or Latino	78.8%
Native Hawaiian or Pacific Islander	80.7%
Two or more races	79.3%
White	88.0%
Multilingual learners	86.0%
Students in special education	76.3%
Students eligible for free or reduced-price meals	77.3%

*Distribution of Consistent Attendance for All Students by District Type*

District Type	<60%	60-69%	70-79%	80-94%	95% or higher	Total
All	43	29	58	330	55	515
Traditional	3	7	39	261	19	327
Charter	25	15	16	66	35	157

*Distribution of Consistent Attendance by Student Group for All Districts*

Student Group	<60%	60-69%	70-79%	80-89%	90% or higher	Total
American Indian or Alaska Native	41	30	18	9	3	101
Asian	1	3	2	29	84	119
Black or African American	20	17	38	59	47	181

Student Group	<60%	60-69%	70-79%	80-89%	90% or higher	Total
Hispanic or Latino	20	28	64	116	46	274
Two or more races	12	23	58	85	36	214
White	30	16	40	197	179	462
Multilingual learners	5	7	22	83	78	195
Students in special education	36	64	125	172	69	466
Students eligible for free or reduced-price meals	56	48	136	185	81	506

*Distribution of Consistent Attendance by Student Group for Traditional Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	35	28	17	8	3	91
Asian	0	0	2	25	59	86
Black or African American	5	8	26	44	14	97
Hispanic or Latino	5	25	60	96	27	213
Two or more races	5	20	52	80	25	182
White	1	1	20	169	135	326
Multilingual learners	1	6	19	71	30	127
Students in special education	8	34	103	141	34	320
Students eligible for free or reduced-price meals	7	28	116	143	35	329

*Distribution of Consistent Attendance by Student Group for Charter Districts*

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	6	2	1	1	0	10
Asian	1	1	0	4	25	31
Black or African American	11	9	12	15	33	80
Hispanic or Latino	9	3	4	19	19	54
Two or more races	4	3	6	5	11	29
White	15	11	13	26	42	107
Multilingual learners	3	1	3	12	48	67
Students in special education	18	21	18	31	35	123

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
Students eligible for free or reduced-price meals	31	15	18	40	46	150



## 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 on January 25, 2020, as required.