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# **2021 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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## For more information:

Dr. Teresa Taylor  
Director, Equity and Opportunity  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113  
651-582-8756  
[teresa.taylor@state.mn.us](mailto:teresa.taylor@state.mn.us)  
[education.mn.gov](http://education.mn.gov)

As requested by [Minnesota Statutes, section 3.197](#): This report cost approximately \$1,204.47 to prepare, including staff time, printing and mailing expenses.

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## Table of Contents

For more information:.....	2
Legislative Charge.....	4
Introduction.....	4
Analysis.....	4
Statewide Results .....	6
<b>Third-Grade Reading</b> .....	6
<b>Achievement Gap Data</b> .....	6
<b>Graduation Rate Data</b> .....	6
Conclusion .....	8

## Legislative Charge

Minnesota Statutes, section 120B.11(c), 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 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 2019-20 summaries were due on December 15, 2020. The Minnesota Department of Education (MDE) utilized 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

Minnesota has 495 charter schools and districts that are required to submit WBWF summaries. To date, MDE has received 473 submissions. Understanding this past school year (2019-2020) ended under unique circumstance due to the COVID-19 pandemic, MDE is in process of contacting the 22 remaining districts to report their annual progress. As of January 25, 2021, the following charter schools and districts had not submitted a WBWF summary report:

<b>Number</b>	<b>Organization</b>
0836	Butterfield Public School District
4194	Cannon River STEM School
4004	Cedar Riverside Community School
0108	Central Public School District
4166	East Range Academy of Tech-Science
4144	Green Isle Community School
0545	Henning Public School District
4070	HOPE Community Academy
4267	Horizon Science Academy Twin Cities Charter School
4031	Jennings Community School
2853	Lac qui Parle Valley School District
0499	LeRoy-Ostrander Public Schools
0238	Mabel-Canton Public School District
4177	Minisinaakwaang Leadership Academy
0707	Nett Lake Public School District
4049	Northwest Passage High School
2909	Rock Ridge Public Schools
0682	Roseau Public School District
4162	Southside Family Charter School
4160	Spectrum High School
4239	Tesfa International School
4228	Woodbury Leadership Academy

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

Due to COVID-19 and the accompanying cancellation of statewide assessments in the spring of 2020, many results are not available at a statewide level.

### Third-Grade Reading

Third-grade reading results are based on statewide tests that were not administered in 2020 due to COVID-19, so these results are not available this year.

### Achievement Gap Data

Achievement gap results are based on statewide tests that were not administered in 2020 due to COVID-19, so these results are not available this year.

### 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.

*2019 Four-Year Graduation Rates by Student Group*

<b>Student Group</b>	<b>2019 Four-Year Graduation Rates</b>
All students	83.7%
American Indian or Alaska Native	50.8%
Asian	87.6%
Black or African American	69.9%
Hispanic or Latino	69.9%
Native Hawaiian or Pacific Islander	60.8%
Two or more races	72.3%

<b>Student Group</b>	<b>2019 Four-Year Graduation Rates</b>
White	88.7%
Multilingual learners	67.2%
Students in special education	63.0%
Students eligible for free or reduced-price meals	71.1%

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

<b>District Type</b>	<b>&lt;60%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-89%</b>	<b>90% or higher</b>	<b>Total</b>
All	43%	9%	31%	89%	195%	367%
Traditional	4%	4%	24%	78%	185%	295%
Charter	26%	4%	4%	11%	9%	54%

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

<b>Student Group</b>	<b>&lt;60%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-84%</b>	<b>85% or higher</b>	<b>Total</b>
American Indian or Alaska Native	6%	3%	2%	0%	0%	11%
Asian	1%	0%	2%	4%	32%	39%
Black or African American	14%	4%	15%	8%	17%	58%
Hispanic or Latino	12%	12%	11%	8%	18%	61%
Two or more races	6%	6%	6%	6%	8%	32%
White	23%	4%	13%	21%	264%	325%
Multilingual learners	20%	13%	11%	6%	7%	57%
Students in special education	30%	39%	29%	11%	11%	120%
Students eligible for free or reduced-price meals	46%	25%	55%	47%	84%	257%

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

<b>Student Group</b>	<b>&lt;60%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-84%</b>	<b>85% or higher</b>	<b>Total</b>
American Indian or Alaska Native	6%	3%	1%	0%	1%	10%
Asian	0%	0%	2%	4%	29%	35%
Black or African American	4%	3%	15%	7%	14%	43%
Hispanic or Latino	7%	12%	10%	8%	18%	55%
Two or more races	3%	6%	6%	6%	8%	29%
White	2%	0%	9%	17%	254%	282%

<b>Student Group</b>	<b>&lt;60%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-84%</b>	<b>85% or higher</b>	<b>Total</b>
Multilingual learners	11%	12%	10%	3%	6%	42%
Students in special education	18%	39%	27%	11%	10%	105%
Students eligible for free or reduced-price meals	11%	20%	52%	44%	77%	204%

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

<b>Student Group</b>	<b>&lt;60%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-84%</b>	<b>85% or higher</b>	<b>Total</b>
Asian	1%	0%	0%	0%	3%	4%
Black or African American	7%	1%	0%	1%	3%	12%
Hispanic or Latino	2%	0%	1%	0%	0%	3%
Two or more races	3%	0%	0%	0%	0%	3%
White	10%	2%	3%	3%	9%	27%
Multilingual learners	6%	1%	1%	3%	1%	12%
Students in special education	7%	0%	1%	0%	1%	9%
Students eligible for free or reduced-price meals	22%	3%	1%	3%	7%	36%

## 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 (Specific, Measurable, Achievable, Relevant and Time-based) 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, 2021, as required.