



Great MN Schools
1330 Lagoon Ave 4th floor
Minneapolis, MN 55408

March / 2 / 2021

Rep. Ruth Richardson
Minnesota State Capitol
Room 200
75 Rev Dr Martin Luther King Jr Boulevard
St. Paul, MN 55155

Chair Richardson and Members of the House Education Policy Committee:

States that are effectively closing opportunity gaps use multiple, holistic measures of school quality to inform meaningful school improvement and to ensure all students experience schools that prepare them for success in college, careers, and life. The World's Best Workforce remains laudable to ensure all children, regardless of their socioeconomic status or the color of their skin, attend schools that prepare them for said success. **We are writing today in support of HF1712 to expand measures for college and career readiness.**

The objectives of the World's Best Workforce can serve as a framework to adopt policies and practices that can eradicate our state's gaps that, too often, stem from schools failing to meet students' needs.

The Minnesota Comprehensive Assessments are an important measure of whether students master grade-level curriculum. (The MCAs are the only summative, criteria-based tests of reading, math, and science; they align directly with Minnesota's K-12 standards and passing the MCAs track to college readiness.) We also support adding the following measures to achieve a more holistic picture of college and career readiness:

- The percentage of students enrolled in Advanced Placement, International Baccalaureate, PSEO, and concurrent enrollment;
- The percentage of students who took the AP and IB exams;
- The percentage of who passed the AP and IB exams; and
- The percentage of students who are on-track for graduation.

What's more, the World's Best Workforce has the opportunity to provide a meaningful, comparable, and understandable definition of school performance across a variety of measures—academic



proficiency and progress, culture and climate, diversity, and discipline—to support informed actions from educators, leaders, and families with: system management and accountability, school continuous improvement, and family and community information.

We believe building out measures for college and career readiness is a step in that direction. Minnesota has excelled at collecting data, from mastering state standards to college completion. However, our community lacks access to school data and systems lack a common framework from which to apply school-level interventions. Expanding measures that inform college and career readiness will help empower community, educators, school and K-12 system leaders, as well as policymakers to better identify schools with disparities and tailored school improvements.

As we partner with promising schools, guiding their improvement and growth, strengthening students' learning experiences, and advancing educational outcomes, we're particularly aware of the need for and opportunity to utilize comprehensive data sets to strengthen school communities so every child can attend a high-quality school that meets their learning needs.

Thank you for your hearing HF1712, and we encourage you to support this important legislation.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer Stern". The signature is fluid and cursive, with a large initial "J" and "S".

Jennifer Stern
CEO, Great MN Schools

