



World's Best Workforce Legislative Report

Fiscal Year 2017

Report to the Legislature

**As required by Minnesota Statutes 2016,
section 120B.11, subdivision 9, paragraph C**

COMMISSIONER:

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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 from surveys and preparing the written report. Incidental costs include paper, copying and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2016, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

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 2015-2016 summaries were due on December 15, 2016.

With nearly 500 districts and charter school summaries to review, approximately 62 MDE staff members from various program areas are involved in the review process. MDE developed a template for districts and charters 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 and charter progress and to provide quality feedback to districts and charters. 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 and charters.

The 2016 summary review process began on January 4, 2017, and MDE anticipates sending feedback to nearly 500 districts and charters in March of 2017. Districts and charters that submitted summaries in late December 2016 or early January 2017 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 and charters to help in their own WBWF planning efforts. On October 27, 2016, 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 and charter 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.

Analysis

MDE received approximately 396 summary reports out of about 500 districts and charters by the December 15, 2016, deadline. After reminding districts and charters of this requirement, many submitted summaries throughout December 2016 and January 2017. As of January 23, 2017, the following 19 districts and two charters had not submitted a WBWF summary report using the MDE template:

- Bloomington Public School District
- Chokio-Alberta Public School District
- Climax-Shelly Public Schools
- Clinton-Graceville-Beardsley
- Franconia Public School District
- Hill City Public School District
- Lanesboro Public School District
- Laporte Public School District
- Litchfield Public School District
- Lyle Public School District
- Mabel-Canton Public School District
- Moorhead Public School District
- New York Mills Public School District
- Perham-Dent Public School District

- Pillager Public School District
- Prinsburg Public School District
- Randolph Public School District
- Robbinsdale Public School District
- Wrenshall Public School District
- Discovery Woods Montessori School
- HOPE Community Academy

When considering district and charter performance and progress, MDE reviews the two broad goals Minnesota has established under the state's federal Elementary and Secondary Education Act (ESEA) 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 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 nine regional WBWF data profiles, one for each of the regions listed in the [MDE Organization Reference Glossary](#). These data profiles that include state-level results for each district or charter, as well as data for each of the nine regions, can be

found on the [Districts, Schools and Educators web site](#). 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 and charters with an indication of their progress in the areas of WBWF and contribution to reaching statewide goals. The WBWF data files include the following eight 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.
 - 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.
- **Third Grade Reading:** 2016 grade three reading proficiency data by student group showing district progress toward 2017 goals.
- **Reading Growth:** 2016 grade four reading growth scores by student group.
- **Achievement Gap Closure:** 2016 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:** 2016 grade eight math proficiency data by student group showing district 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:** 2015 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:** 2016 data on the percent of inexperienced teachers and percent of classes taught by unqualified or out of field teachers.

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.

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 No Child Left Behind (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 and charters meeting their math and reading proficiency targets by student group. A district or charter needs at least 20 students for the group to be included in the data below.

2016 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	40	56	96	41.67%
Asian	71	44	115	61.74%
Black	50	106	156	32.05%
FRP	113	343	456	24.78%
Hispanic	67	119	186	36.02%
LEP	41	111	152	26.97%
Special Ed	55	346	401	13.72%
White	71	363	434	16.36%

2016 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	51	49	100	51.00%
Asian	73	41	114	64.04%
Black	60	98	158	37.97%
FRP	128	326	454	28.19%
Hispanic	78	112	190	41.05%
LEP	53	107	160	33.13%
Special Ed	56	346	402	13.93%
White	60	372	432	13.89%

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 2015 graduation rate results for all students and for each student group. A district or charter needs at least 10 students in the 2015 graduating cohort for the student group to be included in the data below. Graduation rate data for 2016 will not be finalized until February or March of this year.

2015 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 Local Education Agencies	All Students	200	96	39	11	56	402
Non-Charterers	All Students	191	87	32	7	28	345
Charterers	All Students	9	9	7	4	28	57

2015 Four-Year Graduation Rates by Student Group 85% Goal by 2020							
All Local Education Agencies	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	5	5	6	7	14	37
	Asian	39	3	11	1	2	56
	Hispanic	18	11	15	13	29	86
	Black	18	10	9	15	26	78
	White	276	32	22	9	40	379
	English Learners	9	6	12	9	25	61
	Special Ed	37	24	37	37	61	196
	Free/Reduced Lunch	144	46	55	41	61	347

2015 Four-Year Graduation Rates by Student Group 85% Goal by 2020							
Non-Charterers	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	5	6	7	11	33
	Asian	37	3	9	1	1	51
	Hispanic	17	11	15	13	25	81
	Black	13	8	8	14	16	59
	White	269	28	16	4	23	340

2015 Four-Year Graduation Rates by Student Group 85% Goal by 2020							
	English Learners	6	5	12	6	21	50
	Special Ed	35	22	35	34	48	174
	Free/Reduced Lunch	135	45	50	36	37	303
2015 Four-Year Graduation Rates by Student Group 85% Goal by 2020							
Charters	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	1	0	0	0	3	4
	Asian	2	0	2	0	1	5
	Hispanic	1	0	0	0	4	5
	Black	5	2	1	1	10	19
	White	7	4	6	5	17	39
	English Learners	3	1	0	3	4	11
	Special Ed	2	2	2	3	13	22
	Free/Reduced Lunch	9	1	5	5	24	44

Appendix A – Summary Template Form

MDE created a template form for all districts and charters to use when submitting the 2015-2016 WBWF Summary Reports.

Access the summary report template on the [WBWF webpage](#).

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 2015-2016 WBWF report summaries. Districts and charters will receive feedback on this rubric in March 2017.

Access the review rubric on the [WBWF webpage](#).

Appendix C – October 27, 2016 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 2016 regional data profile provides district and regional performance using key indicators available at the state level. The file includes the following eight 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.
- **Third Grade Reading:** 2016 grade 3 reading proficiency data by student group showing district progress toward 2017 goals.
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- **Career and College Readiness:** 2016 grade 8 math proficiency data by student group showing district progress toward 2017 goals.
- **Graduation:** 2015 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:** 2016 data on the percent of inexperienced teachers and percent of classes taught by unqualified or out of field teachers.

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 [WBWF webpage](#) 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 only 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 15, 2016 and should be submitted to MDE.WorldsBestWorkForce@state.mn.us. All districts are required to use the summary template posted on the [WBWF webpage](#). There is also 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.

It is also important to note that MDE is now required to report to the legislature the districts that do not submit the WBWF summary as well as districts not making progress toward performance goals. Please make certain that your summary is submitted by the December 15, 2016 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