



2022 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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Legislative Charge

[Minnesota Statutes 2020, 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 2021, 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 2020-21 summaries were due on December 15, 2021. 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 497 charter schools and districts that are required to submit WBWF summaries. To date, MDE has received 463 submissions. Understanding this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic, MDE has already contacted the 34 remaining districts to report their annual progress. As of January 10 2022, the following charter schools and districts had not submitted a WBWF summary report:

District Name	District Number
Ashby Public School District	0261-01
Bagley Public School District	0162-01
Barnesville Public School District	0146-01
Battle Lake Public School District	0542-01
Belgrade-Brooten-Elrosa Public School	2364-01
Best Academy	4191-07
Cannon Falls Public School District	0252-01
Carlton Public School District	0093-01
Central Public School District	0108-01
East Central School District	2580-01
Floodwood Public School District	0698-01
Herman-Norcross School District	0264-01
Kenyon-Wanamingo School District	2172-01
Kerkhoven-Murdock-Sunburg	0775-01
Kingsland Public School District	2137-01
Lakes International Language Academy	4116-07
Legacy of Dr. Josie R. Johnson Montessori	4189-07
Metro Schools Charter	4131-07
Naytahwaush Community School	4155-07
Pine Island Public School District	0255-01
Pine Point Public School District	0025-01
Prodeo Academy	4213-07
Roseau Public School District	0682-01
Rush City Public School District	0139-01
Southside Family Charter School	4162-07
Spectrum High School	4160-07
St Paul Conservatory Performing Art	4112-07
Swanville Public School District	0486-01
Tri-County School District	2358-01
Triton School District	2145-01
Ulen-Hitterdal Public School Dist	0914-01
Upper Mississippi Academy	4210-07
Warren-Alvarado-Oslo School Dist.	2176-01
Wrenshall Public School District	0100-01

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):

- A third-grade reading/language arts achievement rate of 90 percent with no student group below 85 percent by 2025.
- A math achievement rate of 90 percent with no student group below 85 percent by 2025.
- A reading/language arts achievement rate of 90 percent with no student group below 85 percent by 2025.
- An eighth-grade math achievement rate of 90 percent with no student group below 85 percent by 2025.
- A 90 percent four-year graduation rate with no student group below 85 percent by the year 2020.
- 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, Native Hawaiian or 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 effects on participation in statewide assessments in the spring of 2021, many results at the statewide and local levels should be interpreted with care.

Third Grade Reading

Minnesota’s goal for third grade reading is an achievement rate of 90 percent with no student group below 85 percent by 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 10 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.

2021 Third Grade Reading Proficiency Rates by Student Group

Student Group	2021 Third Grade Reading Proficiency Rates
All students	48.5%
American Indian or Alaska Native	25.2%
Asian	40.7%
Black or African American	25.7%
Hispanic or Latino	26.8%
Native Hawaiian or Pacific Islander	34.3%
Two or more races	46.0%
White	56.8%
Multilingual learners	12.2%
All students	48.5%
American Indian or Alaska Native	25.2%

Distribution of Third Grade Reading Proficiency Rates for All Students by District Type

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	349	54	15	3	0	421
Traditional	256	47	11	1	0	315
Charter	89	7	4	2	0	102

Distribution of Third Grade Reading Proficiency Rates by Student Group for All Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	21	0	0	0	0	21
Asian	41	3	4	5	1	54
Black or African American	93	2	1	0	0	96
Hispanic or Latino	100	3	0	0	0	103
Two or more races	59	6	5	2	0	72
White	251	74	25	4	1	355
Multilingual learners	114	0	0	0	0	114
Students in special education	193	0	0	1	0	194
Students eligible for free or reduced-price meals	305	9	3	0	0	317

Distribution of Third Grade Reading Proficiency Rates by Student Group for Traditional Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	20	0	0	0	0	20
Asian	28	3	2	4	1	38
Black or African American	52	2	1	0	0	55
Hispanic or Latino	91	3	0	0	0	94
Two or more races	57	5	5	1	0	68
White	220	65	19	1	0	305
Multilingual learners	72	0	0	0	0	72
Students in special education	0	0	0	0	0	177
Students eligible for free or reduced-price meals	240	7	3	0	0	250

Distribution of Third Grade Reading Proficiency Rates by Student Group for Charter Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	1	0	0	0	0	1
Asian	13	0	2	1	0	16
Black or African American	41	0	0	0	0	41
Hispanic or Latino	9	0	0	0	0	9
Two or more races	2	1	0	1	0	4
White	29	9	6	3	1	48
Multilingual learners	42	0	0	0	0	42
Students in special education	12	0	0	1	0	13
Students eligible for free or reduced-price meals	63	2	0	0	0	65

Achievement Gap Data

Minnesota’s goal for achievement gap closure is achievement rates of 90 percent in both reading and mathematics, with no student group below 85 percent, by 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 10 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.

2021 Reading Proficiency Rates by Student Group

Student Group	2021 Reading Proficiency Rate
All students	52.5%
American Indian or Alaska Native	27.7%
Asian	50.0%
Black or African American	30.7%
Hispanic or Latino	31.4%
Native Hawaiian or Pacific Islander	32.0%
Two or more races	49.7%
White	59.5%
Multilingual learners	9.1%
Students in special education	25.8%
Students eligible for free or reduced-price meals	32.4%

Distribution of Reading Proficiency Rates for All Students by District Type

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	437	50	15	3	1	506
Traditional	288	33	7	0	0	328
Charter	124	17	8	3	1	153

Distribution of Reading Proficiency Rates by Student Group for All Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	86	1	0	0	0	87
Asian	73	17	15	6	6	117
Black or African American	175	1	0	1	1	178
Hispanic or Latino	260	9	3	2	1	275
Two or more races	197	29	14	1	3	244
White	327	81	26	3	4	441
Multilingual learners	208	0	0	0	0	208
Students in special education	444	3	2	0	0	449
Students eligible for free or reduced-price meals	470	6	6	0	1	483

Distribution of Reading Proficiency Rates by Student Group for Traditional Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	76	1	0	0	0	77
Asian	54	15	9	4	4	86
Black or African American	97	0	0	0	0	97
Hispanic or Latino	215	4	2	1	1	223
Two or more races	177	24	10	0	0	211
White	248	62	15	0	0	325
Multilingual learners	136	0	0	0	0	136
Students in special education	319	0	0	0	0	319
Students eligible for free or reduced-price meals	323	2	2	0	0	327

Distribution of Reading Proficiency Rates by Student Group for Charter Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	10	0	0	0	0	10
Asian	19	2	6	2	2	31
Black or African American	75	1	0	1	1	78
Hispanic or Latino	43	5	1	1	0	50
Two or more races	19	5	4	1	3	32
White	56	19	11	3	4	93
Multilingual learners	71	0	0	0	0	71
Students in special education	102	3	2	0	0	107
Students eligible for free or reduced-price meals	124	4	4	0	1	133

2021 Mathematics Proficiency Rates by Student Group

Student Group	2021 Mathematics Proficiency Rate
All students	44.2%
American Indian or Alaska Native	17.8%
Asian	43.3%
Black or African American	18.0%
Hispanic or Latino	21.1%
Native Hawaiian or Pacific Islander	27.9%
Two or more races	38.4%
White	52.3%
Multilingual learners	9.2%
Students in special education	22.5%
Students eligible for free or reduced-price meals	22.7%

Distribution of Mathematics Proficiency Rates for All Students by District Type

District Type	<60%	60-69%	70-79%	80-89%	90% or higher	Total
All	478	29	4	0	0	511
Traditional	305	21	2	0	0	328
Charter	145	8	2	0	0	155

Distribution of Mathematics Proficiency Rates by Student Group for All Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	87	1	0	0	0	88
Asian	78	21	6	6	6	117
Black or African American	171	2	0	0	0	173
Hispanic or Latino	275	3	0	0	0	278
Two or more races	216	15	6	1	0	238
White	393	39	10	1	0	443
Multilingual learners	208	0	0	0	0	208
Students in special education	452	2	0	0	0	454
Students eligible for free or reduced-price meals	476	5	0	0	0	481

Distribution of Mathematics Proficiency Rates by Student Group for Traditional Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	77	1	0	0	0	78
Asian	59	15	4	3	5	86
Black or African American	92	1	0	0	0	93
Hispanic or Latino	223	2	0	0	0	225
Two or more races	190	13	3	0	0	206
White	290	9	6	0	0	325
Multilingual learners	136	0	0	0	0	136
Students in special education	319	1	0	0	0	320
Students eligible for free or reduced-price meals	325	2	0	0	0	327

Distribution of Mathematics Proficiency Rates by Student Group for Charter Districts

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	10	0	0	0	0	10
Asian	19	6	2	3	1	31
Black or African American	76	1	0	0	0	77
Hispanic or Latino	49	1	0	0	0	50
Two or more races	24	2	3	1	0	30
White	78	10	4	1	0	93
Multilingual learners	71	0	0	0	0	71
Students in special education	108	1	0	0	0	109
Students eligible for free or reduced-price meals	130	3	0	0	0	133

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 10 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.

2020 Four-Year Graduation Rates by Student Group

Student Group	2020 Four-Year Graduation Rates
All students	83.8%
American Indian or Alaska Native	55.7%
Asian	89.1%
Black or African American	69.2%
Hispanic or Latino	70.4%
Native Hawaiian or Pacific Islander	73.1%
Two or more races	73.5%
White	89.0%
Multilingual learners	66.2%
Students in special education	65.0%
Students eligible for free or reduced-price meals	71.6%

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	48	16	31	103	209	407
Traditional	5	6	22	88	197	318
Charter	27	5	7	15	11	65

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	14	7	5	0	3	29
Asian	3	0	1	7	47	58
Black or African American	19	13	17	8	23	80
Hispanic or Latino	21	18	23	14	29	105
Two or more races	15	8	13	12	19	67
White	27	14	12	20	298	371
Multilingual learners	24	12	20	4	18	78
Students in special education	58	45	59	29	39	230
Students eligible for free or reduced-price meals	61	21	76	49	148	355

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	9	5	5	0	3	22
Asian	0	0	1	7	43	51
Black or African American	6	11	15	7	19	58
Hispanic or Latino	10	18	22	13	26	89
Two or more races	7	8	13	12	18	58
White	3	2	8	15	284	312
Multilingual learners	15	9	19	3	12	58
Students in special education	26	38	52	25	37	178
Students eligible for free or reduced-price meals	16	17	66	49	133	281

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

Student Group	<60%	60-69%	70-79%	80-84%	85% or higher	Total
American Indian or Alaska Native	3	1	0	0	0	4
Asian	1	0	0	0	4	5
Black or African American	9	2	2	1	4	18
Hispanic or Latino	6	0	0	1	3	10
Two or more races	5	0	0	0	1	6
White	11	7	3	5	13	39
Multilingual learners	6	3	1	1	6	17
Students in special education	20	5	5	3	2	35
Students eligible for free or reduced-price meals	28	1	8	0	14	51

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.