

Summary of 2018 Legislative Reports

- [Capital Loan Report](#) - 1/3/18

Pursuant to Minnesota Statutes 2017, section 126C.69, Minnesota Department of Education is legislatively charged with providing a report on loans that have been approved by the Commissioner and have received voter approval.

Summary

As of December 15, 2017, there were no active capital loan construction projects and no account balances remaining for future capital loans.

- [Certification Incentive Revenue](#) - 2/5/18

Pursuant to Laws of Minnesota 2016, chapter 189, article 25, section 61, subdivision 4, Minnesota Department of Education is legislatively charged with providing a report on the number and types of qualifying career and technical certificates given to high school students in the 2016-17 school year under the certificate incentive revenue program. This follows an interim report from February 2017.

Summary

- The incentive funding for a school district's career and technical certification aid equals \$500 times the district's number of students enrolled during the current fiscal year who have obtained one or more qualifying certificates during the current fiscal year (2016-2017). The statewide total certificate revenue must not exceed \$1,000,000.
- 109 Industry Recognized Certificates were identified for reimbursement, which spanned all six available career fields and included 11 Career Clusters.
- During the 2016-17 school year, students collectively earned 277 Industry-recognized credentials as submitted through the Certificate Incentive Revenue legislation pilot project.
- While the initial response from Minnesota educators was overwhelmingly positive, the timeframe of the program and the legislated specification that the incentive was only available for assessments given during the 2016-17 school year created challenges for implementation and broad participation. Of the \$1 million appropriation, only \$138,500 was spent. This was largely due to the timeline set in law.

Career Cluster and Total Number of Certifications Awarded

Agriculture Science: Animal (21)

- Veterinary Assistant (21)

Architecture & Construction (49)

- OSHA 10-hour Construction Certification (5)
- OSHA 10-hour General Industry Certification (44)

Business, Management, & Administration (22)

- Microsoft Office Specialist Certification: Microsoft Office Word 2010 (3)

- Microsoft Office Specialist Certification: Microsoft Office PowerPoint 2010 (8)
- Microsoft Office Specialist Certification: Microsoft Office Word 2016 (11)

Health Science Technology Education (128)

- Home Health Aide (3)
- Preparing for College and Careers (13)
- Nursing Assistant Registered (112)

Manufacturing (21)

- AC/DC Electrical Systems (2)
- Basic Hydraulics (1)
- Certified Production Technician (CPT) Certification (9)
- Certified Welder (9)

Restaurant/Food & Beverage Services (16)

- National Restaurant Association – ProStart Certificate of Achievement (16)

Transportation, Distribution & Logistics (20)

- ASE Certification in Automobile: Automobile Service Technology (1)
- ASE Certification in Automobile: Electrical/Electronic Systems (1)
- ASE Certification in Automobile: Engine Performance (1)
- ASE Certification in Automobile: Maintenance & Light Repair (5)
- ASE Certification in Automobile: Suspension & Steering (1)
- Engine Technician: 2-Stroke, 4-Stroke, Compact Diesel Engine Tests (11)

Total = 227

- [Data Disaggregation](#) - 1/31/18

Pursuant to Minnesota Statutes 2017, sections 120B.31 and 120B.35, Minnesota Department of Education is legislatively charged with reporting a summary of efforts and feedback, to date, to implement legislation requiring collection and reporting of detailed student demographics.

During the Minnesota legislative session of 2017, Minnesota Statutes, sections 120B.31 and 120B.35, were revised to clarify the additional detailed demographic information to be collected for Minnesota students.

Summary

The Minnesota Department of Education is charged with collecting detailed demographic student information. In order to implement the wide-ranging and complex new data disaggregation legislation MDE secured a federal grant to assist in construction of the data collection system and engaged with a broad array of diverse stakeholders to understand the implications for families, schools, and student groups.

Through the legislative and stakeholder process, MDE heard about the benefits of disaggregated data and its uses for positive interventions and supports in schools: largely that with access to more detailed student information, districts, schools, and teachers can better tailor in-school support to more effectively meet the unique needs of their students.

MDE also heard a great deal from stakeholders about potential negative unintended consequences of the new law. Many stakeholders did not have the opportunity to participate in legislative discussions and are just now recognizing the unintended consequences and potential negative implications of the law. Minnesota's American

Indian communities expressed fear about the continued erosion of indigenous heritage and identity, frustration with contradictory definitions in state and federal law, and concerns that the confusion could result in undercounting American Indian students, which could diminish funding designed to help improve outcomes for American Indian students. Multiple stakeholders shared concerns that many families may not want to share detailed demographic information, citing concerns about how personal and sensitive information might be used, particularly in the context of heightened debates about immigration currently taking place nationally and in Minnesota. Despite assurances that any data collected would be used only for the purposes of school enrollment, there remains a fundamental distrust of institutions by many diverse stakeholders and community members. Finally, school districts expressed concerns that the system changes would require substantial training for district personnel and families.

Policymakers will need to understand and strike a balance between the positive intentions of more comprehensive data collection against the unintended and potentially negative impacts (or perceptions of such) on impacted schools, families, and communities. Additionally, substantial changes to demographic collection requires sufficient time and resources to ensure successful implementation.

Recommendations

- MDE recommends the initiation of an evaluation every five years (beginning in 2024–2025) to update detailed demographics to meet the needs of the state’s changing racial and ethnic demographics.
 - Legislation needs to be revised from the “Asian/Pacific Islander” group to “Asian” in order to match the federal category.
 - Statute should allow the state demographer to use the best, statistically available information to make determinations of populations.
- [Districts with Statutory Operating Debt for FY 2017](#) - 1/24/18

Pursuant to Minnesota Statutes 217, section 123B.83, subdivision 3, the commissioner may notify the legislature if a district is in Statutory Operating Debt (SOD). Under Minnesota Statutes, section 123B.81, Subdivision 2 a school district or charter school is in SOD when it reports a year-end Net Negative Unreserved General Fund Balance exceeding more than 2.5 percent of its unreserved/undesignated operating expenditures.

Summary

There were four active schools in SOD at the close of FY 2017: two independent school districts and two charter schools. Swanville, Truman and Minnesota Early Learning Academy were in SOD last year as well. Bdote Learning Center was not.

Number	Type	Name	Unreserved General Fund Balance	General Fund Expenditures	FY 2016 SOD Calculation	Final UFARS Received	Final Audit Received	FY 2017 SOD Plan Received	Fiscal Years in SOD
458	1	Truman	-715,292	2,756,118	-25.95	X	X	No	Preceding Years 2006-2011 and 2016-2017
486	1	Swanville	-81,132	2,888,690	-2.81	X	X	No	2013-2017
4226	7	Bdote Learning Center	-131,436	1,765,574	-7.44	X	X	No	2017
4230	7	Minnesota Early Learning Academy	-241,212	2,745,881	-8.78	X	X	No	2016-2017

[Grants and Gift Received and Applied For - 2/13/18](#)

Pursuant to Minnesota Statutes 2017 127A.08, Minnesota Department of Education is legislatively charged with reporting a list of grants, both federal and private, and gifts applied for and received by the MDE in fiscal year 2018.

Grants by Type

Private Grants	FY18 Received or Applied For
Mott Foundation Grant	\$25,000
Wellness Microgrant	\$700
Mott Ignite MN	\$100,000
ECDataworks Grant	\$98,482
PAST Digital Inclusion	\$13,600
<i>Subtotal Private Grants</i>	<i>\$237,782</i>

Gifts by Type

Gifts	FY18 Estimated Receipts
Faribault Library Gift	\$10,000
Hearst U.S. Senate Youth Program	\$1,000
Education Gift Account	\$5,000
<i>Subtotal Gifts</i>	<i>\$16,000</i>

Total Grants and Gifts = \$253,782

- [Information Technology Certification Partnership Report - 2/15/18](#)

Pursuant to Laws of Minnesota 2015, chapter 3, article 6, section 11, Minnesota Department of Education is legislatively charged with reporting a summary report on program activities and outcomes (to teach information technology skills and competencies that are essential for career and college readiness), including a description of the number and location of participating schools and students and the number and type of certifications earned by students.

Summary

Legislative action in 2015 aimed to address skill gaps in the Science, Technology, Engineering, and Math (STEM) and IT fields. MDE awarded a contract to Mouse Inc. to engage up to 200 schools in Minnesota with an educational program leading to skills certifications (badges) in the STEM and IT fields. Mouse began recruiting schools through its contract with MDE in January 2016. Active recruitment was suspended in January 2017 due to the upcoming end of the contract on June 30, 2017. In just over a year's time, Mouse trained 166 educators and reached an estimated 1,000 students who collectively earned 130 certifications and submitted sufficient evidence of completion for 2,957 modules.

Minnesota high schools utilized Mouse's educational content in a variety of ways. Typically, educators integrated Mouse projects into existing classes, especially those covering business, computer science, engineering, and technology. However, some schools used Mouse as the content for an after school, independent study, or club program. Some schools proceeded with broad implementation across multiple subject areas, while others focused narrowly on one or two courses. "Coding," which teaches the fundamentals of programming languages, and "Tech Team," which facilitates the creation of a student-led school IT help desk, were especially popular.

Schools were understandably reluctant to initiate a program that they were uncertain they could continue to sustain once the term of the contract ended and the costs of running the program would be required from their budget.

Another finding of the project was that although students completed modules and submitted them for verification, teachers awarded far fewer credentials than expected. The contractor emphasized the role required of teachers in later trainings, but many badge-eligible submissions remained unverified by the schools at the end of the pilot.

Contractual conditions stipulated that no more than half of the schools served be within the seven-county Twin Cities metro area. As such, Mouse focused recruitment efforts on greater Minnesota. Of the 98 schools recruited, 38 are in the Twin Cities metro and 60 are in greater Minnesota.

- [Report on the Minnesota State High School League](#) - 1/16/18

Pursuant to Minnesota Statutes 2017, section 128C.20, each year, regarding the Minnesota State High School League (MSHSL) the Commissioner of Education is required to obtain and review a summary of the state conducted financial and compliance audit, a list of all complaints against MSHSL and their dispositions, an explanation of the executive director's performance review, information of MSHSL implementation of plans and policies, and an evaluation of proposed changes in MSHSL policy.

- 1. An accurate and concise summary of the annual financial and compliance audit prepared by the state,**

State Auditor's Financial and Compliance Audit

The Minnesota State Auditor's report included the following schedule of findings and recommendations:

- a. Each region has an administrative secretary who is responsible for the accounting functions. The state auditor recommended the region secretaries more closely monitor site personnel and tournament managers to ensure that tournament reports are complete, accurate, and submitted for all tournaments. The state auditor further recommended that region personnel deposit tournament receipts in a timely manner and accurately record them in the general ledger.
- b. This was a previously reported item not resolved.

Compensation of the MSHSL's Executive Board

According to the Board President, staff salaries are based on a range established by the Board of Directors. Since the 1997-98 school year, staff salaries, among other criteria, are based upon a comparison of similar athletic and activity associations in the states that comprised the Big Ten athletic conference (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin). Minnesota Management and Budget (MMB) affirmed the MSHSL's compliance with pay equity laws in a certificate dated July 15, 2015.

Expenditures of the MSHSL's Executive Director and Staff

According to the Board President, during the 2016-17 school year, the Executive Director and his staff were reimbursed a total of \$22,331 for statewide travel. Furthermore, the Executive Director stated that expenses are reimbursed as identified by Board of Directors' Policy and Minnesota Statutes, section 43A.18, subdivision 2, the Commissioner's Plan.

- 2. A list of all complaints filed with the MSHSL and all lawsuits filed against the MSHSL and the disposition of those complaints and lawsuits,**

Complaints and Lawsuits

MSHSL has established a policy for hearing disputes regarding student eligibility, including hearing and hearing review procedures.

Description of Hearings

In all case the Board affirmed the independent hearing officer's recommendation. All hearings related to a student's eligibility or ineligibility to play varsity competition. There were five hearings in total (three determinations of ineligibility and two of eligibility).

Description of the Lawsuits Filed during the 2016-17 School Year:

- Dismissed - Z.T. v MSHSL, United States District Court for the District of Minnesota (File No. 16-3821). Filed on October 24, 2016, in state court.
- Relating to ineligibility for varsity competition based on transfer student rules.
- Dismissed - C.K.M. v. MSHSL, United States District Court for the District of Minnesota (File No. 16-4148). Filed on December 13, 2016.
- Relating to ineligibility for varsity competition based on transfer student rules.
- Settled - R.E. v. MSHSL, Lakeville South High School et al., United States District Court for the District of Minnesota (File No. 17-1040). Filed on April 4, 2017.

3. An explanation of the executive director's performance review,

Executive Director's Performance Review

According to the board president during the 2016-17 school year:

[Executive Director] provides exemplary leadership and the MSHSL is a better organization because of his leadership style and techniques. . . . [He] is fair, honest, and a person of the outmost integrity; all attributes that he has modeled for many years. . . .

4. Information about the extent to which the MSHSL has implemented its affirmative action policy, its comparable worth plan, and its sexual harassment and violence policy and rules; and

MSHSL Program Implementation

According to the Board President, the Board of Directors' affirmative action policies ensure that jobs within the MSHSL are equally accessible to all qualified persons. MSHSL's comparable worth plan was originally adopted in the fall of 1988. Subsequently, the Board of Directors employed a consultant to evaluate jobs and assign pay grades. According to the Board President, the MSHSL's Sexual, Racial and Religious Harassment and Violence and Hazing Policy was adopted as a Bylaw, and it is published statewide in the MSHSL Official Handbook and on the MSHSL web page.

5. An evaluation of any proposed changes in MSHSL policy.

Evaluation of Proposed Changes in League Policy

Twelve bylaws were amended.

- [Review of Education-Related Mandates](#) - 2/5/18

Minnesota Statutes 2017, section 127A.05, subdivision 2, requires the Commissioner of Education to "...review all education-related mandates in state law and rule once every four years to determine which fail to adequately promote public education in the state." Minnesota Department of Education sent a survey to superintendents in a "Superintendents Mail" email. This same survey method was used to gather recommendations for the previous report.

Summary

Respondents were asked to identify the following: mandates that should be repealed because they do not promote public education, mandates that you considered unfunded, and mandates that are duplicative of other requirements.

Mandates identified as respondents as not promoting public education:

1. Civics Test (Minnesota Statutes, section 120B.02, subdivision 3)
 2. Science Credits (Minnesota Statutes, section 120B.024, subdivision. 1(4))
 3. World's Best Workforce (Minnesota Statutes, section 120B.11)
 4. Minnesota Common Course Catalog: Minnesota Statutes 2017, section 120B.35, subdivision Three, paragraph C, section 1 and 2; Minnesota Session Laws 2009, chapter 96, article 2, section 60; and Federal Law HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System.
 5. District Consolidation (Minnesota Statutes, section 123A.48)
 6. Milk Contracts (Minnesota Statutes, section 123B.52, subdivision 1)
 7. Special Education Requirements that Exceed Federal Requirements
 8. School Calendar; Pre-Labor Day Start (Minnesota Statutes, section 120A.4)
 9. Length of School Years; Hours of Instruction (Minnesota Statutes, section 120A.41)
 10. District Publication of Its Financial Information (Minnesota Statutes, section 123B.10):
 11. District Transportation of Nonpublic School and Charter School Students (Minnesota Statutes, section 123B.88)
 12. Flexible Learning Year and Commissioner Approval (Minnesota Statutes, section 124D.22)
 13. Learning and Development Revenue Amount and Use (Minnesota Statutes, section 126C.12)
 14. Staff Development Set Aside (Minnesota Statutes, section 122A.61)
 15. Required Academic Standards; Arts (Minnesota Statutes, section 120B.21)
 16. Special Education Transportation for Students Enrolling in Other Districts (Minnesota Statutes, sections 125A.11, 125A.12, 125A.14, 125A.15, and 125A.20)
 17. STAR Reporting (Minnesota Statutes, section 125B.07)
- [School Districts' Progress in Reducing the Use of Restrictive Procedures in Minnesota Schools - 2/8/18](#)

Pursuant to Minnesota Statutes, section 125A.0942, Minnesota Department of Education is legislatively charged to report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of prone restraints.

Summary

During the 2016-17 school year, there was an increase in both the number and percentage of students who experienced the use of restrictive procedures, as well as an increase in the number of incidents of restrictive procedures. There was a slight decrease in the rate of incidents per student, meaning a decrease in the number of times a student experienced the use of a restrictive procedure. As more training occurs by MDE and by districts, MDE receives more consistent reporting. During the 2016-17 and beginning of the 2017-18 school year, MDE has worked with school districts to ensure that they are reporting physical transports/escorts, that involve more than minimal resistance by the student, as a physical hold.

School districts, especially districts with federal instructional setting three and four programs, continue to report their struggles in meeting the needs of students with disabilities who exhibit aggressive or self-injurious behavior and have co-existing mental health issues which are not fully addressed given the limitation of services

currently available through the Department of Human Services (DHS)'s children's mental health continuum of care.

Barriers in Reducing the Use of Restrictive Procedures in the School Setting:

- Data Reporting
- Availability of Mental Health Services Across the State
- Funding for Professional Development/Training

Olmstead Plan:

As part of the 2017 Olmstead Plan, MDE is responsible for two positive supports goals which address reducing the emergency use of restrictive procedures incidents in the public school setting and reducing the number of students subjected to the emergency use of restrictive procedures in the public school setting. MDE is on track to complete all of the activities assigned under Olmstead Plan within the allotted time frame

Positive Behavioral Interventions and Supports (PBIS)

- PBIS continues to expand across Minnesota schools. The number of students effected by school-wide PBIS has reached 311,280 with 645 schools (35.6 percent of Minnesota schools) trained or being trained in PBIS. MDE provided this training during the 2016-17 school year 16 times to over 600 individuals. During the 2017-18 school year, as of December 31, 2017, MDE has conducted this training 11 times to over 560 individuals.

Summary of the Use of Restrictive Procedures in Minnesota Schools

When comparing the data from the last two reporting periods, there has been an overall increase in the use of restrictive procedures during the 2016-17 school year and, specifically, an increase in both the use of seclusion and physical holds. The increase in the use of physical holds is due, in part, to better reporting and due to MDE's discussions with school districts to ensure that districts report a physical hold if one is used to transport/escort a student, using more than minimal resistance, to a seclusion room.

In addition, the total number of students receiving special education services increased by 2.45% during the 2016-17 school year as reported by school districts (151,407). During the 2016-17 school year, the number of students experiencing the emergency use of restrictive procedures in the school setting increased as did the number of students with disabilities. The following are a sampling of how the restrictive procedures data changed between the 2015-16 and 2016-17 school years:

- Districts reported that the number of students with disabilities who experienced the emergency use of a restrictive procedure in the school setting increased by 14.6 percent.
- Districts reported an increase of 1,616 incidents of physical holding (10.4 percent increase).
- Districts reported an increase of 660 incidents of seclusion (10.3 percent increase).

Statewide, during the 2016-17 school year, districts reported 17,200 physical holds and 7,085 uses of seclusion for a total of 24,285 restrictive procedures incidents. This was an increase of approximately 10.2 percent from the 2015-16 school year reporting and the highest number of restrictive procedures since reporting began in 2011-12. Stakeholders again believe that the reported number of incidents and number of students for the 2016-17 school year better reflected the actual baseline from which to measure the reduction of restrictive procedures. In addition, the total number of reported students with disabilities served increased by 3,625 for the 2016-17 school year, which is also a contributing factor in the increase in the number of students who experienced the use of a restrictive procedure during the 2016-17 school year.

Districts that Reported Use of Restrictive Procedures:

Of the 538 districts that reported summary data to MDE, 281 of those school districts reported use of restrictive procedures, whether physical holding, seclusion, or a combination of both. They include:

- 202 of 335 traditional school districts.
- Four intermediate school districts.
- 18 of 27 cooperatives and education districts.
- 65 of 165 charter schools.

Summary of the Use of Restrictive Procedures in Minnesota Schools

Number:

- For the first quarter of the 2017-18 school year, 239 students with disabilities experienced seclusion one or more times, compared to 240 students during the first quarter of 2016-17.
 - Seven students experienced more than 15 incidents of seclusion during the first quarter of the 2017-18 school year, compared to four students during the first quarter of 2016-17, the highest use of seclusion coming with those in intermediate districts.
 - During the 2016-17 school year, districts reported a total of 7,085 incidents of seclusion with 965 students, 11 of whom were secluded in two different districts (during the same school year). In addition, 463 of the total number of secluded students were secluded during two or more quarters (approximately 50 percent).
- [Special Education Assistive Technology Legislative Report - 2/14/18](#)

Pursuant to Laws of Minnesota 2017, 1st Spec. Sess., chapter 5, article 4, section 10, Minnesota Department of Education is legislatively charged with reporting on the use of assistive technology by students in Minnesota schools. It also includes 13 recommendations from the Assistive Technology Advisory Group (stakeholders and experts) formed by MDE to assist in this report.

Summary

Definition: Assistive technology (AT) consists of devices and accompanying services that support a student with an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). AT includes devices ranging from a low-tech pencil with a grip to a high-tech voice-activated computer. AT services assess needs and support the use of the device, i.e., evaluation, purchasing, maintaining, coordination, and training. When students have an IEP or IFSP, student planning teams are required to consider whether AT devices or services are needed to meet student goals and objectives.

Parent survey: The parent survey found that fewer than half of respondents (121) felt that AT in the IEP or IFSP is meeting or moderately meeting their student's needs. A similar number of respondents (111) were not sure or did not respond to the question. Fewer than 10 percent of respondents (21) stated that AT in the IEP or IFSP does not meet the student's needs.

Responses to barriers:

- Respondents most frequently mentioned that school employees lacked knowledge of AT.
- Respondents indicated that parents sometimes requested AT but schools would not agree to provide it.
- Funding for AT was another identified barrier.
- Some parents noted that it took a long time to obtain AT.
- Stigma was another theme. Some parents commented that their child refused to use AT because they were embarrassed.

School district survey

The purpose of the school district survey was to examine the use of AT in Minnesota school districts.

Difference in total number of IEPs/IFSPs and where AT was considered:

- In general, school districts reported a difference in the number of IEPs/IFSPs and the number of IEP/IFSPs where AT was considered.

Number of IEPs and IFSPs where AT was considered

Category	IEP	IFSP
Total number of IEP/IFSP reported	8923	1108
Number of IEP/IFSP where AT was considered	6529	734
Number of IEP/IFSP with an AT component	2686	306

Devices

Most of the respondents indicated students have a range of devices and aids available to them:

- Assistive listening devices = 91.3 percent
- Cognition aids/Instructional aids = 91.3 percent
- Alternative input devices = 87.0 percent
- Vision aids = 82.6 percent
- Positioning = 84.8 percent
- Augmentative and alternative communication = 82.6 percent
- Recreational and leisure aids = 78.3 percent
- Aids for daily living = 78.3 percent
- Mobility aids = 76.1 percent
- Access and environmental controls = 73.9 percent
- Other = 13.0 percent

Advisory Group Recommendations

1. Have a clearinghouse of AT resources for parents and educators.
2. Enhance guidelines for the use of the IEP Form AT checkbox that AT was considered.
3. Add a checkbox for AT to the IFSP form.
4. Update the MDE AT manual.
5. Develop an outline to guide school/parent AT conversations.
6. Create an AT FAQ.
7. Education districts/parents to maximize third-party reimbursements for AT.
8. Develop better metrics to accurately assess AT.
9. Gather more data to better quantify use of AT resources.
10. Continue to convene the advisory group to monitor progress.
11. Explore opportunities for bulk purchasing of AT.
12. Provide training statewide on AT for parents and educators.
13. Colleges should provide information about AT in relevant special education courses.

- [Special Education Litigation Costs](#) - 1/25/18

Pursuant to Minnesota Statutes, section 125A.75, subdivision 9, Minnesota Department of Education is legislatively charged with reporting the summary of fiscal year 2017 special education litigation costs as reported by districts.

Summary

The table below shows 18 Independent School Districts, three Charter Schools, one Education District, and one Special Education Cooperative reported total special education litigation costs of \$370,443.10 for Fiscal Year 2017.

District Name	District Number	District Type	Amount (\$)
ANOKA-HENNEPIN	11	1	112,186.02
SPRING LAKE PARK	16	1	225.50
WACONIA	110	1	1,750.64
BRAINERD	181	1	3,034.00
HASTINGS	200	1	7,856.24
ALBERT LEA	241	1	1,012.00
BLOOMINGTON	271	1	27,240.74
EDINA	273	1	16,362.13
OSSEO	279	1	96,514.17
ROCHESTER	535	1	26,588.35
MOUNDS VIEW	621	1	12,068.50
JORDAN	717	1	102.50
PRIOR LAKE	719	1	16,440.30
SHAKOPEE	720	1	23,579.71
ROCORI	750	1	369.00
FOREST LAKE	831	1	12,664.64
MAHTOMEDI	832	1	45.00
SOUTHERN PLAINS ED. COOP	915	52	1,502.50
LESUEUR-HENDERSON	2397	1	1,171.20
MINNESOTA TRANSITIONS CH	4017	7	364.50
AFSA HIGH SCHOOL	4074	7	3,826.15
TWIN CITY ACAD. HIGH SCH	4132	7	2,120.66
MINNESOTA VALLEY ED. DIS	6027	61	3,111.15
Special Education Litigation Costs -Subtotal			\$370,135.60

- [World's Best Workforce Legislative Report](#) - 1/25/18

Pursuant to Minnesota Statutes, section 120B.11, subdivision 9, paragraph C, Minnesota Department of Education is legislatively charged with reporting 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.

Summary

There were 21 school districts and charter schools that had not submitted a WBWF summary report using the Minnesota Department of Education template as of January 15. They are largely smaller, rural school districts and charter schools.

District#	Organization
4119-07	Academic Arts High School
0676-01	Badger
0391-01	Cleveland
0592-01	Climax-Shelly
0514-01	Ellsworth
2683-01	Greenbush Middle River
4070-07	HOPE Community Academy
4191-07	KIPP Minnesota Charter
4233-07	Level Up Academy
0497-01	Lyle
0238-01	Mabel-Canton
4231-07	Minnesota Math and Science Academy
4080-07	Pillager Area Charter
0025-01	Pine Point
4213-07	Prodeo Academy
4160-07	Spectrum HS
2170-01	Staples-Motley
4106-07	TrekNorth High School
4225-07	Universal Academy Charter
4218-07	Venture Academy
0100-01	Wrenshall

This report references goals set under Minnesota’s federal No Child Left Behind (NCLB) Flexibility Waiver. Minnesota’s Every Student Succeeds Act (ESSA) state plan outlines new statewide achievement gap and graduation rate goals, which will be reflected in next year’s report.

Minnesota has a goal to reduce the academic achievement gap by 50 percent by 2017.

2017 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	26	64	90	28.9%
Asian	61	51	112	54.5%
Black	37	128	165	22.4%
FRP	58	395	453	12.8%
Hispanic	45	144	189	23.8%
LEP	21	133	154	13.6%
Special Ed	35	354	389	9%
White	32	396	428	7.5%

2017 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	26	68	94	27.7%
Asian	64	50	114	56.1%
Black	37	127	164	22.6%
FRP	63	391	454	13.9%
Hispanic	48	144	192	25%

Student Group	District/Charter Count Meeting Target	District/Charter Count Missing Target	District/Charter Total Count	Percent of Districts/Charters Meeting Target
LEP	30	132	162	18.5%
Special Ed	24	369	393	6.1%
White	35	391	426	8.2%

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.

2016 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	202	100	30	12	55	399
Non-Charterers	All Students	194	90	25	4	27	340
Charters	All Students	8	10	5	8	28	59

2016 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 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	1	4	7	6	15	33
Asian	24	15	8	0	5	52
Hispanic	9	16	18	16	26	85
Black	7	16	17	13	24	77
White	224	89	15	5	42	375
English Learners	6	10	10	15	21	62
Special Ed	14	37	36	24	71	182
Free and Reduced-Price Lunch	88	114	39	44	64	349

2016 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 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	1	4	7	6	13	31
Asian	23	15	6	0	3	47
Hispanic	8	15	18	16	21	78
Black	6	13	14	13	11	57
White	217	81	13	1	23	335

Student Group	Count of Districts at 85% 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
English Learners	5	9	7	14	13	48
Special Ed	14	37	33	23	59	166
Free and Reduced-Price Lunch	86	107	33	37	38	301

2016 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 80-89%	Count of Districts at 70-79%	Count of Districts at 60-69%	Count of Districts below 60%	Total District Count
American Indian	0	0	0	0	2	2
Asian	1	0	2	0	2	5
Hispanic	1	1	0	0	5	7
Black	1	3	3	0	13	20
White	7	8	2	4	19	40
English Learners	1	1	3	1	8	14
Special Ed	0	0	3	1	12	16
Free and Reduced-Price Lunch	2	7	6	7	26	48