



**National  
Urban League**

**State:** Minnesota

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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Plan Approved: May 9, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>Minnesota’s goal is to reach a 90% achievement rate on math and literacy with no subgroup below 85% achievement by 2025.</li> <li>The Minnesota Department of Education (MDE) has selected chronic absenteeism as its School Quality and Student Success (SQSS) indicator, with the intention to add a college and career readiness indicator in 2020-21.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>The state’s accountability system includes the performance of all student subgroups, receiving equal weight with the performance of “all students” when calculating school ratings.</li> <li>Minnesota will be using an n-size of 20.</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The MDE will be identifying schools based on subgroup performance on all indicators applied in “stages.” They will measure subgroup performance against a threshold that equates with the bottom 25% of Title I schools within each stage.”</li> <li>Exit criteria is three years, in addition to, requiring that they must show improvement.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>Minnesota uses the set-asides of Title I funds for concentration grants to districts with high proportions of schools identified for TSI or CSI, and for direct support to other districts with identified schools, through its regional centers. Applications must include identifying needs, per-pupil expenditures, etc.</li> <li>Minnesota is exploring including access to and success in advanced and career and technical education (CTE) coursework in its measure of school quality and success for the next round of changes.</li> <li>The state should also consider listing inequities in spending and discipline on its report card.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The MDE creates definitions for ineffective, inexperienced, and out-of-field teachers. The state has also identified some strategies for reducing rates of disproportionate access, but does not describe how districts will be monitored to improve access, or be further supported in implementation of their plans.</li> <li>Minnesota speaks only briefly about increasing teacher/principal pipeline diversity. The state should expand this by articulating strategies and timelines, and describing state supports for and activities LEAs are required to take to address diversity.</li> <li>The state does not discuss cultural competency training and it fails to describe how it is aligning its state level spending and resource allocation policies to support equitable access to effective and more diverse teachers, forgoing the set-aside opportunity in the law.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> <b>Sufficient</b> <input type="checkbox"/> Poor
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>Minnesota conducted a range of outreach activities, including consultation with Minnesota’s 11 unique sovereign Tribal Nations, that helped shape its accountability</li> </ul>	<input checked="" type="checkbox"/> <b>Excellent</b> <input type="checkbox"/> Sufficient



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<p>system.</p> <ul style="list-style-type: none"> <li>The plan describes specific topics, timelines and working group compositions for future engagement during implementation and as the system evolves.</li> </ul>	<input type="checkbox"/> Poor
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>The MDE is developing ways to include discipline and school climate data into its accountability system.</li> <li>Minnesota has identified 30 districts with high rates of suspending and expelling students of color, American Indian students, and students with disabilities and is planning an intervention and support model.</li> <li>The state supports districts in using positive behavior interventions and supports (PBIS), social-emotional learning (SEL) and restorative practices.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>Minnesota commits to a use of Title I funds to create and expand early childhood learning opportunities.</li> <li>The state also articulates a use of Title II funds for the purpose of professional development for early learning educator capacity building.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>Minnesota has a range of mechanisms in place to collect, report and encourage college and career readiness.</li> <li>It will list some access measures on its report card and is exploring ways to incorporate a readiness measure into its accountability system in the 2020-21 school year.</li> <li>The state should further describe what this indicator will measure and how data will be collected.</li> <li>The MDE will not award credit for students whose participation rate falls below 95%.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>The MDE articulates a use of Title IV funds for extended learning opportunities, including for 21<sup>st</sup> CLCCs.</li> <li>The state should consider strategizing around ways to dedicate title I funds for this purpose as well.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"> <li>The MDE engages in programming for CTE with work-based learning opportunities, in addition to their World's Best Workforce framework.</li> <li>The state is developing ways to integrate social and emotional learning into teaching practices. This guidance is set to be available in the 2017-18 school year.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"> <li>Minnesota mentions their use of report cards, but does not detail what data will be displayed or how it will be communicated to stakeholders.</li> <li>Minnesota's system of annual meaningful differentiation is unclear. Categories A-E will identify schools until other designations are developed, and the state is still developing a dashboard.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>Overall Rating</b></p>	<p><b>Sufficient</b></p>