





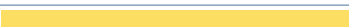

Minnesota

School Management	D	
Finance	B	
Staffing: Hiring & Evaluation	C	
Staffing: Removing Ineffective Teachers	B	
Data	B	
Pipeline to Postsecondary	C	
Technology	C	
State Reform Environment	?	
Gold Stars		

School Management. Minnesota does a poor job managing its schools in a way that encourages thoughtful innovation. While the state has enacted an excellent charter school law, 94% of teachers report that routine duties and paperwork interfere with their teaching.

Finance. Overall, Minnesota earns a good grade in this category. While the state gets a low mark for the simplicity of its state funding mechanism, it receives a solid score for the online accessibility of its financial data. In addition, Minnesota has a performance pay program for teachers.

Staffing: Hiring & Evaluation. Minnesota receives an average mark for its teacher hiring and evaluation system. Only 6% of teachers enter the profession through an alternative certification program, compared with the national average of 13%. But Minnesota requires incoming teachers to pass basic skills and subject-knowledge tests.

Staffing: Removing Ineffective Teachers. Minnesota receives a solid score on the ability to remove poor-performing teachers from the classroom. Sixty-eight percent of principals say that teacher unions or associations are a barrier to the removal of ineffective teachers, 7 percentage points above the national average of 61%. However, only 18% of principals report that a lack of support for termination decisions is a barrier to removing poor-performing teachers, 2 percentage points below the national average of 20%.

Data. Minnesota gets an above-average mark for its state data system. The state has the ability to match individual students' test records from year to year. Although Minnesota publicly reports college remediation data, it does not factor that information into its accountability system.

Pipeline to Postsecondary. Minnesota receives a mediocre mark for its efforts to improve college and career readiness. Fifty-nine percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. That is 6 percentage points below the national average of 65%. However, 73% of Minnesota schools report offering work-based internships.

Technology. Minnesota receives a middling grade in this category. While the state offers a computer-based assessment, it has not established a virtual school. Minnesota also needs to significantly improve how it evaluates its return on investments in technology.

State Reform Environment. There are few reliable state-by-state data on local education advocacy and research efforts—a reflection of the lack of overall commitment to this issue. As a result, we are unable to issue a meaningful grade. However, Minnesota has participated in international student assessments that are important for benchmarking and supports common academic standards.
