



# Minnesota Profile

## Basic Background Information as of 4-3-17<sup>1</sup>

### Elementary and Secondary Education Characteristics and Finance

**Total Number of Districts & Schools:** 2,052 schools, 497 districts (328 traditional districts; 169 charter schools, 2015-16)

**Approximate Number of Schools Previously Identified for Improvement:** 154 (Focus and Priority, 2015-16)

**Total Students:** 842,932 (2015-16); about 15% special education, 8% ELL, 39% FRL Eligible

**Total Title I Allocations from FY 2015:** \$148,648,596

## School Improvement & Evidence-Based Practices Information<sup>2</sup>

### General Approach to Evidence-Based Practices

Minnesota will continue with their existing school improvement model, supported by Title I funds, and plans to update this model to better incorporate EBPs. They will rely on regional centers to provide on-the-ground support. School Improvement Grant (SIG) funding was distributed through a competitive process to schools in four districts, two of which are large enough to have their own system of support which mimics the statewide system and relies on MDE technical assistance. In response to requests received from stakeholders during engagement/feedback sessions, MDE plans to produce a non-exhaustive list of EBPs. MN is working with the Midwest Comprehensive Center (MWCC) to help identify EBPs at the school and district level, and also has a team working on identifying EBPs at the classroom and program level. MDE has also asked the REL-Midwest to review existing tools (e.g., math and reading toolboxes) already used for school improvement to assess their level of evidence. Finally, they are working on some guidelines to help schools and districts with how to consider practices that don't appear on the EBP lists.

### Planned Support for LEAs and Schools

Regional centers will support LEAs and schools, making use of implementation science tools already in place (e.g., hexagon tool), to help districts identify fit and feasibility of EBPs they are selecting or exploring. Additional support will be provided to schools identified for improvement.

MDE is hoping to produce guidance and tools for districts to think about EBPs, drawing upon the REL-West tool. They are now in the preliminary stages of producing an EBP list, with a goal of completing the list by early in the 2017-18 school year, after which they hope to flesh out the larger system in which the list "lives" before the summer of 2018.

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<sup>1</sup> Based on info from SEA website and ED website

<sup>2</sup> Based on conversation with SEA representatives

## Challenges with Evidence-Based Practices

MDE really wants to emphasize the importance of the selection of EBPs as part of a continuous improvement process, and encourage LEAs to select EPBs that align with identified needs based on a comprehensive needs assessment. They are also concerned with successful implementation of EPBs. All agree that ensuring effective use of the list is critical and a list by itself would not lead to change.

Finally, MDE is grappling with initial development of an EBP list in a few ways:

- There are many different “grain sizes” of EBPs.
- They hope to balance the need for rigor (the extent to which there is rigorous evidence of effectiveness of the given EBP) with practicality.
- They want to keep the EBP list up to date and continue to add to it – e.g., by collecting evidence of effectiveness, starting with evidence of implementation.