






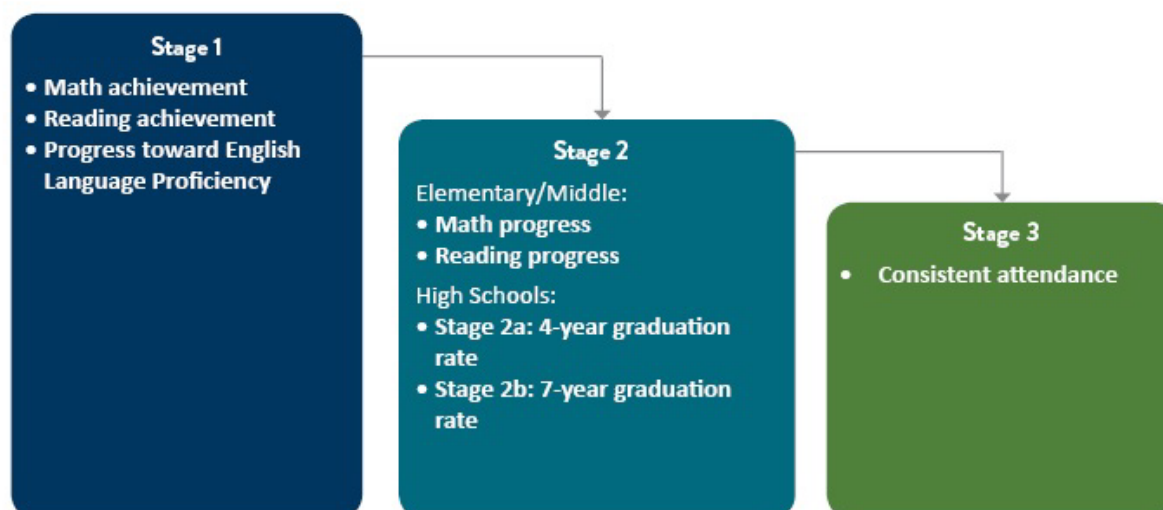
School and District Accountability and Support

Minnesota's Accountability Indicators

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|  | <p>Academic Achievement: all schools</p> <p>The number of students at the “Meets Standards” or “Exceeds Standards” achievement levels divided by all students in tested grades. Calculated separately for math and reading. Students who do not participate (unless medically exempt) are counted as “not proficient.”</p> |
|  | <p>Progress Toward English Language Proficiency: all schools</p> <p>The average progress English learners made toward individual growth targets on the ACCESS for English Language Learners test.</p> |
|  | <p>Academic Progress: elementary and middle schools</p> <p>A score based on students’ achievement levels from one year to the next. Calculated separately for math and reading using a transition matrix that awards points for increasing achievement levels (e.g., moving from “does not meet standards” to “partially meets”).</p> |
|  | <p>Graduation Rates: high schools</p> <p>The percentage of students who graduated in four years and seven years. Students who drop out after less than half an academic year at a school will be counted at the high school they attended for the most time.</p> |
|  | <p>Consistent Attendance: all schools</p> <p>The percentage of students attending more than 90 percent of the days they are enrolled.</p> |

Minnesota's Process for Identification

For each type of support and improvement, the process for identifying schools uses a system of filters to identify schools and districts for support.



| Level of Support | Reason for Identification | Type of Support |
|--|--|--|
| Comprehensive Support and Improvement | All high schools with four-year graduation rates below 67 percent overall or for any student group | Receive ongoing, onsite support from the Regional Centers of Excellence. |
| | The lowest performing five percent of Title I schools . <ul style="list-style-type: none"> • In the lowest quartile of Title I schools for any Stage 1 indicator, AND • In the lowest quartile of remaining schools for any Stage 2 indicator (for high schools, lowest half of both 4-year and 7-year), AND • In the lowest remaining 34 elementary schools, 7 middle schools, or 6 high schools for consistent attendance. | |
| Targeted Support and Improvement | Schools where any student group performs at or below the average performance of Title I schools for at least one indicator in each stage. | Participate in professional development and networking opportunities with the Regional Centers of Excellence. |
| | Schools where any student group is consistently below performance thresholds (the thresholds for the lowest quartile – or lowest half for graduation rates – of each indicator) for at least one indicator in each stage. | |
| | Title I schools that are in the lowest quartile of Stage 1 and Stage 2 indicators (lowest half for graduation rates). | |
| Support and Improvement | Title I schools that are in the lowest quartile of any Stage 1 indicator . | Receive MDE support through professional development and networking opportunities. |
| District or Charter Support under World’s Best Workforce (WBWF) | Any district or charter that is: <ul style="list-style-type: none"> • In the lowest quartile for any Stage 1 indicator, AND • In the lowest quartile of remaining districts/charters for math or reading progress, or the lowest half for 4-year or 7-year graduation, AND • In the lowest remaining 33 traditional districts or 17 charter schools for consistent attendance. The commissioner may use other information to identify additional districts or charters. | MDE cross-functional teams provide direct support to districts and charters. |