

VOA HIGH SCHOOL

Comprehensive Needs Assessment Summary & School Improvement Plan

Our school was identified for comprehensive support and improvement through the Minnesota Department of Education's North Star Excellence & Equity accountability system in August 2018. We were identified for support and improvement because the average four-year graduation rate for classes of 2015, 2016, and 2017 was below 67% for all students and for the following student groups: Black students and students who are eligible for free or reduced-price lunch.

As a result of this identification and requirements under the Every Student Succeeds Act (ESSA), we engaged stakeholders to complete a comprehensive needs assessment and develop a school improvement plan, which we will implement over the course of the next several years. This document summarizes our process and identifies how we plan to reach our school improvement goals.

Stakeholder Engagement

At the start of the 2018-19 school year, we **notified families**, through the following means, of our identification and how they could be engaged in our improvement process:

- Mailed a letter home, translated as necessary
- Presentation posted on school website
- Presentation during Title I session at Fall and Winter Conferences

School Staff Engagement

We engaged **school staff** in our **comprehensive needs assessment** in the following ways:

Staff were engaged via ESSA meetings, and our ESSA team digitally shared documents between November and February for review and feedback.

We received the following feedback from **school staff** on our **comprehensive needs assessment** and incorporated it in the following ways:

The ESSA team were part of reviewing graduation specific data and discovering root causes during meetings. The ESSA team also created an inventory of strengths. There is a large amount of crossover with our school's SIP team (basically the second half of our small staff) because we have already reviewed graduation data, root causes, and set graduation goals for our SIP this year.

We engaged **school staff** in the **development of our school improvement plan** in the following ways:

ESSA and SIP meetings for staff. We have gained further insight into how to hone or focus our SIP initiatives already in place around graduation supports and how to collect more specific data to measure our successes and challenges.

VOA HS currently has a SIP team and ESSA Accountability team. These two teams include the entirety of our staff. The crossover of their work is generous. Our ESSA and SIP teams have regularly scheduled meetings with the school director being the common team member. Teams are informed formally and informally of the others' work.

We received the following feedback from **school staff** on our **school improvement plan** and incorporated it in the following ways:

Some difficult aspects of our work and high student mobility made our goal setting and plan development challenging and discouraging. We have no way of knowing who will walk through our door each month and what their credit status will be. Instead of focusing on our inability to greatly impact our four-year graduation rate, we set a broader goal for increases for 4,5,6 and 7 year rate and inversely to reduce drop-out.

Staff members struggle with the picture the data paints when they see the amount of students we do graduate and the impact for students even when they choose other paths than diploma (GED, Job Corps, workforce). We are committed to the work of improvement and personalized intervention and examining our responsibility in making school more relevant for students was primarily the feedback.

Family & Community Engagement

We engaged **families and community members** in the **development of our school improvement plan** in the following ways:

Families and community members had the opportunity to review our plan and suggest additional strategies during our two day Winter conference cycle. All attendees had a chance to hear about our designation and accountability measures, our findings and our goals for increase as well.

We received the following feedback from **families and community members** on our **school improvement plan** and incorporated it in the following ways:

Suggestions by families related to the personalizing of interventions and recognizing a one-size-fits-all approach doesn't work for their children. They prefer and are thankful for individualized efforts, listening and care. This is aligned with enhancing our advisory/FOCUS model to help students build bridges to their own version of success and future plan.

Student Engagement

We engaged **students** in our **comprehensive needs assessment** in the following ways:

Students are engaged throughout our school year via family meetings, conferences, suggestion box, and through student council to identify struggles and give feedback to the school about what is important and our process to help them graduate. Student feedback is shared with all staff and has led to our main engagement initiatives during FOCUS/Advisory and Project Based Learning.

We received the following feedback from **students** on our **comprehensive needs assessment** and incorporated it in the following ways:

Students have asked for fewer restrictive policies at our site, more options for learning and credit earning, flexibility in our daily schedule, our lessons to be more relevant to real world and more student voice.

We engaged **students** in the **development of our school improvement plan** in the following ways:

Students are invited to and do participate in conferences at our site, and students at our 2 day Winter conferences also had a chance to hear about our designation, accountability measures, goals and plan.

We received the following feedback from **students** on our **school improvement plan** and incorporated it in the following ways:

Student input centered mostly around school policy change and these have been reviewed for safety and feasibility. They will be brought to our student council for vetting and student body polls will be created. The results will be reviewed before the next school year. At the present time, these are not incorporated in the plan.

Engagement in Implementation & Monitoring

We will continue to engage our stakeholders as we begin to implement and monitor our school improvement strategies starting in 2019-20. In addition to regularly monitoring the installation and implementation of our school improvement strategies throughout the year with our staff, we will complete an annual evaluation of our improvement plan and share these findings back with all stakeholders for their review and feedback. That feedback will be incorporated into our school improvement plan moving forward.

Comprehensive Needs Assessment Summary

Throughout this fall, we conducted a comprehensive needs assessment, where we reviewed multiple points of data to identify successes and challenges, and to identify the root causes for prioritized challenges. While we have many successes to celebrate, as well as potential areas we can continue working to improve, through stakeholder engagement, we identified the following prioritized areas for improvement and root causes:

Area(s) of Examination	Data Type(s) Reviewed	Priority Area for Improvement	Root Causes within School Control or Influence
● Reason for identification	<ul style="list-style-type: none"> ● 5, 6, 7 year graduation rates ● 4-year graduation rates, 3 year trends ● Engagement ● Demographics 	4, 5, 6 and 7-year graduation rates for all students who enter "credit ready" throughout the school year.	<ul style="list-style-type: none"> ● Relevance of content in classroom learning ● Advancing the value of education for each learner ● Connection of education in high school to a future goal.

School Improvement Goals

As a result of our comprehensive needs assessment, our school is committed to working toward the following goals:

1. By 2022, the seven-year graduation rate will increase from 48.6% to 79%.
2. By 2022, the four-year graduation rate will increase from 5.2% to 35%.

School Improvement Strategies

In order to achieve our school improvement goals, we will utilize the following evidence-based strategies:

Providing School-to-Future Connection via College and Career Exploration and CCR Skill Development

Description	During our extended FOCUS advisory, "credit-ready" eligible grads will be grouped and receive weekly, scheduled supports for college and career exploration, mentoring and guidance counselor attention, in addition to regular advisory aspects and credit-earning choices.
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	College and Career Readiness (CCR) soft skills will be incorporated into our core classes and all FOCUS classes.
Research Basis	<p>Students are engaged in school when they are interested in their classes and see those classes as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school.</p> <p>National Center on Safe Supportive Learning Environments (2016). Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students' sense of belonging in school. Weaving student engagement into the core practices of schools. Clemson, SC: National Dropout Prevention Center/Network.</p>
Current Starting Place	FOCUS/advisory time was implemented at the start of the 2018-2019 school year. Students being grouped into cohorts by age/credit amounts has been tried before, but we have never had a grad cohort with targeted efforts. This year, teachers are exploring the potential of the time for coaching and encouraging increased student performance. Review of credit attainment and academic successes shows that students who are using the time well have unlimited potential for improvements and recovery.
Vision of Full Implementation	Credit-ready eligible grads will interact with others with their same eligibility status for at least 6 hours a week. In the classroom, these same students will be receiving intensive support and education to help them envision future goals and formalize next steps after graduation as well as learn about careers and post-secondary options. non-eligible grads in FOCUS classrooms will work on CCR skills and also receive coaching. To students it will feel that they have help in future decision making as well as support from their peers. They will be motivated and have a reason to come to school and finish their education. Families will feel like they have a partner in getting their students to the finish line and someone helping their child pick a path for the future. Teachers will feel like they have something relevant to work on with students that will have lasting impact. They will also gain more experience and education about future possibilities for our students and be able to share this info in all of their classes.
Anticipated Timeline to Reach Full Implementation	This is something we can introduce right away, but for teachers to develop partners and resources, feel confident, comfortable and develop a model schedule, at least two years is the goal for full implementation.

Increasing the Relevance of Learning Course Content and Students' Value of Education

Description	Connect all learning happening in the classroom to real world to promote student buy-in. Teachers will work to personalize lower level Project Based Learning (PBL) projects, create more opportunity for hands-on learning and verbalize the connection to real world. There will be an increased focus upon best teacher practice: Teachers will gain input from other staff and possibly students regarding real-world relevance before presenting lessons and more time will be provided during each quarter for teachers to reflect and improve upon unit/project plans after they have been delivered. Revised plans reviewed as effective will then be archived and recycled when possible.
Research Basis	Research indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; and (b) benefits students by increasing their motivation and engagement (Brush & Saye, 2008; Krajcik,

	et al., 1998). Students who participated in PBL also benefited from improved critical thinking and problem-solving skills (Mergendoller, et al., 2006; Shepherd, 1998; Tretten & Zachariou, 1995). One study of PBL showed a positive effect on low-ability students, who increased their use of critical-thinking skills including synthesizing, evaluating, predicting, and reflecting by 446% while high-ability students improved by 76% (Horan, et al., 1996). Furthermore, during PBL, students showed initiative by utilizing resources and revising work, behaviors that were uncharacteristic of them before they engaged in PBL (Barron, et al., 1998).
Current Starting Place	This is our second year of PBL school-wide. We have an adapted version of PBL due to the level of skills students need to be successful with PBL vs the level of skills students possess when entering VOA HS. Our schedule support Project Based learning with time blocks on our schedule. Staff have received Buck Institute PD and team teach for half of the school day. PLC time is already designated for growing our PBL practice. Our school has gradually made the shift to students taking control of credit monitoring and standards awareness.
Vision of Full Implementation	Our building will be fuller - especially in the afternoon. Students will be at school more and for longer hours due to engaging projects. Classrooms will be more active with hands-on learning and collaborative process. Instruction will become facilitation for large parts of block hours and teachers will be challenged more with finding resources than making copies. Teachers will feel as though they are able to teach students more transferable skills and promote self management as well as beginning each quarter with a plan vetted for high engagement. Students will feel like their day has more purpose, they will feel more confident by using new skills and trying new tasks. Families will feel like their children can be successful at school and be prepared for the future.
Anticipated Timeline to Reach Full Implementation	This is something we can begin implementing for the 2019-2020 school year and can hopefully grow in our practice throughout the school year. We can be very responsive within the school year in regard to making adjustments to our plan depending on student population shifts.

ESSA Team

The following people made up the team responsible for ensuring we completed activities required under the Every Student Succeeds Act (ESSA) to develop this improvement plan:

Name	Position/Role
Kristofer Bulander	Teacher
Brianna Sauter	Guidance Counselor
Nicholas Mattsson	Teacher
Alexander Gray	Teacher
Rachael Dee	Youth Employment Specialist
Wendy Smith	Director

Contact Information

District: Minneapolis Public School District 0001-03

Superintendent: Ed Graff

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Main district contact for ESSA school support and improvement work:

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Volunteers of America (VOA) High School
Wendy Smith
Director

Aug. 30, 2018

Dear Volunteers of America (VOA) High School families,

We're already off to a great start here at VOA. We have a strong foundation for learning and are committed to making sure all students succeed in our school.

This year, we're going to continue focusing on what makes us a fantastic school: putting students first, supporting our staff, and making sure our families have many opportunities to engage in their children's learning.

One way you can stay involved this school year is by helping us as we learn more about Minnesota's new system to support schools, which is called the North Star Excellence and Equity System. The attached letter contains more information about what this new system means for our school. It can get a little complicated, but basically it's saying we have an opportunity at VOA to think deeply about how we serve each of our students and what we will do to make sure every one of them has the tools and support necessary to succeed. You can learn more at mpls.k12.mn.us/ESSA.

Together, we must work to make sure every child has a foundation that allows them to achieve their dreams. I look forward to your joining all of us at VOA in this effort this school year—look forward to hearing more about opportunities to get involved and help us achieve our goals soon.

Thank you for your support and partnership. It's going to be an awesome school year!

Wendy Smith
Director, Volunteers of America (VOA) High School

VOLUNTEERS OF AMERICA (VOA) HIGH SCHOOL

Understanding our Designation under the North Star Accountability System

Every Student Succeeds Act (ESSA)

The **Every Student Succeeds Act (ESSA)** is the most recent re-authorization of the Elementary and Secondary Education Act, signed into law by President Barack Obama in 2015. ESSA requires states to develop a data-driven system for holding schools and districts accountable for providing a fair, equitable, and high-quality education to all students. Under ESSA, Minnesota established the **North Star Excellence and Equity System** to ensure *all schools are working well for all students*.

North Star Excellence and Equity System

The goal of this new system is to make sure schools are meeting the needs of each student they serve. With this system, some schools are being identified for support and improvement because they can use assistance in closing achievement gaps and improving academic outcomes for all students. Schools are being identified for support and improvement for the first time this school year, and the designation will last for three years.

Our School's Designation

Under the North Star accountability system, our school has been identified for: Comprehensive support and improvement.

We have been identified for this level of support and improvement because the average four-year graduation rate for the classes of 2015, 2016, and 2017 was below 67% for the following student groups:

- All Students
- Black Students
- Students who are eligible for free or reduced-price lunch

Support & Improvement Process

Schools identified for support and improvement under North Star need to notify families and then engage families and school community stakeholders in:

- Completing a comprehensive needs assessment looking at the reasons why our school was identified
- Developing an improvement plan addressing the root causes behind low student achievement or gaps, which must include at least one strategy backed by rigorous research showing its effectiveness
- Implementing and monitoring the improvement plan once it goes into effect

Family & Community Engagement

We need our staff, families, and community members involved in our needs assessment and improvement plan development process. We invite you to get involved as we work to ensure all students are achieving high levels of success at our school. If you'd like to get involved, please reach out to us by calling 612.375.0700.

North Star Excellence & Equity System Overview:

Understanding the New Minnesota Accountability System for Schools

Every Student Succeeds Act (ESSA)

The **Every Student Succeeds Act (ESSA)** is the most recent re-authorization of the Elementary and Secondary Education Act, previously known as No Child Left Behind (NCLB). President Barack Obama signed ESSA into law in 2015. Like previous re-authorizations, the law sets requirements for what states must do to receive federal education funding. While ESSA maintains standards-based components, including annual standardized testing, it grants states more control around setting goals, establishing standards, and determining the consequences for schools and districts that are deemed low-performing. After engaging stakeholders across the state for more than a year, the Minnesota Department of Education (MDE) submitted its plan for implementing ESSA to the federal government and received approval in January 2018. Some parts of the law began to take effect as early as 2017, but the new accountability system that was established in the MDE plan will officially take effect at the start of the 2018-19 school year.

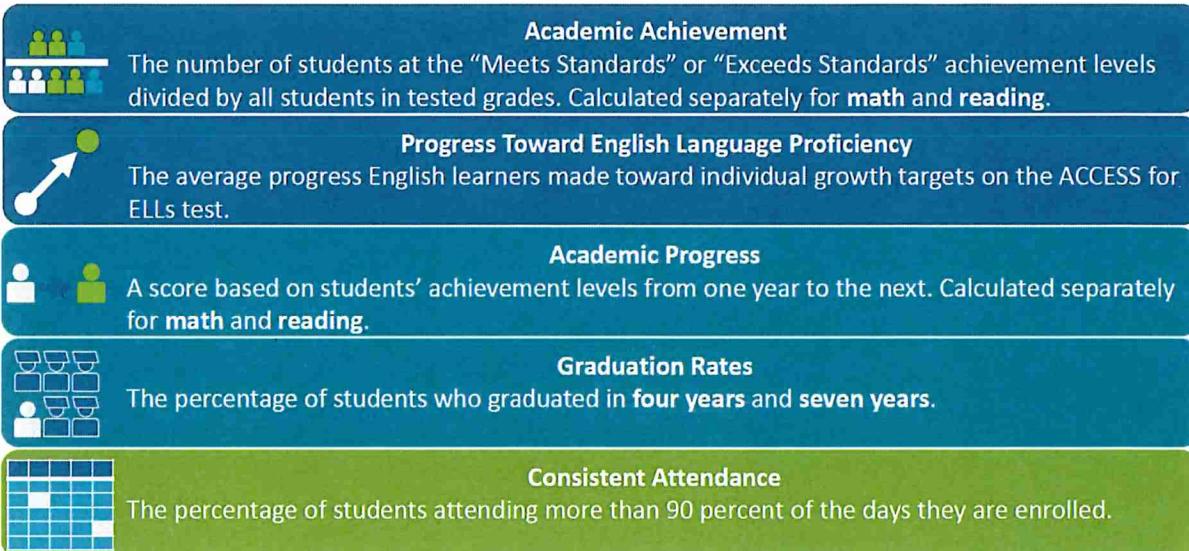
A New Accountability System

ESSA requires states to develop a data-driven system for holding schools and districts accountable for providing a fair, equitable, and high-quality education to all students. The Minnesota state plan established the **North Star Excellence and Equity System** to ensure that *all schools are working well for all students*, with an emphasis on closing achievement gaps, increasing equity, improving the quality of instruction, and increasing positive outcomes for all students. North Star replaces the previous Minnesota accountability system, which was called the Multiple Measurements Rating system (MMR). Some key features of North Star are noted in the table below and then outlined in more detail in the rest of this section.

No Child Left Behind (NCLB) Waiver		Every Student Succeeds Act (ESSA)
Accountability System Name	Multiple Measurements Rating System (MMR)	North Star Excellence and Equity System
Accountability Measures	Proficiency, Growth, Achievement Gap Reduction, and Graduation	Proficiency, English Learner Progress, Academic Progress, Graduation, and Consistent Attendance
Identification Process	<ul style="list-style-type: none"> All accountability measures weighted equally Bottom 5 - 25% identified for support and improvement 	<ul style="list-style-type: none"> Accountability measures analyzed at different stages of the process Several different categories for identification for support and improvement
Identification Levels for Improvement	<ul style="list-style-type: none"> Priority Focus Continuous Improvement 	<ul style="list-style-type: none"> Comprehensive Support and Improvement Targeted Support and Improvement

Accountability measures

Under the Minnesota state ESSA plan, schools and school districts will be identified as needing additional support and improvement based on several measures of student success. These measures are identified in the graphic on the next page.



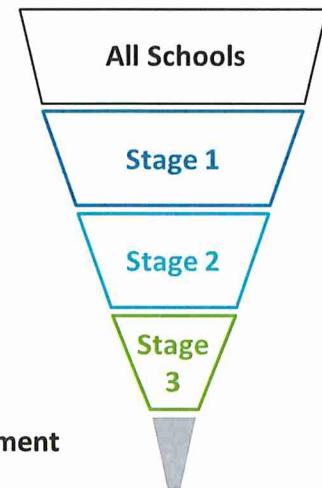
Graphic created by Minnesota Department of Education

All measures are averaged over the last three years of available data, and all student groups with at least 20 students are equally weighted within each measure.

Stage-based decision process & support and improvement categories

MDE will largely use a stage-based decision process to identify schools that are low performing across all accountability measures or that have any student group performing similarly to the lowest performing schools.

- **Stage 1** includes the Academic Achievement and Progress Toward English Language Proficiency measures
- **Stage 2** includes the Academic Progress measure for elementary and middle schools and the Graduation Rates measure for high schools
- **Stage 3** includes the Consistent Attendance measure



A school can be identified for support and improvement for a few different reasons. The reasons why a school may be identified for **comprehensive support and improvement** in 2018-19 include being:

- A Title I funded school in the lowest 5% of all schools that receive Title I funding based on all accountability measures and all stages
- A public high school, regardless of Title I funding status, where any student group has a graduation rate below 67% when averaged over the last three years

The reasons why a school may be identified for **targeted support and improvement** in 2018-19 include being:

- A Title I funded school identified as low performing in Stage 1 and 2 of the decision process, but not Stage 3 (i.e., a Title I funded school where students are consistently attending, but otherwise low performing on the academic measures of success)

- A public school, regardless of Title I funding status, where any student group is performing similarly to the lowest 5% of Title I funded schools on all accountability measures across all three stages (for example, a school where Hispanic students are performing the same as the bottom 5% of Title funded schools)
- A public school, regardless of Title I funding status, where any student group falls below the performance thresholds for at least one accountability measure in each of the three stages (for example, a school where special education students' outcomes on at least one measure in each stage are below the thresholds set to identify the bottom 5% of Title funded schools)

This means a school that may be performing well in many areas can be identified for targeted support and improvement because it is not meeting a particular student group's needs. Any school district may also be identified for support and improvement by the Commissioner of Education.

Timeline for identifying schools under the new system

MDE will publicly release the list of schools and school districts identified for support and improvement through the North Star accountability system on August 30, 2018. At the same time, data on each of the accountability measures noted above will become publicly available on the MDE website. Four-year and seven-year graduation rates were released publicly in February.

Support and Improvement Process

Schools identified for support and improvement under North Star will need to notify families of the school's designation and then engage families and school community stakeholders in:

- Completing a comprehensive needs assessment looking at the reasons why the school was identified
- Developing an improvement plan addressing the root causes behind low student achievement or gaps, which must include at least one strategy backed by rigorous research showing its effectiveness
- Implementing and monitoring the improvement plan once it goes into effect

MDE has not communicated at this time the activities that school districts identified for support and improvement must complete.

Minneapolis Public Schools (MPS) will need to submit the improvement plans for CSI schools to MDE for approval by March 1, 2019. TSI schools will submit their plans to MPS for approval at the same time.

Once identification status is made public at the end of August, schools will communicate directly with families and community members about how they can be involved in the comprehensive needs assessment and improvement plan development process.

Additional Resources and Information

More detailed information about ESSA, the Minnesota state plan, and the North Star Excellence and Equity system is available on the [Minnesota Department of Education website](#). Some resources from MDE of particular interest may include:

- An [executive summary](#) of the Minnesota state plan
- [Presentation slides](#) from a July 11 public meeting on ESSA and the accountability system
- Video presentations on:
 - [The MDE philosophy on school and district accountability](#)
 - [An overview on the school and district accountability system](#)



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Volunteers of America (VOA) High School
Wendy Smith
Director

30 de Agosto de 2018

Estimadas familias de Volunteers of America (VOA) High School:

Estamos iniciando un gran año escolar aquí en VOA. Contamos con una sólida base para el aprendizaje, y estamos comprometidos con asegurarnos de que todos los estudiantes tengan éxito en nuestra escuela.

Este año vamos a continuar enfocándonos en lo que nos hace una escuela fantástica: poner a los estudiantes en primer lugar, apoyar a nuestro personal, y asegurarnos de que nuestras familias tengan muchas oportunidades para participar en el aprendizaje de sus hijos.

Una forma de ayudarnos este año es participando mientras nosotros aprendemos más sobre el nuevo sistema de Minnesota para brindar apoyo a las escuelas, denominado *North Star Excellence and Equity System* (Sistema de equidad y excelencia North Star). La carta que adjuntamos contiene más información sobre lo que este nuevo sistema significa para nuestra escuela. Puede ser algo complicada, pero lo que dice básicamente es que tenemos una oportunidad en VOA para pensar profundamente acerca de cómo servimos a cada uno de nuestros estudiantes, y qué es lo que haremos para asegurarnos de que cada uno de ellos cuente con las herramientas y el apoyo necesarios para tener éxito. Para más información, visite mpls.k12.mn.us/ESSA.

Juntos, debemos trabajar para asegurarnos de que cada niño tenga una base que le permita alcanzar sus sueños. Espero con mucho interés que aquí, en VOA, ustedes se unan a todos nosotros en este esfuerzo durante este año escolar—esperen oír más sobre oportunidades para participar y ayudarnos a alcanzar más pronto nuestras metas.

Gracias por su apoyo y colaboración. ¡Este va a ser un magnífico año!

Wendy Smith
Director, Volunteers of America (VOA) High School

VOLUNTEERS OF AMERICA (VOA)

Entendiendo nuestra designación bajo el Sistema de Rendición de Cuentas North Star

Ley Cada Estudiante Alcanza el Éxito (ESSA)

La ley Cada Estudiante Alcanza el Éxito/**Every Student Succeeds Act (ESSA - por sus siglas en inglés)** es la más reciente reautorización de la Ley de Educación Primaria y Secundaria/Elementary and Secondary Education Act, firmada como ley por el presidente Barack Obama en el año 2015. ESSA exige a los estados desarrollar un sistema en base a datos para responsabilizar a las escuelas y distritos por proporcionar una educación justa, equitativa y de calidad para todos los estudiantes. Bajo ESSA, Minnesota estableció el Sistema de Equidad y Excelencia North Star/ **North Star Excellence and Equity System** para asegurarse de que *todas las escuelas trabajan bien para todos los estudiantes*.

Sistema de Equidad y Excelencia North Star

El objetivo de este nuevo sistema es asegurarse de que las escuelas satisfacen las necesidades de cada estudiante a quien sirven. Bajo este sistema, algunas escuelas están siendo identificadas para apoyo y mejora para ayudarles a cerrar las brechas de aprovechamiento y mejorar los resultados académicos de todos los estudiantes. Las escuelas están siendo identificadas para apoyo y mejora por primera vez este año escolar, y la designación tendrá una duración de tres años.

La Designación de Nuestra Escuela

Bajo el sistema de rendición de cuentas North Star, nuestra escuela ha sido identificada para: Apoyo y mejora Dirigidos.

Hemos sido identificados para estos niveles de apoyo y mejora por las siguientes razones:

La tasa promedio de graduación de cuatro años para las clases de 2015, 2016 y 2017 estuvo por debajo del 67% para los siguientes grupos de estudiantes:

- Todos los estudiantes
- Estudiantes morenos
- Estudiantes elegibles para recibir alimentación a precio gratis / reducido

Proceso de Apoyo y Mejora

Las escuelas identificadas para el apoyo y mejora bajo North Star necesitan notificar a las familias y también hacer participar a las familias y a los interesados de la comunidad escolar en:

- Completar una evaluación integral de las necesidades, buscando los motivos por los que nuestra escuela ha sido identificada.
- Desarrollar un plan de mejora que aborde las causas subyacentes que dieron lugar a las brechas o al bajo rendimiento de los estudiantes; dicho plan debe incluir al menos una estrategia respaldada por investigaciones rigurosas que demuestren su efectividad.
- Implementar y monitorear el plan de mejora una vez que entre en efecto.

Participación de las Familias y de la Comunidad

Necesitamos que nuestro personal, familias y miembros de la comunidad se involucren en la evaluación de nuestras necesidades y en el proceso de desarrollo del plan de mejora. Les invitamos a participar mientras trabajamos para asegurar que todos los estudiantes puedan alcanzar altos niveles de éxito en nuestra escuela. Si desea participar, por favor contáctese con nosotros llamando al 375-0700.

Perspectiva General del Sistema de Equidad y Excelencia de North Star:

Entendiendo el Nuevo Sistema de Rendición de Cuentas para las Escuelas de Minnesota

Ley Cada Estudiante Alcanza el Éxito/Every Student Succeeds Act (ESSA)

La ley Cada Estudiante Alcanza el Éxito/**Every Student Succeeds Act (ESSA)** es la más reciente reautorización de la ley de educación primaria y secundaria, anteriormente conocida como Ningún Niño Queda Atrás/No Child Left Behind (NCLB). El presidente Barack Obama promulgó ESSA en el año 2015. De la misma forma que anteriores re-autorizaciones, la ley establece los requisitos sobre lo que deben hacer los estados para recibir fondos federales para la educación. Mientras que ESSA mantiene componentes en base a estándares, incluyendo las pruebas estandarizadas anuales, otorga a los estados mayor control en cuanto a la fijación de objetivos, el establecimiento de reglas, y la determinación de las consecuencias para las escuelas y distritos que son considerados con bajo rendimiento. Luego de la participación de las partes interesadas por más de un año en todo el estado, el Departamento de Educación de Minnesota (MDE) presentó su plan para la implementación de ESSA al gobierno federal, y recibió la aprobación en enero de 2018. Algunas piezas de la ley comenzaron ya a tomar efecto en 2017, pero el nuevo sistema de rendición de cuentas que se estableció en el plan de MDE se pondrá en efecto oficialmente al inicio del año escolar 2018-19.

Un nuevo sistema de rendición de cuentas

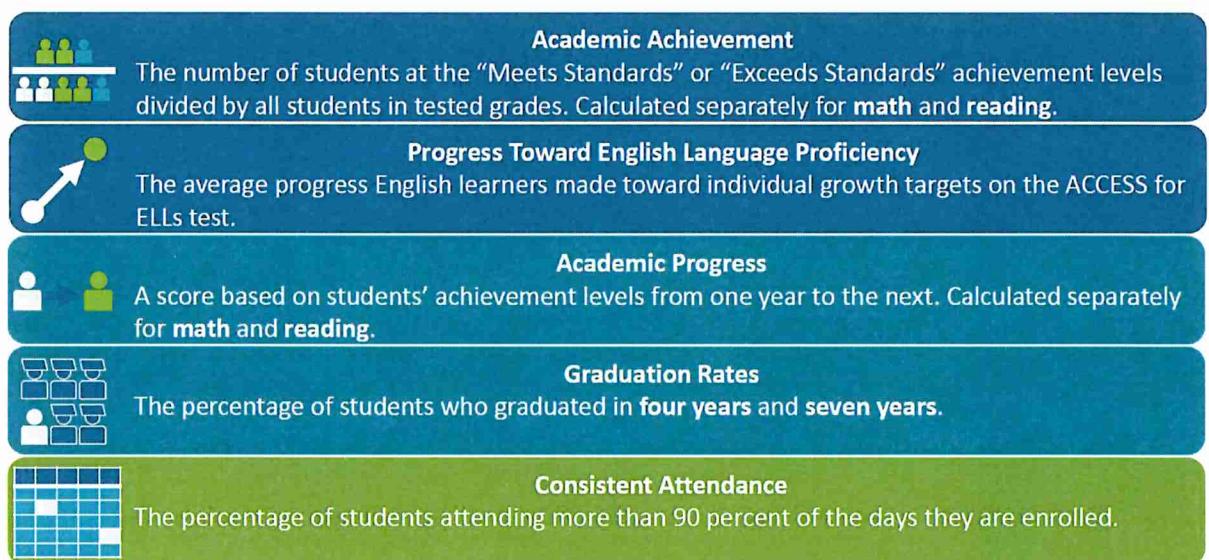
ESSA exige a los estados desarrollar un sistema en base a datos para responsabilizar a las escuelas y distritos por proporcionar una educación justa, equitativa y de calidad para todos los estudiantes. El plan del estado de Minnesota estableció el Sistema de Equidad y Excelencia North Star/ **North Star Excellence and Equity System** para asegurarse de que *todas las escuelas trabajen bien para todos los estudiantes*, con el énfasis de cerrar las brechas de aprovechamiento, aumentar la equidad, mejorar la calidad de la instrucción y aumentar los resultados positivos para todos los estudiantes. North Star reemplaza al anterior sistema de rendición de cuentas en Minnesota denominado Sistema de Clasificación de Mediciones Múltiples (MMR). Algunas características clave de North Star se indican en la tabla a continuación, y luego son descritas con más detalle en el resto de esta sección.

	Derogación de No Child Left Behind (NCLB)	Ley de Every Student Succeeds Act (ESSA)
Nombre del Sistema de Responsabilidad	Multiple Measurements Rating System (MMR)	North Star Excellence and Equity System
Medidas de Rendición de Cuentas	Competencia, Desarrollo, Reducción en la Brecha de Aprovechamiento, y Graduación	Competencia, Progreso de los Aprendices de Inglés, Progreso Académico, Graduación, y Asistencia Consistente

Identificación del Proceso	<ul style="list-style-type: none"> Todas las medidas de rendición de cuentas son igualmente ponderadas El más bajo 5 - 25% identificado para apoyo y mejora 	<ul style="list-style-type: none"> Medidas de rendición de cuentas analizadas en diferentes etapas del proceso. Varias categorías diferentes de identificación para apoyo y mejora
Identificación de Niveles para la Mejora	<ul style="list-style-type: none"> Prioridad Enfoque Mejora Continua 	<ul style="list-style-type: none"> Apoyo y Mejora Integrales Apoyo y Mejora Dirigidos

Medidas de rendición de cuentas

Bajo el plan ESSA del estado de Minnesota, las escuelas y los distritos escolares serán identificados como en necesidad de apoyo adicional y mejora en base a las varias medidas sobre el éxito de los estudiantes. Estas medidas son identificadas en el gráfico de la página siguiente.



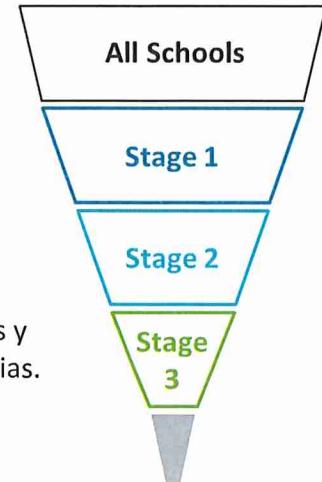
Graphic created by Minnesota Department of Education

Se promedia todas las medidas con los datos disponibles de los últimos tres años, y todos los grupos estudiantiles con al menos 20 estudiantes son igualmente ponderados dentro de cada medida.

Proceso de decisión en base a etapas, y categorías de apoyo y mejora

MDE utilizará mayormente un proceso de toma de decisiones en base a etapas para identificar a las escuelas con bajo rendimiento en todas las medidas de rendición de cuentas, o las escuelas que tienen cualquier grupo de estudiantes que se desempeña de manera similar a las escuelas con el rendimiento más bajo.

- Etapa 1** incluye las medidas de Rendimiento Académico y el Progreso hacia la Competencia en el Idioma Inglés.
- Etapa 2** incluye las medidas de Progreso Académico para las escuelas primarias y secundarias y la medida de las Tasas de Graduación para las escuelas secundarias.
- Etapa 3** incluye la medida de Asistencia Consistente.



Una escuela puede ser identificada en necesidad de apoyo y mejora por varias diferentes razones. Las razones por las que una escuela puede ser identificada para **apoyo y mejora integrales** en 2018-19 incluyen el ser:

- Una escuela con financiación de Título I en el 5% inferior entre todas las escuelas que reciben fondos de Título I en base a todas las medidas de rendición de cuentas y a todas las etapas.
- Una escuela secundaria pública, independientemente de su estado sobre financiación de Título I, donde cualquier grupo de estudiantes tiene una tasa de graduación por debajo del 67% como promedio de los últimos tres años.

Las razones por las que una escuela puede ser identificada para recibir **apoyo y mejora dirigidos** en 2018-19 incluyen el ser:

- Una escuela con financiación de Título I identificada con bajo rendimiento en las Etapas 1 y 2 del proceso de decisión, pero no en la Etapa 3 (por ejemplo, una escuela con financiación de Título I donde los estudiantes asisten consistentemente, pero sin embargo tienen un bajo rendimiento en las medidas de éxito académico).
- Una escuela pública, independientemente de su estatus de financiación de Título I, donde cualquier grupo estudiantil se desempeña de manera similar al 5% más bajo de las escuelas con financiación de Título I en todas las medidas de rendición de cuentas en las tres etapas (por ejemplo, una escuela donde los estudiantes hispanos se desempeñan igual que el más bajo 5% de las escuelas con financiación de Título I).
- Una escuela pública, independientemente de su estatus de financiación de Título I, en la que cualquier grupo de estudiantes se encuentra por debajo de los límites mínimos de rendimiento en al menos una medida de rendición de cuentas en cada una de las tres etapas de financiación (por ejemplo, una escuela donde los resultados de los estudiantes de educación especial se encuentran, en al menos una medida en cada etapa, por debajo de los umbrales fijados para identificar al 5% más bajo en las escuelas con financiación de Título I).

Esto quiere decir que, una escuela que puede estar desempeñándose bien en muchas áreas, puede al mismo tiempo ser identificada para apoyo y mejora dirigidos debido a que no cumple con las necesidades de un particular grupo de estudiantes. Cualquier distrito escolar puede también ser identificado para apoyo y mejoras por el Comisionado de Educación.

Cronograma para la identificación de las escuelas bajo el nuevo sistema

MDE hará pública la lista de las escuelas y distritos escolares identificados por medio del sistema de rendición de cuentas North Star para apoyo y mejora, el día 30 de agosto de 2018. Al mismo tiempo, los datos sobre cada una de las medidas de rendición de cuentas mencionadas anteriormente estarán disponibles para el público en la web de MDE. Las tasas de graduación de cuatro años y siete años fueron hechas públicas en el mes de febrero.

Proceso de apoyo y mejora

Las escuelas identificadas para apoyo y mejora bajo North Star tendrán que notificar a las familias acerca de la designación de la escuela, y luego hacer participar a las familias e interesados en la comunidad escolar en:

- Completar una evaluación integral de las necesidades, buscando los motivos por los que la escuela fue identificada.

- Desarrollar un plan de mejora que aborde las causas subyacentes que dieron lugar a las brechas o al bajo rendimiento de los estudiantes; dicho plan debe incluir al menos una estrategia respaldada por investigaciones rigurosas que demuestren su efectividad.
- Implementar y monitorear el plan de mejora una vez que entre en efecto.

MDE no ha comunicado en esta ocasión las actividades que los distritos escolares identificados para apoyo y mejoramiento deben completar.

Minneapolis Public Schools (MPS) tendrá que presentar los planes de mejora para las escuelas CSI al MDE, para que sean aprobados antes del 1.^º de marzo de 2019. Las escuelas TSI presentarán sus planes a MPS para su aprobación al mismo tiempo.

Una vez que el estado de identificación sea hecho público a finales de agosto, las escuelas se comunicarán directamente con familias y miembros de la comunidad acerca la manera en que pueden participar en la evaluación integral de las necesidades y el proceso para desarrollar el plan de mejora.

Recursos e información adicionales

Información más detallada sobre ESSA, sobre el plan de estado de Minnesota, y sobre el Sistema de Equidad y Excelencia North Star se encuentra disponible en la página web [Minnesota Department of Education website](#). Algunos recursos de MDE que pueden ser interés particular incluyen:

- [Executive summary](#) (resumen ejecutivo) del plan del estado de Minnesota.
- [Presentation slides](#) (diapositivas) de una presentación pública el 11 de julio sobre ESSA y el sistema de rendición de cuentas.
- Presentaciones en video sobre:
 - [The MDE philosophy on school and district accountability](#) (filosofía de MDE sobre la rendición de cuentas en las escuelas y distritos)
 - [An overview on the school and district accountability system](#) (una visión general del sistema de rendición de cuentas de las escuelas y distritos)



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Volunteers of America (VOA) High School
Wendy Smith
Maamulaha Dugsiga

Ogoosto. 30, 2018

Qoysaska Sharafتا leh Volunteers of America (VOA) High School ,

Halkii aan horay u joognay iyo waxyaabaha wanaagsan ee aan hada ku bilaabayno sanad dugsiyeedka dugsigeena VOA. Waxaan leenahay waxbarasho aassaas adag, waxaana naga go'an in ay dhammaan ardaydeenu guuleystaan dugsigeena waxbarashadiisa.

Sanadkaan, waxaan sii wadi doonaa inaan xoogga saarno wixii naga dhigaya dugsi cajiib ah: In ardayda muhiimada la siiyo marka hore, ;lana taageero shaqaalaha, iyo in la hubiyo in ay qoysasku helaan fursado badan oo ay kaga qeyb qaadan karaan waxbarashada carruurtooda.

Hal darioo oo aad ugu sii liug yeelan kato howlaha sanad dugsiyeedkaan, waa in aad nagu caawisaa sidi aan wax uga baran laheyn nidaamka cusub ee Minnesota'si loo taagero dugsiyada, nidaamkaan oo loogu yeero North Star Excellence iyo Equity System. Warqadaan ku lifaaqan halkaan waxaa ku qoran macluumaad dheeraad ah oo ku saabsan waxa uu nidaamkaan cusub uu macno u sameeynayo dugsigeena. Waxayna lahaandoonyaa xooggaa caqabado ah , laakiin asal ahaan waxa loola jeedaa inan fursad u helnaan dugsigeena VOA in si qoto dheer looga fikiro sidii aan wax ugu qaban laheyn arday kasta oo ka mid ah ardaydeeniyo waxa aan ka sameyn doono, si aan u hubino in ay helaan agabyada horumarin kara guushooda. Si aad wax badan uga ogaatid booqo shabakada mpls.k12.mn.us/ESSA.

Si wada jir ah waa in aan ku shaqeynaa si aan u hubino in uu arday walba helo aassaaska u ogolaanaya in ay gaaraan riyadooda. Waxaan rajeynayaa inaad nagala soo qeyb gashid dugsigeena VOA dadaalkaan aan qabaneyno sanad dugsiyeedkaan –waxaan rajeynayaa in aan maqalno wax badan oo ku saabsan fursadaha aad uga qeyb qaadan karto si loo gaaro guusha si dhaqso leh.

Waad ku mahadsan tahay taageeradaada iyo iskaashigaaga, sanad dsugsiyeedkaan waxaa noqon doonaa sanad dugsiyed wanaagsan.

Wendy Smith
Maamulaha Dugsiga, Volunteers of America (VOA) High School

VOLUNTEERS OF AMERICA (VOA)

Fahmizza Sida aan ku Magacowno Nidaamka North Star Accountability System

Every Student Succeeds Act (ESSA)

Sharciga **Every Student Succeeds Act (ESSA)** Waa markii u danbeysay ee dib loogu ogolaaday dugsiyada hoose iyo dugsiyada sare, sharcigaan oo lagu badalay sharcigii hore ee loo yaqaanay No Child Left Behind (NCLB). Madaxweynihii hore Barack Obama ayaa ansaxiyey oo saxiixay sanadkii 2015 in uu noqdo mid sharci ah sharciga ESSA. Iyo in dib loo cusbooneysiyo sanad walba, sharciga waxaa ku dagsan sharuuhdaha laga rabo in ay sameeyaan gobolada raba in ay helaan maalgalinada waxbarashada federaalka. Inkasta oo uu xeerka ESSA ay ka mid yihiin sharuudaha ku saleysan heerarka imtixaanaadka sanadlaha ee lagu cabiro aqoonta ardayga, una helaan cadalad, iyo waxbarasho tayo sare leh. wasaarada waxbarashada Minnesota nidaam la xisaabtan cusub ayey aassaastay. Iyada oo hoos Imaanayaan ESSA, MDE waxay abuuray Nidaanka la xisaabtanka cusub **North Star Excellence and Equity System** si loo hubiyoin ay dugsiyada dhammaantood u ugu shaqeeyaan ardayda si wanaagsan oo cadaalad ah.

North Star Excellence and Equity System

Himilada nidaamkaan cusub waa in lagu hubiyo in ay dugsiyadu daboolaan baahida ardaya kasta oo ay u adeegaan dhammaan ardayda oo dhan. Nidaamkaan dugsiyada qaarkood ayaa lagu aqoonsanayaa in la taagero lana hagaajiyo, sababtoo ah waxay sameynkaraan in ay isticmaalaan sidii ayku yareen lahaayeen farqiga waxbarashada u dhaeysa ardayda. Dugsiga loo aqoonsan doono taageerada iyo horumarinta marka ugu horeysa sanad dugsiyeedkaan, waxaa loo sii wadayaa taageeradaas sadex sano.

Dugsiyadeena waxaa loo Aqoonsaday

Marka loo eego nidaamka North Star accountability system, dugsigeena waxaa loo aqoonsaday: Taageero Lala Beegsanayo horumarinta.

Waxaa loogu aqoonsaday heerkaan taageerada iyo horumarinta sababaha soo socda Tirada cel-celiska heerka qalin jabinta afartii sano 2015,2016,2017 ayaa ka hoosaysay boqolkiiba 67% marka loo eego kooxaha ardayda soo socda:

- Dhammaan Ardayda oo dhan
- Black Students
- Ardayda u qalma cuntada bilaashka ah ama mida qiimaha jaban

Support & Improvement Process

Dugsiyada loo aqoonsaday taageerada iyo horumarinta North Star waxay u baahan yihiin in ay ku wargaliyaan qoysaska kadibna howlgaliyaan qoysaska iyo daneeyayaasha bulshada dugsiga:

- In la dhameystiro qiimeyn dhameystiran oo eegaya sababta dugsiaga loo aqoonsaday
- Abuurida qorshe horumarineed oo wax ka qabanaya sababaha aassaasiga dib u dhaca ardayga, guusha iyo farqiga u dhaxeeya waxbarashada
- Hirgalinta iyo kormeerida qorshaha horumarinta marka ay dhaqan galinayo

Ka qeyb-Galinta Qoysaska & Bulshada

Waxaan u baahanahay shaqaalahayaga, qoysaska, iyo xubnaha bulshada ku liug yeeshaan qiimeeynta baahida iyo qorshaha iyo qorshaha hagaajinta. Waxaan kugu martiqaadynaa inaad ka qeybqaadataan, inaga oo ka shaqeeyayna in dhamaan ardayda ku guuleystaan guusha waxbarashada dugsiga, hadii aad jeceshahay inaad ka qeybqaadato, fadlan na soo wac qadkeena taleefanka 375-0700.

North Star Excellence & Equity System Overview:

Fahanka Nidaamka Cusub ee Gobolka Minnesota oo Loogu Talo
Galay La Xisaabtanka Dugsiyada

Every Student Succeeds Act (ESSA)

Sharciga **Every Student Succeeds Act (ESSA)** Waa markii u danbeysay ee dib loogu ogolaaday dugsiyada hoose iyo dugsiyada sare, sharcigaan oo lagu badalay sharcigii hore ee loo yaqaanay No Child Left Behind (NCLB). Madaxweynihii hore Barack Obama ayaa ansaxiyey oo saxiixay sanadkii 2015 in uu noqdo mid sharcii ah sharciga ESSA. Iyo in dib loo cusbooneysiyo sanad walba, sharciga waxaa ku dagsan sharuuhdaha laga rabo in ay sameeyaan gobolada raba in ay helaan maalgalinada waxbarashada federaalka. Inkasta oo uu xeerka ESSA ay ka mid yihiin sharuudaha ku saleysan heerarka imtixaanaadka sanadlahaa ee lagu cabiro aqoonta ardayga, iyo go'aaminta natijjooyinka dugsiyada iyo degmada kuwa loo arko in ay aad u hooseeyaan waxbarashadooda. Ka dib markii ay dhammaan daneeyeyaasha gobolka in ka badan sanad waxay Wasaarada waxbarashada Minnesota (MDE) soo gudbiyeen qorshahooda si ay u fuliyaan sharciga ESSA-ee ka soo baxay dowlada Federaalka si ay u hesho maalgalinadii ay heshay bishii janaayo sanadkii 2018. Qaar ka mid ah sharcigaan waxaa la bilaabay in la fuliyo sanadkii 2017, laakiin wasaarada waxbarashada Minnesota nidaam la xisaabtan cusub ayey aassaastay. Nidaanka la xisaabtanka cusub ee ay abuuray Wasaarada Waxbarashada Minnesota waxaa uu si caam ah u dhaqan galayaa sanad dugsiyeedka 2018-19.

Nidaamka la Xisaabtanka Cusub

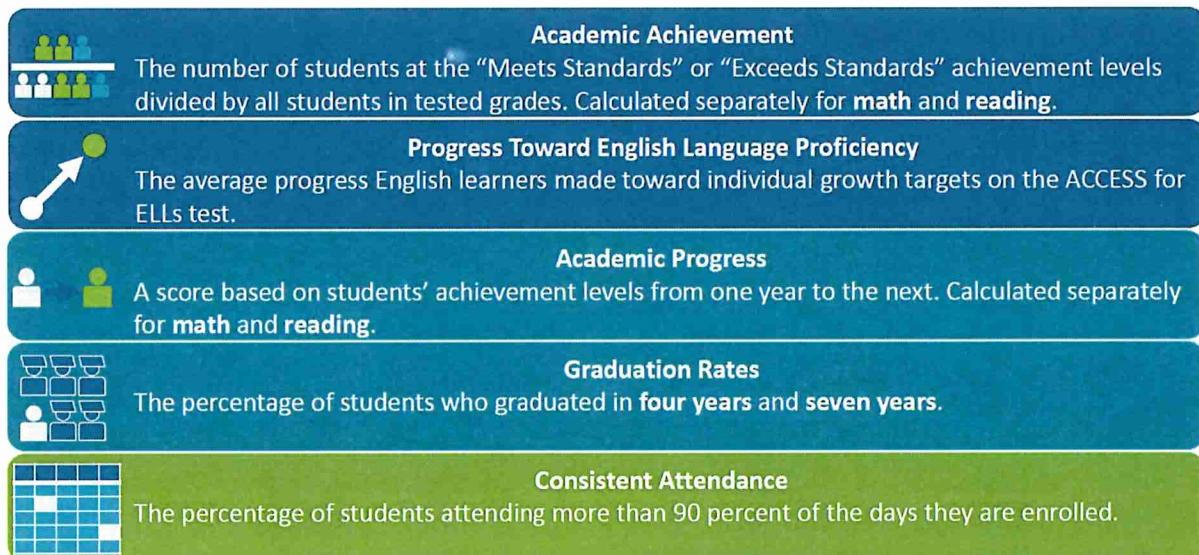
Sharciga ESSA waxuu waajibinaya in ay gobolada abuuraan nidaan xogg aruurin ah oo lagula xisaabtamo dugsiyada iyo degmooyinka si loo siiyo ardayda waxbarasho cadaalad, sinaan, iyo waxbarasho tayo sare leh dhammaan ardayda oo dhan. Qorshaha gobolka Minnesota uu abuuray waa nidaam loo yaqaano **North Star Excellence and Equity System** iyo nidaam Sinaan ah oo lagu hubinyo in ay *dhammaan dugsiyada ay ku wada shaqeeynayaan*, iyada oo xoogga la saarayo soo yarenta farqiga waxbarashada u dhaxeeyaa ardayda, guusha, iyo sinaanta hagaajinta tayada waxbarsahada ardayda, kor-dhinta natijjooyinka wanaagsan dhammaan ardayda oo dhan. Nidaamka North Star wuxuu badalayaa nidaamkii hore ee laxisaabtanka Minnesota, kaas oo loo yaqaanay Multiple Measurements Rating system (MMR). Qaar ka mid ah astaamaha nidaamka North Star waxaa lagu xusayaa shaxda hoose oo faafahinaysa qeybaha intooda kale.

Ka Dhaafida No Child Left Behind (NCLB)	Every Student Succeeds Act (ESSA)
Magaca Nidaamka La xisaabtanka	Multiple Measurements Rating System (MMR)
Tallaabooyinka La Xisaabtanka	Aqoonta, Koboca, Gaaritaanka sidii loo yareyn lahaa farqiga, iyo Qalin jabinta
Geedi Socodka lagu aqoonsanayo	<ul style="list-style-type: none"> • Dhammaan la xisaabtanka waxaa ligu cabiraan sinaanta • Hoos boqolkiiba 5 - 25% ayaa loo aqoonsaday taageerid iyo horumarinta
	Horumarinta Aqoonta Bartayaasha afka ingariiska horumarinta waxbarashada, Qalin jabinta, iyo soo xaadirista joogtada dugsiga
	<ul style="list-style-type: none"> • Tallaabooyinka la xisaabtanka lagu falanqeynayogeedi socodka nidaam marxalado kala duwan • Qeybo dabaqado kala duwan oo loogu talo galay taageerida iyo horumarinta

Aqoonsiga Heerarka wax lagu Hagaajinayo	<ul style="list-style-type: none"> Mudnaanta Xoogga la saarayo Horumarinta Joogtada ah 	<ul style="list-style-type: none"> Taageero Buuxda iyo horumarin Taageerada lala beegsanayo horumarinta
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Tallaabooyinka La Xisaabtanka

Sida ku cad qorshaha ESSA, ee gobolka Minnesota, Dhammaan dugsiga ama dugsiyada degmada ee loo aqoonsan doono inay u baahan yihiin taageerada dheeraadka ah iyo hagaajinta ku saleysan horumarka guusha ardayda. Tallaabooyinkaas waxaa lagu qeexay shaxda bogga labaad.



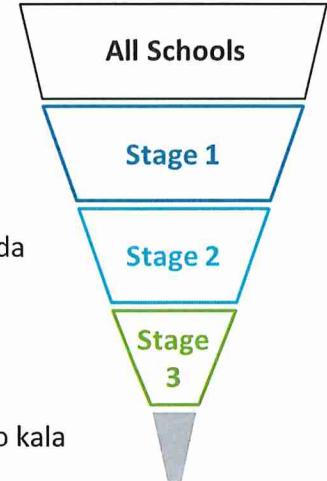
Naqshada sawirkaan waxaa sameeyey Wasaarada Waxbarashada Minnesota

Dhammaan tallaabooyinka xoggtaa warbixinadeeda la heli karo marka la isku celceliyo sadexdii sano ee la soo dhaafay. Iyo dhammaan ardayd kooxo dhan ugu yaraan 20 ayaa lagu halkii tallaabo oo cabiraad sinaanta ah.

Geedi socod ku saleysan go’aan qaadashada & taageerida horumarinta dabaqadaha

MDE waxay inta badan isticmaali doontaa dabaqado ku saleysan go’aaminti lagu aqoonsanayo iskuulada ay waxbarashadoodu aadka u hooseyso in lala xisaabtamo laguna cabiro ama kox arday ah oo dhigata dugsiyada ay waxbarashadooda hooseyso.

- Marxalada 1^{aad}** Waxa aka mid ah hirgalinta waxbarashada iyo horumarinta iyo tallaabooyinka lagu horumarinayo aqonta luuqada afka ingariiska
- Marxalada 2^{aad}** Waxa aka mid ah qiyaasha horumarka waxbarashada dugsiyada hoose,dugsiyada dhexe ,iyo dugsiyada sare oo lagu qiimaynayo qalin jabinta ardayda
- Marxalada 3^{aad}** Waxaa ka mid ah qiyaashaha soo xaadirka joogtada ah



Dugsiga waa loo aqoonsan karaa in la taageero iyo in horumarin lagu sameeyo sababo kala duwan aawgeed.

Sababta dugsiga loogu aqoonsanayo **Taageerada dhameystiran iyo horumarinta** waxa aka mid ahaanaya sanad dugsiyeedka 2018-2019:

- Barnaamijka maalgalinta dugsiyada Title I ugu yaraan ka hooseeyo boqolkiiba 5% Dhammaan 551074 dugsiyada hela barnaamijka Title I ee ku saleysan tallaabooyinka la xisaabtanka leh dhammaan marxaladaha.
- Dugsiyada sare ee dadweynaha, iyada oon loo eegin heerka maalgalinada xaalada barnaamijka Title I, kaas oo ay arday kasta helaan heerka qalin jabintaka aadka u hooseyso boqolkiiba 67% marka loo bardhigo sadexdii sano ee lasoo dhaafay

dabaqadaha lagu aqoosan karo dugsiyada loogu talo galay **taageerada iyo horumarinta lala beegsanayo** sanad dugsiyeedka 2018-19 waxaa ka mid ah:

- Barnaamijka Title I dugsiyada lagu maalgalinayo waxaa loo aqoonsdaa in uu yahay dugsigaas mid aad u hooseeya oo jooga tallaabada 1^{aad} iyo 2^{aad} ee nidaamka geedi socodka, laakiin ma ahan tallaabada 3^{aad} (sida, barnaamijka Title I maalgalintiisa lagu maalgaliyo dusiyada sida joogtada ah ay ardaydiisu u soo xaadirto, laakiin ay hooseyeyanaakn heeherka waxbarashada lagu cabirayo hurumarka ardayga)
- Waxbarashada dadweynaha, iyaga aan u eegaynin heerka maalgalinta barnaamijka Title I, halka ay ardayda ugu yaraan ay ka hooseyaan boqolkiiba 5% barnaamijka Title I ayaa ardaydaas lagu maalgaliyaa tallaabooyinka ku saleysan sharuudaha la xisaabtanka dhammaan sadexdaan tallaabo (Tusaale ahaan, iskuul ay ardaydiisu yihiiib isbaanish oo ay waxbarashadoodu ka hooseyaan boqolkiiba 5% dugsiyada lagu maalgaliyo barnamijak of Title I)
- Dugsiyada dadweynaha, iyaga oo aanan loo eegin heerka maalgalinada barnaamijka Title I ,halka ay dhammaan ardayda ka hooseyaan heerka waxbarashada ugu yaraan hal marka la qiyaaso tllaabooyinka cabiraadaha waxbarashada ee sadexda marxaladood (Tusaale ahaan, dugsiyada ay dhigtaan ardayda waxbarashada gaarka ah natiijooyinkooda qiyaas ahaan ay ardaydoodu ka hooseyo boqolkiiba 5% maalgalinta barnamijka of Title I)

Taas macnaheedu waa dugsiga ay waxbarashadiisu wanaagsan tahay waxaa laga eegayaa meelo badan si loo taageero, loona sii horumariyo dugsiga, sabatoo ah lama saarayo diirada arday gooni ah ama kooxo arday qaas ah. Iskuul kasta oo ku yaala degmada waxaa loo aqoonsnayaa in la taageero oo la horumariyo.

Wakhiyada Jaantuska Loogu Talo Galay in lagu aqoonsado Nidaamka Cusub.

MDE ayaa si cad u shaacin doonta liiska dugsiyada iyo dugsiyada degmooyinka loo aqoonsaday taageerada iyo dib u hagaajinya nidaamka-North Star accountability system bisha Ogoosto 30, 2018. Isla mar ahantaas, xoggtu ku xusan kor waxay noqonaysaa mid si cad looga heli karo shabakada MDE. Heerarka qalin jabinta afarta sano iyo todobada sano waxaa loo sii deyn doonaa iyada oo mubaasharo ah bisha Febaraayo.

Taageerid iyo Horumarinta Nidaamka Geedi socodka

Dugsiyada loo aqoonsaday inay helan taageerada iyo hagaajinta nidaamka North Star waxay u baahnaan doonaan in ay ku wargaliso qoysaska ayradayda u dhigtaan iskuulada loo doortay nidaamkaan lagana qeyb galiyo qoysaska iyo iskaashatada daneeyayaasha bulshada:

- In la dhameystiro qiimeyn dhameystiran oo eegaya sababta dugiisaga loo aqoonsaday
- Abuurida qorshe horumarineed oo wax ka qabanaya sababaha aassaasiga dib u dhaca ardayga, guusha iyo farqiga u dhaxeeya waxbarashada
- waxaa ka mid ah ugu yaraan hal istraatiijiyad lagu taageerayo cilmi baaris adag oo muuqato waxtarkeeda

Hirgalinta iyo kormeerida qorshaha horumarinta marka ay dhaqan galinayo
(MDE) wasaarada waxbarashada Minnesota waqtigaan xaadirka ah ma aysan soo sheegin waxqabadyada ay
dugsiyada degmmadu u aqoonsatay taageerada iyo hagaajinta waa waajib in la dhameystiro.

Dugsiyada Dadweynaha Minneapolis (MPS) waxay u baahanaan doonaan in ay soo diraan qorshahooda dib u
hagajinta ee CSI si ay u ansaxiso MDE bisha Maarsa 1, 2019. Dugsyada TSI waxay qorsheynayaan MPS
ansaxinta waqtiyo isku mid ah.

Marka xaaladaha lagu aqoonsaday loo soo bandhigo bulshada dhammaadka bisha Ogoosto, Dugsiyada waxay
si toos ah ula xiriirayaan qoysaska iyo xubnaha bulshadasidii ay uga qeyb qaadan lahaayeen qiimeynata baahida
guud iyo geedi socodka qorshaha horumarinta.

Ilo Kheyraad oo Dheeraad ah iyo Macluumaad Warbixino leh

Macluumaadkaan oo faahfaahsan kuna saabsan ESSA, qorshaha gobolka Minnesota, iyo and the North Star Excellence iyo Equity system is waxaad ka heli kartaa bogga inernetka [Minnesota Department of Education website](#). Ilaha kheyraadka ee aad ka helai karto MDE laga yaabee in ay ku jiraan wax yaabo badan oo aad daneynaysid:

- [Nidaam kooban](#) oo Qorshaha gobolka Minnesota
- [Bandhigyo sawiro muuaal ah](#) Shir weyne la qabanayo bulshada bisha Luuliyo July 11 oo lu saabsan ESSA iyo Nidaamka La xisaabtanka
- Soo Bandhigid Fiidiyow:
 - [The MDE philosophy on school and district accountability](#)
 - [An overview on the school and district accountability system](#)