Minnesota Department of Education

Minnesota Northern STAR

Student and School Success Indicators

		Student and School Success Principle 1: Strong leadership - Team Structure
IA01		Teams that include family and community members are representative of the demographics of the student population. (3060)
IA02		All teams have written statements of purpose and by-laws for their operation. (37)
IA03		All teams prepare agendas for their meetings. (39)
IA04		All teams maintain official minutes of their meetings. (40)
IA05		The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
IA06	KEY yellow	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
IA07	KEY yellow	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
IA08	KEY yellow	The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom data and uses that data to make decisions about school improvement and professional development needs. (3095)
IA09	KEY yellow	Instructional Teams meet for blocks of time (90 minutes each week) sufficient to develop and refine units of instruction and review student learning data. (3096)
IA10	KEY yellow	The Leadership team has developed an action plan with aligned resources money, time, human resources) based on the school's instructional priorities. (3088)
		Student and School Success Principle 1: Strong leadership - Principal's Role
IB01	KEY green	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IB02	KEY green	The principal monitors curriculum and classroom instruction regularly. (58)
IB03	KEY green	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IB04		The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IB05		The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members. (3062)
IB06		The principal offers frequent opportunities for staff and parents (families, community members and community organizations) to voice constructive critique of the school's progress and suggestions for improvement. (3063)

KEY: Minnesota KEY indicators
Yellow: First six reported indicators
Green: Next eleven reported indicators

IB07	KEY green	The principal provides timely, clear, constructive feedback to teachers. (1676)
		Student and School Success Principle 2: Staff evaluation and professional development - Professional Development
IIA01		The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
IIA02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IIA03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IIA04		Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management. (3082)
IIA05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IIA06		Teachers are required to make individual professional development plans based on classroom observations. (70)
IIA07	KEY green	Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IIA08	KEY	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IIA09		The principal plans opportunities for teachers to share their strengths with other teachers. (74)
IIA10	KEY green	Professional development is aligned with identified needs based on staff evaluation and student performance. (2879)
IIA11	KEY green	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)
IIA12	KEY	The school offers an induction program to support new teachers in their first years of teaching. (2881)
IIA13	KEY	The school directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (2824)
		Student and School Success Principle 2: Staff evaluation and professional development – Staff Recruitment, Evaluation, Reward, and Replacement
IIB01	KEY	The LEA/school selects and hires qualified principals with the necessary competencies to be a change leader. (3089)
IIB02	KEY	The school has established criteria and format for screening, interviewing and hiring highly-qualified teachers that support the school improvement process. (3090)
IIB03		The school provides non-monetary staff incentives for performance. (2883)
IIB04		The school provides several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (2884)
IIB05	KEY green	The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)
IIB06	KEY green	The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)
IIB07		The principal includes evaluation of student outcomes in teacher evaluation. (1672)

Student and School Success Principle 3:
Expanded time for student learning and teacher collaboration –
Expanded time for student learning and teacher collaboration

IIIA01	KEY	The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887)
IIIA02	KEY	The school creates and sustains partnerships to support extended learning. (3056)
IIIA03	KEY	The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (3057)
IIIA04	KEY	The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Engaging teachers in aligning instruction with standards and benchmarks

IVA01	KEY	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IVA02	KEY	Units of instruction include standards-based objectives and criteria for mastery. (89)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Engaging teachers in assessing and monitoring student mastery

IVA03		Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IVA04		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IVA05		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IVA06	KEY	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IVA07		All teachers re-teach based on post-test results. (95)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Engaging teachers in differentiating and aligning learning activities

IVA08		Units of instruction include specific learning activities aligned to objectives. (96)
IVA09	KEY	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
IVA10		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Expecting and monitoring sound instruction in a variety of modes

IVA38		Students are engaged and on task. (144)
IVA39	KEY	All teachers have documentation of the computer program's alignment with standards-based objectives. (147)
IVA40		All teachers assess student mastery in ways other than those provided by the computer program. (149)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Expecting and monitoring sound instruction in a variety of modes - Preparation

IVA11	KEY	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IVA12		All teachers develop daily lesson plans based on aligned units of instruction. (3083)
IVA13		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IVA14		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IVA15	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
		Student and School Success Principle 4: Rigorous, aligned instruction – Expecting and monitoring sound instruction in a variety of modes – Teacher-Directed Whole-Class or Small Group Instruction
IVA35	KEY	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IVA36		All teachers interact managerially with students (reinforcing rules, procedures). (141)
IVA37		All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
		Student and School Success Principle 4: Rigorous, aligned instruction – Expecting and monitoring sound instruction in a variety of modes – Teacher-Directed Whole-Class or Small Group Instruction - Introduction
IVA16		All teachers review the previous lesson. (117)
IVA17	KEY green	All teachers clearly state the lesson's topic, theme, and learning objectives. (3084)
IVA18		All teachers stimulate interest in the topics. (119)
IVA19		All teachers activate prior knowledge recognizing that due to different cultural contexts of students, prior knowledge, interest and experiences of students will vary. (3064)
IVA20		All teachers use modeling, demonstration, and graphics. (120)
		Student and School Success Principle 4: Rigorous, aligned instruction – Expecting and monitoring sound instruction in a variety of modes – Teacher-Directed Whole-Class or Small Group Instruction - Presentation
IVA21		All teachers explain directly and thoroughly. (122)
IVA22		All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors. (3065)
IVA23		All teachers speak with expression and use a variety of vocal tones. (124)
IVA24		All teachers use prompting/cueing. (125)
		Student and School Success Principle 4: Rigorous, aligned instruction – Expecting and monitoring sound instruction in a variety of modes – Teacher-Directed Whole-Class or Small Group Instruction – Summary and Confirmation of Learning
IVA25	KEY	All teachers re-teach when necessary. (126)
IVA26		All teachers review with drilling/class recitation to confirm basic proficiency of understanding/skill development (e.g., multiplication tables, word pronunciation, etc.). (3085)
IVA27	KEY	All teachers review with questioning. (128)
IVA28	KEY green	All teachers summarize key concepts. (129)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction

IVA29		All teachers re-teach following questioning. (130)
IVA30		All teachers use open-ended questioning and encourage elaboration. (131)
IVA31	KEY	All teachers encourage peer interaction. (133)
IVA32	KEY	All teachers encourage students to paraphrase, summarize, and relate. (134)
IVA33		All teachers encourage students to check their own comprehension. (135)
IVA34		All teachers verbally praise students. (136)

Student and School Success Principle 4:
Rigorous, aligned instruction –
Expecting and monitoring sound homework practices and communication with parents

IVA41		All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc. (3066)
IVA42		All teachers regularly assign homework (an average of 4 days a week). (3086)
IVA43		All teachers check, mark, and return homework. (152)
IVA44		All teachers include comments on checked homework. (153)
IVA45	KEY	All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding). (3076)

Student and School Success Principle 5:
Use of data for school improvement and instruction –
Assessing student learning frequently with standards-based assessments

VA01	KEY	The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked. (99)
VA02	KEY	Teachers receive timely reports of results from standardized and objectives-based tests. (101)
VA03		The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)
VA04	KEY	Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)
VA05	KEY	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
VA06		The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). (3067)
VA07		The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068)
VA08	KEY	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
VA09		Instructional Teams use student learning data to plan instruction. (107)
VA10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
VA11	KEY	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Student and School Success Principle 6:
Safety, discipline, and social, emotional, and physical health –
School and classroom culture

VIA01	KEY	All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052)
VIA02		All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn. (3053)
VIA03		All teachers include social and emotional learning objectives in their instructional plans. (3054)
VIA04		All teachers model, teach, and reinforce social and emotional competencies. (3055)
VIA05		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
VIA06		Transitions between instructional modes are brief and orderly. (157)
VIA07		Students raise hands or otherwise signal before speaking. (159)
VIA08	KEY	All teachers use a variety of instructional modes. (160)
VIA09		All teachers maintain well-organized student learning materials in the classroom. (161)
VIA10		All teachers display completed student work in the classroom. (162)
VIA11		All teachers display classroom rules and procedures in the classroom. (163)
VIA12		All teachers correct students who do not follow classroom rules and procedures. (164)
VIA13	KEY	All teachers reinforce classroom rules and procedures by positively teaching them. (165)
VIA14		All teachers engage all students (e.g., encourage silent students to participate). (167)
VIA15		All teachers use a variety of strategies to motivate students that honor their cultures, interests, and strengths. (3087)

Student and School Success Principle 7:
Family and community engagement –
Defining the purpose, policies, and practices of a school community

VIIA01	KEY	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)
VIIA02	KEY	The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)

Student and School Success Principle 7:
Family and community engagement –
Providing two-way, school-home communication linked to learning

VIIA03	KEY	The school regularly engages parents (families) with demonstration and practice of what parents can do with their child to support learning at home. (3091)
VIIA04	KEY yellow	The school regularly communicates with parents (families) about its expectations of them and the importance of what parents can do at home to support their children's learning. (3098)
VIIA05		The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items. (3073)

Student and School Success Principle 7:
Family and community engagement –
Educating parents to support their children's learning and teachers to work with parents

VIIA06	KEY	Professional development programs for teachers include assistance in working effectively with parents (families and communities). (3074)

Successful Partnerships –
Contracting with External Providers (SIG Element)

VIIIA01	The LEA/School has developed transparent selection criteria for external providers. (3092)
VIIIA02	The LEA/School has negotiated contracts with providers, including goals, benchmarks and plans to manage assets. (3093)
VIIIA03	The LEA/School has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (3094)