

Measurement & Accountability

Draft 1.0 | September 2026 | Audience: school boards, district leaders, policymakers

Draft governing framework - not adopted Minnesota law.

The measurement system should answer a simple question: are students becoming more capable? Program completion and compliance are inputs, not outcomes.

Core measures after two years

Measure	What to examine
Literacy	Reading fluency/comprehension and writing quality, with grade-level and cohort trends.
Mathematics	Foundational fluency, quantitative reasoning and progression into higher-level mathematics.
Science	Concept knowledge, experimental reasoning and ability to explain evidence.
Reasoning & information	Source evaluation, argument quality, probability/statistics and misinformation resistance.
Attendance & engagement	Chronic absence, course completion and student persistence.
Practical competence	Pilot capstone performance in budgeting, taxes, contracts, housing, health and civic navigation.
Instructional time	Hours shifted toward or away from foundational competencies.
Mandate burden	Training, administration, district cost and displaced instruction created by statewide requirements.
Postsecondary/workforce	Enrollment, completion, credentialing, employment and other transition indicators where data are available.

Reporting principle

Publish trend data with baselines, subgroup context, costs and limitations. Do not claim success because a district completed training, adopted a program or filed a plan.