Re-Design High School

Key Facts:

- **STUDENTS DO BETTER WHEN THEY HAVE MORE OPPORTUNITIES TO HONE SKILLS AND CONCEPTS – DURING AND AFTER CLASS**
- **TUTORING IMPROVES TEST SCORES AND INCREASES GRADES**
- **WHEN DISTRICTS PRIORITIZE FORMATIVE ASSESSMENTS, STUDENT OUTCOMES ARE BOOSTED**
- **PROJECT-BASED LEARNING ALLOWS STUDENTS TO LEARN AT A PACE BEST FOR THE INDIVIDUAL**
- **REPLACE SEAT TIME WITH DEMONSTRATION OF MASTERY OR COMPETENCY OF LEARNING GOALS**
- **NEW HAMPSHIRE ESTABLISHED THE OPPORTUNITY FOR DISTRICTS TO DEMONSTRATE MASTERY USING A LOCALLY DEVELOPED COMPETENCY RUBRIC**

**Issue**

It is time to give the school leaders in our state the flexibility to build the school systems, particularly high schools, for the future. School districts across the state have highly intelligent, educated individuals in administration, teaching and governance who collectively have more than adequate qualifications to rethink and redesign the school systems for the future.

Meaningful relationships, individual attention to academic and social emotional needs and teaching to the whole child are essential as students and staff begin in-person learning again this year. And this could be the game-changer that closes the opportunity gap.

This request to redesign is a continuation of the work begun last legislative session. This work includes asking the legislature to provide school boards the authority and flexibility to redesign learning systems that meet the needs of today’s learners.

The request to redesign high school learning experiences places the focus of education on the students. It would give boards the authority to rethink and redesign school structures to close the opportunity gap, develop more meaningful relationships, provide individual attention to academic and social/emotional needs and shifting toward personalized learning.

We are at a time in history, as evidenced by the momentum of the Page/Kashkari proposed constitutional amendment, that structural systemic change is needed. No matter whether you support the Page/Kashkari proposed Constitutional amendment or not – they make a valid point and share the following on their website:

“...But the current education system in Minnesota is not built for the future. It was created in 1857 and only promises students an adequate education. How can an “adequate” education create conditions for all students to succeed?”

We ask for this flexibility and authority without eliminating the accountability measurements or systems currently in existence in Minnesota and that are already available to Minnesota’s charter schools.

**Ask**

MSBA asks the legislature to increase flexibility for school boards and districts to determine how, where, when, and at what pace students learn while ensuring that students still meet MN state academic standards and accountability requirements.