

**SAINT PAUL PUBLIC SCHOOLS
PROPOSAL 18T
ARTICLE 20
06/16/2025**

**Licensed Contract
CONSISTENT ASSESSMENT COMMUNICATION**

RATIONALE:

Consistent communication about learning progress is key to supporting student success. This is both in terms of students' understanding of their progress and schools' ability to communicate home about consistent progress. This consistency is both in terms of students grades in secondary, the progress report in elementary or standardized formative assessments. Further, consistency of implementation (ensuring all identified students take an assessment) will help to ensure we collectively meet the learning expectations of our community. The school board has specifically adopted MCA growth goals that require monitoring, support and collaboration, and this addition to the contract is one part in ensuring those goals are met.

This is proposed language for ARTICLE 20. TEACHING AND LEARNING FOR CAREER EDUCATORS. It will amend parts of two letters of intent "Time and Teacher Workload" and "Standardize Testing" and incorporate that language into the contract.

ARTICLE 20. TEACHING AND LEARNING FOR CAREER EDUCATORS

SECTION 6. CONSISTENT ASSESSMENT COMMUNICATION

Time and Teacher Workload

The St. Paul Federation of Educators and District agree that school reforms have changed the working conditions in our schools. In the past, students were solely responsible for academic achievement. Teachers worked primarily in isolation from one another. School administrators made management decisions. Today, schools share responsibility for student achievement. Teachers regularly team with their colleagues and serve on numerous school governance and management committees. These changes have increased teacher workload and time spent working with colleagues.

Time

The District is committed to reorganizing The Opening Week schedule to provide more in-building time for teachers to work individually and together. It is understood that the schedule for Opening Week will include a majority of teacher directed time for individual preparation and group planning.

Workload

~~In addition to the issue of time, the Federation and District explored ways to reduce unnecessary paperwork without compromising the professional responsibilities of teachers. These discussions led to the elimination of the loss of credit report forms at the secondary level and the sub-skill grading option for the elementary report cards in grades two—six. The District and Federation are committed to working together to revise and improve the current elementary report cards, including the K-1 reporting systems.~~

Teachers responsible for completing report cards or progress reports must complete all required components for each assigned student during every marking period.

Elementary classroom teachers will complete every section of the progress report each term. This includes additional content areas (e.g., health, social studies) if they are not taught by a specialist.

Specialist teachers will complete progress reports or report cards for every assigned student for each marking period.

Elementary EL teachers will complete the EL report card each term for the students they directly service.

All secondary teachers must have their gradebooks fully configured in accordance with school and district grading expectations before the first day of instruction. Gradebooks must be set up in both the Student Information System (SIS) and the Learning Management System (LMS).

Grades must be updated in both the SIS and LMS at the following intervals during each quarter:

- **Two weeks into the quarter**
- **At mid-term**
- **Two weeks before the end of the quarter**
- **At the end of the quarter**

Secondary teachers are expected to assess and grade Advisory courses using approved rubrics. This is part of the standard grading responsibilities.

During the final week of each marking period, secondary teachers will:

- **Support reassessment of learning, including opportunities for enrichment.**
- **Follow the school-wide grading calendar, including deadlines for assigning new summative assessments.**
- **Review academic data for students who are at risk of not passing or not progressing to the next grade level.**
- **Provide reassessment opportunities as appropriate.**

- **Deliver differentiated or small-group instruction and enrichment for students ready for the next unit.**
- **Communicate with families regarding student progress.**

Standardized Testing

During negotiations for the 2013-15 contract, † The District and the Federation engaged in discussions about standardized testing. The parties agree that many different types of assessments can be useful in meeting the needs of students and improving teachers' professional practice. The District and the Federation mutually agree that standardized testing must primarily support teaching and learning for all of our students. The parties further agree that important learning time is lost each school year due to preparation for and administration of standardized tests.

The District's Racial Equity [Policy](#) (101.00) obligates both parties to agree to efforts aimed at raising achievement for all students, reducing gaps between the highest and lowest performing student groups, and eliminating the racial predictability of low achievement. Both parties recognize that large-scale standardized assessments provide important data to monitor overall student achievement, the progress of our student groups, and the District's progress in eliminating racially predictable outcomes.

STATEMENTS OF INTENT (continued)

Standardized Testing (continued)

~~Given that the nature and role of standardized testing in Minnesota is undergoing significant transformation, the District and Federation agree to continually review the ongoing developments and the implications for Saint Paul, including, but not limited to the implementation of state-administered computer-adaptive assessments, the ability for the assessments to provide information to improve teaching and learning, and the use of assessments to support college and career readiness. As part of the District's annual work to reassess the standardized tests administered to St. Paul children, the parties will work, through a subcommittee of the Professional Issues Committee (PIC), to review the standardized assessments currently used in the St. Paul Public Schools and to achieve a goal of reducing by 25% the amount of teaching and learning time lost to the preparation for and administration of standardized tests by the start of the 2015-16 school year. For the purposes of this goal, the baseline year for measuring achievement of this goal is the 2012-2013 school year. Subcommittees of the Special Education PIC and the English Language Learners PIC will conduct this work for standardized assessments used in special education and ELL respectively. Additional members, beyond those already appointed to these committees, may be appointed to these subcommittees to ensure that adequate professional expertise is available during each subcommittee's work.~~

~~The Professional Issues subcommittee on assessment will also review new developments in assessments, particularly those designed to offer different measures of student engagement and culturally relevant practice. If the subcommittee identifies promising instruments, the Professional Issues Committee will discuss methods to identify classrooms or building(s)/program(s) to voluntarily pilot the instruments. The purpose of the pilot will be to determine the validity, usefulness, and cultural relevance of these new standardized tests.~~

Both parties agree to work together to influence state and federal policymakers regarding large-scale standardized testing requirements, the quality and use of standardized assessments in service to teaching and learning, and to eliminate the misuses of these tests.

Standardized and formative assessments provide valuable insights into student growth and achievement in reading and math. While these assessments represent only one measure and do not capture the full picture of a student's development, they are essential for tracking progress, informing instruction, and ensuring alignment with curriculum goals.

These tools help educators:

- **Monitor academic growth over time**
- **Identify instructional needs**
- **Group students for targeted instruction**
- **Differentiate lessons**
- **Plan appropriate interventions**

All teachers are required to administer district-mandated assessments within the designated assessment windows. These include, but are not limited to, the FAST and HMM assessments. In addition, teachers are expected to regularly use formative assessments to guide instructional practices, such as planning for small-group instruction.

State-standardized assessments also play an important role in evaluating student achievement. Teachers are expected to encourage students on these assessments. Teachers are expected to support and motivate students in preparing for state-standardized tests.