



A MODEL CODE on Education and Dignity

CHAPTER 5: DATA, MONITORING AND ACCOUNTABILITY

5.2 Monitoring and Community Analysis

Human Rights Goal

Parents or guardians, students and other community members must have opportunities to meaningfully participate in shaping, monitoring, assessing and improving the education provided to children and youth.

Recommended Language

A. States, districts and schools shall use data to frequently and effectively measure, monitor and analyze progress towards learning goals, and use the results of those assessments to improve educational programs and services, instructional practice, disciplinary policies and to improve the school environment as a whole. States, districts and schools shall:

1. Set measurable annual goals and outcomes for progress towards providing all children with a high-quality education in a positive and supportive school environment;
2. Identify consistent, clear and transparent measures and increments of student performance and growth;
3. Develop data systems, tools and processes to:
 - a. Identify and analyze disparities across age, race and ethnicity, gender, income level, disability, English Language Learners, court-involved youth, homeless students and students in foster care;
 - b. Compare data across schools and districts;
 - c. Identify and analyze correlations in the data, including across academic and disciplinary outcomes, funding decisions, graduation rates and other indicators to identify connections and root causes of educational impacts and disparities;
 - d. Conduct follow-up investigations that allow for more qualitative and in-depth understanding of the results of data analysis;
 - e. Employ independent experts to analyze data and investigate the conditions in schools, and to report, advise and recommend solutions; and
 - f. Produce written reports and assessments available to the public and education stakeholders; and
4. Create data driven solutions and alternatives to policies and practices that hinder student growth and achievement.

B. States, districts and schools shall ensure that students, parents or guardians and communities have meaningful participation in monitoring data by creating structures that allow students, parents or guardians and community members to participate in:

1. Defining measurable annual goals and objectives;
2. Making decisions on what data is needed and how that data is used;
3. Determining data collection tools, methods and a schedule for data collection;
4. Analyzing and evaluating data;
5. Making decisions on how best to present data to policy makers, stakeholders and the broader community;

6. Determining how data is used to improve the educational system; and
 7. Making decisions on how best to communicate progress resulting from the implementation of data-driven practices in improving the instructional and disciplinary practices of schools.
- C. States, districts and schools shall engage in on-going monitoring of data and ensure that a formal audit of data occurs at least once a month at the local school level and district level where applicable. Depending on the size of the district formal audits of data may occur more frequently.**
- D. States and districts shall provide training and support on data interpretation for school staff, administrators, parents or guardians, students, and communities in large and small groups, on-site visits and individual meetings, and other training opportunities.**
1. Subjects of trainings must include, but are not limited to:
 - a. Data collection methods;
 - b. Preparation of data for end-user usage;
 - c. The use of data to identify trends or inspect visually for inconsistencies and discrepancies; and
 - d. The use of data to set attainable, measurable goals and work toward progressive outcomes.
 2. Where available, schools shall work collaboratively with local community-based organizations to provide the necessary training and support to stakeholders.
- E. States, districts and schools shall establish independent Community Monitoring Committees to ensure that parents or guardians, students and the broader community of educational stakeholders are actively involved in the collection and use of data. The Committees are charged with the duty to ensure that the efficient and effective collection of data is used to help create schools where all students have access to a high-quality education in a supportive, positive environment.**
1. The Committees must engage in planning and setting long-term goals and objectives and shall develop a “comprehensive plan” for improving the educational system over 5-, 10-, 15- and 20-year periods.
 2. The Committees established must engage in annual assessments and offer recommendations on:
 - a. Key elements for review each year, including but not limited to:
 - i. Achievement and graduation rates;
 - ii. Access to quality teachers and teacher retention;
 - iii. School climate and discipline; and
 - iv. Funding sources and budgets.
 - b. Identifying particular areas of concern in the district for deeper investigation and review.
 3. The core values and practices of the Committees shall include:
 - a. Open meetings on dates, times and places accessible to the broad spectrum of education stakeholders and others in the community;
 - b. A governance structure that is democratic and seeks, to the extent possible, to build consensus to carry out the work of the entity;
 - c. Independence from the local school district and each of its schools;
 - d. A focus on building strong, healthy communities that is broader than the school system itself;
 - e. Capacity to create working committees that may include members of the community to assist members of the structure;
 - f. Responsibility for making accurate assessments of the strengths and limitations of the school district and its schools as a basis for recommending effective approaches to create quality, healthy schools;
 - g. Understanding of how to gather relevant data and how to utilize the data to monitor and evaluate the schools and school district; and

- h. Authority to request and obtain data from the school district and the individual schools, so long as the content of the data sought does not compromise any existing Federal or State privacy law.
4. The Committees shall include representation from a broad spectrum of education stakeholders and the broader community, including but not limited to:
 - a. Students attending schools in the district, which may include representatives of school-based or district student councils and student government associations;
 - b. Parents or guardians of students attending schools in the district, which may include representatives of Parent Teacher Associations;
 - c. Members of local community-based organizations working on public education issues;
 - d. Community leaders, public officials and/or members of the business community within the local school district;
 - e. Community members at large interested in public education issues;
 - f. Representatives of the school district, which may be selected from among the school district Board of Trustees, administration, faculty, or staff; and
 - g. Representatives of school-level staff, including but not limited to school administrators, teachers, guidance counselors or other staff.
 5. A school district may elect to have a single district-wide Committee, neighborhood or sub-district level Committees, or individual school-based Committees depending on the size and structure of the district.
- F. States, districts and schools shall work together with the independent Community Monitoring Committees to ensure that data is used to make timely and effective changes to improve the educational system. Accountability mechanisms must be restorative and supportive, rather than punitive and shall:**
1. Be developed in a transparent and deliberative process that authentically engages students, parents or guardians and all community stakeholders;
 2. Use a comprehensive set of indicators and measurements (outlined in Section 5.1) to evaluate schools and districts and to trigger intervention when learning goals are not being met; and
 3. Develop tailored interventions and supports that:
 - a. Are based on and tailored to address the needs and concerns of school district staff, school administrators, teachers, students, parents or guardians and other stakeholders;
 - b. Eliminate policies and practices that are revealed to be damaging;
 - c. Seek to address structural inequities and disparities;
 - d. Learn from and replicate best practices and successes within and outside of the local district, while considering and adapting those strategies to local factors, including models like Restorative Justice Practices, social-emotional learning, positive behavior supports; and
 - e. Seek recommendations from experts in the areas of need to advise on best practices in the field and help design tailored and effective solutions.
- G. States, districts and schools shall empower the independent Community Monitoring Committees to enable individuals and communities to raise concerns and seek recourse which can be established through a variety of mechanisms, but at minimum must ensure that:**
1. Any stakeholder or community member who experiences or observes injustice based on the data and analysis conducted is empowered to raise concerns or complaints;
 2. An independent and impartial actor that is separate from the school district shall hear the complaint and supervise the process of deciding what steps to take in response (this independent and impartial actor could be an administrative judge, a court of law, restorative committee, an independent panel or some other arbiter);
 3. The independent and impartial actor has:
 - a. Power to compel the school, district or state level governing body to take action; and
 - b. Ability to provide both individual remedies and to compel systemic change and interventions.