

INSTRUCTIONAL

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

A. Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter as determined by the school district.

B. “World’s best workforce” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals (Policy 605) which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The improvement goals may address recommendations identified through the District Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally

determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section § 123B.147, Subd. 3, and teacher evaluations under Minnesota Statutes, section § 122A.40, Subd. 8, or 122A.41, Subd. 5.
- C. Implementation of Graduation Requirements
1. The school board will appoint the District Advisory Committee to advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this team may be published annually to the community. The school board may receive public input and comment and shall adopt or update this policy at least annually.
 2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal and local expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
 3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or district wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.
- D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement
1. Each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
 2. The District Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment

Committees, etc.], may provide active community participation in:

- a) Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
- b) Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
- c) Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d) Advising the school board about development of the annual budget.

3. The District Advisory Committee would meet the following criteria:

- a) The District Advisory Committee would ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b) The District Advisory Committee would make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c) Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d) A local plan to evaluate student progress, using a local process, may be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan would be approved by the school board.

4. Translation services should be provided to the extent appropriate and practicable.

5. The District Advisory Committee may meet during the year to accomplish:

- a) Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
- b) Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
- c) Review evaluation results and prepare recommendations.

- d) Present recommendations to the school board for its input and approval.
- E. Evaluation of Student Progress Committee. A committee of professional staff may develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan would be approved by the school board.
- F. Reporting.
1. Consistent with Minnesota Statutes, section § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
 2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
 3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
 4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.