

Adopted: February 18, 1997

District 77 Policy 625

Revised: May 19, 1997

April 3, 2006

June 15, 1998

December 21, 2009

October 19, 1998

October 18, 2010

November 20, 2000

February 21, 2012

September 4, 2011

December 4, 2012

June 17, 2002

April 21, 2014

January 5, 2004

November 20, 2017

March 7, 2005

November 6, 2018

Last Reviewed: October 29, 2019

625 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.

II. GENERAL STATEMENT OF POLICY

The school district 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. “Special needs” means students with limited English proficiency, disabilities or 504 plans.
- B. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; 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; REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals 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 and approved by the school board.

2. The improvement goals should address recommendations identified through the Continuous Improvement 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.
3. The district's continuous improvement process will ensure:
 - a. the evaluation of students' progress and the identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;
 - b. a plan for improving instruction and curriculum; and
 - c. an instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.

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 Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. World's Best Workforce Advisory Committee

1. By March of each year, the World's Best Workforce 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 World's Best Workforce Advisory Committee, working in cooperation with other committees of the school district [such as the Technology, Grade Level, Site Instruction, Curriculum and Assessment committees, etc.,] will provide community participation in:
 - a. reviewing the school district instructional and curriculum plan;

- 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;
 - 3. The World's Best Workforce Advisory Committee shall be sought to represent diverse needs in our population and, when possible, be comprised of the following:
 - a. Director of Teaching and Learning
 - b. Student Representative
 - c. One teacher from each instructional level
 - d. One parent from each building or instructional level
 - 4. The Committee shall meet at least four times each year to:
 - a. Review the authorizing legislation and the roles and responsibilities of the committee as determined by the school board.
 - b. Review ESSA status and improvement plans.
 - c. Become familiar with the instruction and curriculum of the cycle content area.
 - d. Review evaluation results and prepare recommendations.
 - e. Advise on implementation of the school district system accountability and comprehensive continuous improvement process.
 - f. Provide direction to and review World's Best Workforce Summary and Plan.
- D. Reporting. 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 efforts to equitably distribute diverse, 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 about their connection to and level of satisfaction with the

school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (World's Best Workforce)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

District 77 Policy 104 (School District Mission Statement)
District 77 Policy 601 (School District Curriculum and Instruction Goals)
District 77 Policy 619.1 (School District Testing Plan and Procedure)
District 77 Policy 619.2 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)
District 77 Policy 628 (Graduation Requirements)
District 77 Policy 629 (School District Ensurance of Preparatory and High School Standards)
District 77 Policy 630 (Assessment of Student Achievement)
District 77 Policy 631 (Staff Development for Standards)
District 77 Policy 632 (Credit for Learning)
District 77 Policy 633 (Record Keeping/Reporting/Advising of Student Achievement)
District 77 Policy 634 (Profile of Learning Appeal Process)