

Adopted: November 8, 2004

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Reviewed: May 8, 2012; February 27, 2017

616 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 the implementation of the Minnesota Academic Standards federal law.

II. GENERAL STATEMENT OF POLICY

The school district will follow the established internal 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 the student's successful completion of an academic year of study or a student mastering the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "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 AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the World's Best Workforce (WBWF) Committee. (The World's Best Workforce Committee is the same as the core planning team

for the strategic plan comprised of school board members, staff, parents, students and community members).

2. The improvement goals should address recommendations identified through the WBWF Committee process. The school district's goal setting process will include consideration of individual site goals.

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 or the locally adopted content standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations, and teacher evaluations.

1. The World's Best Workforce (WBWF) committee shall meet annually to advise and assist the school district in the implementation of the school district accountability and comprehensive continuous improvement process and implementation of the Minnesota Academic Standards.
 - a. The WBWF committee shall engage in the following:
 - i. Review the implementation of the Minnesota Academic Standards or the locally adopted content standards, student achievement data, program and school improvement plans;
 - ii. Make recommendations to the school board regarding monitoring the progress toward the district goals;
2. Continuous School Improvement
 - a. Instructional Leadership Teams (ILTs) will be established at each school site. ILTs will develop and implement an annual School Improvement Plan which will guide and inform methods to improve curriculum, instruction, and assessments.
 - b. ILTs will complete a Comprehensive Needs Assessment to guide the development of the School Improvement Plan.
3. Implement and maintain a curriculum and instruction review process
 - a. This work will be completed by Curriculum Alignment Committees (CAC) and overseen by the director of curriculum and instruction. Membership on each CAC will be determined by the director of curriculum and instruction.
 - b. The CAC will review, develop and maintain curriculum in accordance with a regular review cycle. The cycle will determine a timeline for review in accordance with the release of updated Minnesota Academic Standards or locally adopted content standards. The timeline will be responsive to the following:
 - i. Student academic achievement data;
 - ii. Research-based instructional best practices;
4. Evaluation
 - a. Current and longitudinal student academic achievement, based on highly reliable statewide or districtwide assessments, will be reported to the board annually by the director of data and accountability.

- b. The school board shall annually review student academic achievement levels to determine if state and federal expectations are being met.

C. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum. Cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

D. Reporting. The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as 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 efforts 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. A copy shall be sent 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.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. §120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
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 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards for Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)