No suggested changes.

SOUTH WASHINGTON COUNTY SCHOOLS
Independent School District 833
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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 state academic standards and federal law.

II. GENERAL STATEMENT OF POLICY

The school district will establish a system to review and improve instruction, curriculum and assessment which will include input by students, parents/guardians and local community members. The district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful mastery of the applicable subject matter, as determined by the school district.
B. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; 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; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals
    1. The school board has established school district improvement goals which provide broad direction for the district. The improvement goals will be reviewed annually and approved by the school board. The school board will adopt the goals based on the recommendations of the Advisory Committee.
    2. The district wide improvement goals will address recommendations identified through The Committee's process and the district's strategic planning process. The district's goal setting process will include the alignment of individual school improvement goals with district improvement goals.

No suggested changes.

B. System for Reviewing All Instruction and Curriculum:

The district will use the curriculum and program review cycles as defined by Policy 603 (Curriculum and Program Review and Development) to analyze the district's progress toward implementation of the state standards. The district's Standards and Instruction Review Cycle (SIRC) processes and procedures address the following:

1. Reviewing the district instructional and curriculum plan, including the implementation of state standards;
2. Identifying annual instruction and curriculum improvement goals for recommendation to the school board.
3. Adherence to the state standards adoption cycle.

C. District Data and Assessment Committee

1. By December 31st of each year, The Committee will meet to advise and assist the district in the implementation of the district system accountability and continuous improvement process and program evaluation.

   The Committee will reflect the diversity of the community and will work in cooperation with other district committees; it will also provide active community participation in:

   a. Making recommendations regarding the evaluation process that will be used to measure district progress toward its improvement goals;

2. Monitoring the district and schools' student achievement levels, especially as they relate to meeting Minnesota's ESSA goals in the five areas:
   a. Academic Achievement;
   b. Academic Progress;
   c. Graduation Rate;
   d. Progress Toward English Language Proficiency; and
   e. School Quality/Student Success.

4. Consistent with Minn. Stat. § 120B.125, The Committee will review the implementation of education and career planning including personal learning plans to ensure a smooth a successful transition to postsecondary education and or employment.

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

D. Evaluation of Student Progress

A committee of professional staff shall develop a plan for assessment of student progress toward meeting Graduation Standards, as well as program evaluation data for use by The Committee to review: instruction and curriculum; cultural competencies, including cultural awareness and cross-cultural communication; and student achievement at the school sites.

No suggested changes.

E. Reporting
   1. Annually, the school board will hold a public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans.
   2. Consistent with the requirements for school performance reports under Minn. Stat. § 120B.36, Subd. 1, the school board will publish a report on the school district website.
   3. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.
   4. 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.
   5. 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.
   6. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.
   7. The school district will 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 will 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 (School District Process)
Minn. Stat. § 120B.125 (Planning For Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
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. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

No suggested changes.

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 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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)

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