

Adopted: 2005

MSBA/MASA Model Policy 616

Orig. 1997

Revised: 6/2014

Rev. 2004

## **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 and the No Child Left Behind Act.

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota Academic Standards and No Child Left Behind Act will require a new level of accountability for the school district. The school 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. "Course credit" is equivalent to a student successfully completing an academic year of study or a student mastering the applicable subject matter as determined by the school district.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND 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 education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. 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 staff and board committees.
2. The improvement goals should address recommendations identified through the 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.

(See Curriculum cycle: Appendix A)

- C. Implementation of Student Achievement

1. 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 state expectations and the site has not made adequate yearly progress for two consecutive school years, beginning with the 2014-2015 school year, the Academic Progress Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and local expectations. The Academic Progress Committee may seek assistance from the Commissioner of the Department of Education (the Commissioner) in developing a plan which must include parental involvement components.
2. 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 achievement growth that show 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 the Department of Education in evaluating school sites and continuous improvement plans, consistent with best practices.

- D. Academic Progress Committee (Q-Comp)

1. By (September 1) of each year, the 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 advisory committee, working in cooperation with other committees of the school district [such as the Technology, LAT Teams, Grade Level, Site Instruction, Curriculum and Assessment committees, etc.,] will 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. Making recommendations regarding the development of the “World’s Best Workforce” Plan.
3. The advisory committee shall meet the following criteria:
  - a. The advisory committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The advisory committee shall 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, shall be used for developing a plan for assessment of student progress, program evaluation data may be used by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
  - a. The Director of Curriculum (or Executive Director)
  - b. Principal
  - c. School Board Member

- d. Student Representative: Will be brought in a an 8<sup>th</sup> grader in progress)
- e. One teacher from each building or instructional level
- f. At least 1 parent with a STRIDE Student
- g. One educator with connection to SPED Process
- h. School District Test Administrator (if different from “a.” above)

5. The advisory committee shall meet the following timeline each year:

July: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the school board.

August: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

September: Review evaluation results and prepare recommendations.

January: Present recommendations to the school board for its input and approval.

March: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Performance.”

E. Evaluation of Academic Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Minnesota Standards, as well as program evaluation data for use by the advisory committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

F. Reporting

A “World’s Best Workforce Report on Curriculum, Instruction and Student Performance” shall be approved by the school board and distributed to the public. A copy shall be sent to the Commissioner and our Authorizer by October 1st of each year. The public report shall include, but not be limited to, the following:

1. Student performance goals for meeting the Minnesota Standards;
2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;

3. School district improvement plans;
4. Progress on previous improvement plans;
5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;
6. Periodic reports on constituencies' satisfaction with schools;
7. Biennial evaluations of the school district testing program and AOM.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.35 (Student Achievement Levels)  
 Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
 Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)  
 Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)  
 Minn. Rules Part 3501.0160 (District Reporting Requirements)  
 Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)  
 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 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)  
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
 MSBA/MASA Model Policy 619 (Staff Development for Standards)  
 MSBA/MASA Model Policy 620 (Credit for Learning)

2013-2014	*Technology *Reading *Language Arts				
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2014-2015	*Social Studies *Science	*Technology *Reading *Language Arts			
2015-2016	*Math *Special Ed	*Social Studies *Science	*Technology *Reading *Language Arts		
2016-2017	*Fine Arts *PE/Health	*Math *Special Ed	*Social Studies *Science	*Technology *Reading *Language Arts	
2017-2018	*Foreign Language *Special Projects	*Fine Arts *PE/Health	*Math *Special Ed	*Social Studies *Science	*Technology *Reading *Language Arts
2018-2019	*Technology *Reading *Language Arts	*Foreign Language *Special Projects	*Fine Arts *PE/Health	*Math *Special Ed	*Social Studies *Science

### **Appendix A: Curriculum Cycle**

<b>Year</b>	<b>Step One</b>	<b>Step Two</b>	<b>Step Three</b>	<b>Step Four</b>	<b>Step Five</b>
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Step 1: Assessment/Analysis of Existing Curriculum/Research

Step 2: Beliefs/Best Practices/MN Standards Alignment/Study Materials/Purchase

Step 3: District Wide Implementation of Curriculum/Report to Board for Approval

Step 4: Monitor/Adjust/Modify

Step 5: Integrate/Execute Curriculum and Standards