

## **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 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. “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.
- B. “Graduation Standards” means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “Profile of Learning” means content standards formerly required for a high school diploma.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals
  - 1. The school board has established school districtwide 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 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 Comprehensive Continuous Improvement of Student Achievement Committee.

2. The improvement goals should address recommendations identified through the Comprehensive Continuous Improvement of Student Achievement 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.

### **Curriculum Review Schedule 10 year rotation**

<b>2010-2011</b>	<b>Social Studies / Business</b>
<b>2011-2012</b>	<b>Computer Technology</b>
<b>2012-2013</b>	<b>Fine arts / Media Skills</b>
<b>2013-2014</b>	<b>Mathematics</b>
<b>2014-2015</b>	<b>World Languages / Guidance</b>
<b>2015-2016</b>	<b>Science</b>
<b>2016-2017</b>	<b>Industrial Arts /Home Economics</b>
<b>2017-2018</b>	<b>Special Education /ECFE</b>
<b>2018-2019</b>	<b>Languages Arts/Reading</b>
<b>2019-2020</b>	<b>Business/Phy. Ed./Health / Agriculture</b>

- C. Implementation of Graduation Requirements
1. The school board shall appoint a Comprehensive Continuous Improvement of Student Achievement Committee which shall 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.
  2. The school board shall annually review and determine if student achievement levels at each school site meet federal 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 Comprehensive Continuous Improvement of Student Achievement Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Comprehensive Continuous Improvement of Student Achievement 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 achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable

statewide or districtwide 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. Comprehensive Continuous Improvement of Student Achievement Committee

1. Each year, the Comprehensive Continuous Improvement of Student Achievement 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 Comprehensive Continuous Improvement of Student Achievement 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.] 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 “Annual Report on Curriculum, Instruction, and Student Achievement.”
3. The Comprehensive Continuous Improvement of Student Achievement Committee shall meet the following criteria:
  - a. The Comprehensive Continuous Improvement of Student Achievement Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Comprehensive Continuous Improvement of Student Achievement Committee shall make recommendations to the school board on school districtwide 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 toward the Graduation Standards, as well as program evaluation data for use by the Comprehensive Continuous Improvement of Student Achievement Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
  4. The Comprehensive Continuous Improvement of Student Achievement 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 similar educational leader)
    - b. Principals
    - c. School Board Members
    - d. Student Representative
    - e. Three teachers from each building or instructional level
    - f. A parent from each building or instructional level if possible
    - i. School District Test Administrator (if different from “a.” above)
  5. The Comprehensive Continuous Improvement of Student Achievement Committee shall meet monthly throughout the year to accomplish the following:
    - (1): Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
    - (2): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
    - (3): Review evaluation results and prepare recommendations.
    - (4): Present recommendations to the school board for its input and approval.
    - (5): Provide direction to and review “Annual Report on Curriculum, Instruction and Student Achievement.”
- E. Reporting. An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The school board shall publish a summary of the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as

the school district website. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the Minnesota Academic 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 including staff development goals;
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. Names of Advisory Committee members, dates their terms expire, method of selection, and application dates;
7. Periodic reports on constituencies' satisfaction with schools;
8. Biennial evaluations of the school district testing programs according to the following:
  - a. written objectives of the assessment program;
  - b. names of tests and grade levels tested;
  - c. use of test results; and
  - d. student achievement results compared to previous years.

**Source:** Independent School District No. 0001, Aitkin, MN

**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 (Graduation Standards - Mathematics and Reading)  
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)  
Minn. Rules Part 3501.0160 (District Reporting Requirements)  
Minn. Rules Parts 3501.0505-3501.0550 (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 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)  
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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