

INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Education Programs SERIES NO. 600

POLICY TITLE School District System Accountability CODE NO. 616

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 federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law 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 will also 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. “Comprehensive achievement and civic readiness” means striving to: meet school readiness goals; 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; and prepare students to be lifelong learners.
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of 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 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. The school board shall adopt annual goals based on the recommendations of the Teaching & Learning Councils.

2. The school district-wide 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.

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 Minnesota Statutes § 123B.147 and teacher evaluations under Minnesota Statutes § 122A.40 or 122A.41.

District Continuous Improvement Process

RESEARCH

Desired Outcome: Determine program vision based on current research in the field.

Tasks:

- research best practices in the program's curriculum, instruction, and assessment
- develop program vision statement connected to district's strategic plan
- determine the criteria and process for selecting new materials, tools, resources, technology
- examine potential curriculum materials and resources available for courses
- select potential instructional resources and/or instructional strategies and plan for pilot

PILOT

Desired Outcome: Recommend instructional resources and/or instructional strategies for implementation.

Tasks:

- pilot potential instructional resources and/or instructional strategies
- evaluate the pilot using the predetermined criteria
- recommend desired instructional resources and/or instructional strategies
- develop a Curriculum Adoption Proposal
- present the recommended proposal to the DTLC, CTLC, and School Board for adoption
- identify necessary professional development to implement new or revised curriculum and instruction
- plan for implementation

IMPLEMENT

Desired Outcome: Implement the revised curriculum and instruction into daily practice.

Tasks:

- implement new curriculum materials, resources, and/or instructional strategies
- provide high-quality and appropriate training to staff

- communicate core curriculum expectations through curriculum maps
- communicate curricular changes with stakeholders (parents, community) when appropriate
- pilot assessment methods and tools for accurate student assessment of standards

DEVELOP

Desired Outcome: Develop curriculum, instruction and assessment based on implementation findings.

Tasks:

- develop K-12 scope and sequence
- develop or revisit course commitment
- develop common summative assessments for each course to measure proficiency of course standards
- recommend and share effective formative assessment strategies to measure progress of student growth towards the standards

ADJUST

Desired Outcome: Adjust curriculum, instruction, and assessments to improve student achievement.

Tasks:

- gather input from teachers and principals to identify possible curriculum and instruction adjustments
- recommend curriculum adjustments to remedy remaining gaps or reduce redundancies
- submit supplemental resource request if needed

REFINE

Desired Outcome: Differentiate curriculum and instruction to meet the needs of ALL students.

Tasks:

- commit to instructional practices that support all students
- integrate supplemental resources into instruction and curriculum documents
- share strategies with colleagues through a micro-experience

EVALUATE

Desired Outcome: Evaluate the effectiveness of the current curriculum and instruction.

Tasks:

- collect and review sample assessment data to monitor student achievement
 - a. include qualitative and quantitative data from students, teachers and principals
- analyze student achievement data related to the standards
 - a. Are students meeting the standards? To what level? How do we know? How do we share the information?

REFLECT

Desired Outcome: Identify program strengths and limitations.

Tasks:

- survey key stakeholders on their view of program strengths and limitations (teachers, administrators, parents, students)
- create report and presentation
- report findings to the DTLC, CTLC, and school board by CIP team representatives
 - a. principals from DTLC and CTLC will share information with the Administrative Team

EXPLORE

Desired Outcome: Discover current practices and trends.

Tasks:

- review state or national standards and state requirements
- explore programming in neighboring and comparative districts
- discover national trends
- attend state or national conference
- participate in classroom visits

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also 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. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
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 District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (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 current achievement that show growth relative to 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

1. Annually, the District 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 District Advisory 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 K-12 Academic 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; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2.
 - b. The District 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 toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. Evaluation of Student Progress Committee
A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District 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.

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on 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 comprehensive achievement and civic readiness. 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, 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 required under Minnesota Statutes, section 120B.11, subdivision 5.

2. 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.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
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. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13 (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:

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 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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