

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

### I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students. It will provide direction for involving students, parents or guardians and community members in decisions regarding implementation of the Minnesota Academic Standards and ~~federal law. the No Child Left Behind Act.~~

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards ~~and federal law 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 from the former graduation requirements of the Profile of Learning to the new graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum and assessment that will include substantial input by local community members. The school district will be accountable to the public and the state through annual reporting.

### III. DEFINITIONS

- A. *"Credit" means* ~~Course credit~~ *is equivalent to a student's successful completion of successfully completing an academic year of study or a student's mastery of mastering the applicable subject matter as determined by the school district.*
- B. "Graduation Standards" means the course credit requirements *and locally-adopted 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. *"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 Aims and Goals
1. The school board has established school district-wide aims and goals that provide overall direction for the school district. Incorporated in the aims and goals are the graduation and education standards contained in the Minnesota Academic Standards and ~~federal law the No Child Left Behind Act.~~ The district aims and goals shall be reviewed annually and approved by the school board. The school board shall adopt aims and goals annually based on input from students, sites, departments and the public.
  2. The improvement goals should address school board adopted aims and goals. Building/department goals will reflect the aims and goals of the district. Building/department/improvement plans may be developed through an education effectiveness team, school council, 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 the 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 Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd 5.*

VISION  
(Developed by the School Board)

MISSION  
(Developed by the Schools/Departments)

DISTRICT AIMS/GOALS  
(Developed by the School Board)

### CURRICULUM REVIEW CYCLE

#### Phase I

WHO	WHAT	WHEN
<i>Curriculum Director and PLTs</i>	<i>Meet to identify gaps, needs, or concerns with curriculum. Project a timeline for all phases and prioritize spending.</i>	<i>September through May, as PLTs are available</i>
<i>Curriculum Director and principals</i>	<i>Verify needs and spending prioritization.</i>	

#### PHASE II

WHO	WHAT	WHEN
Curriculum Director	Determine <del>curriculum team members</del> meeting schedule and impacted instructional staff	<del>January</del> September
<del>District Curriculum Team</del> (Curriculum director, principal, grade/department and special education representative and impacted instructional staff)	Identify needs through research and data collection of current processes and discusses: a) what do we value and believe; b) what does research say; c) what are we presently doing; d) what do the results indicate	<del>February/March/April</del> November through April
<del>Curriculum Team</del> Curriculum director, principal, and impacted instructional staff	Incorporate any changes, if necessary, in the curriculum and ensure K-12 articulation	April-September
<del>System Accountability Reporting Committee (SAR)</del>	<del>First Reading and Second Reading</del>	<del>October/November</del>
School Board Curriculum Committee	Review data, project needs, and finalize spending	April
School Board	First Reading and Approval	<del>November/December</del> May

### PHASE II III

WHO	WHAT	WHEN
Curriculum Team <i>Curriculum director, principal, and impacted instructional staff</i>	Selection/adoption of materials/resources	January-October
Curriculum Director	Purchase of materials/resources	November-March
Site/Department	Improvement/action plans are developed	March-April
Site/Department/School Board	Improvement plans are shared and approved	April-October
Timelines During Phase III	Develop registration handbooks Register students for classes Build schedules Notify students of schedules/placements (high school)	November March March-April May
High School Principal/ Counselor	Make adjustments to schedules Notify students of placement for next year	May June
Elementary Principal		

### PHASE III IV

WHO	WHAT	WHEN
Building Principals/Staff	Implement the improvement plan, collect data, compare with original data, and make corrections	July-June
Building Principal & Leadership Team	Report to Board	January and June
Principal & Leadership Team	Collect data, compare it to original data, and make corrections	July-June

### PHASE IV V

WHO	WHAT	WHEN
Principal & Leadership Team <del>&amp; Curriculum Team</del> <i>director, and impacted instructional staff</i>	Collect data, compare it to original data, and make corrections	July-June

### PHASE V

Revamp, revise, celebrate  
(Re-evaluate the articulation of the curriculum.)

#### Timeline

Year 1 \_\_\_\_\_ English/Language Arts  
 \_\_\_\_\_ Foreign Language  
 Year 2 \_\_\_\_\_ Mathematics  
 \_\_\_\_\_ Industrial Arts  
 \_\_\_\_\_ Business Education  
 \_\_\_\_\_ Computer Science

Year 3	Science
	Agriculture
	Family & Consumer Science
	Physical Education/Health
Year 4	Social Studies
	Instrumental & Vocal Music
	Art

C. Implementation of Graduation Requirements

1. The superintendent shall ~~appoint a Graduation Standards Implementation Committee (System Accountability Reporting 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 *create a World's Best Workforce Advisory Committee which shall annually meet to review school readiness goals; grade-level literacy; the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; the career and college readiness of all students before graduating from high school, and that all students graduate from high school. Recommendations* Findings of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update these ~~policies~~ *findings* 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 *local or* federal expectations ~~and the site has not made adequate yearly progress for two consecutive school years, beginning with the 2001-2002 school year, the Graduation Standards Implementation Committee shall, the board may request a committee be formed to work with the school site to adopt a plan to raise student achievement levels to meet local and federal expectations. The Graduation Standards Implementation C~~ committee may seek assistance from the Commissioner of the Department of Education (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
4. 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 the Department of Education in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Roles and Responsibilities of the *School Board Curriculum Committee* ~~System Accountability Reporting Committee (SAR Committee)~~

1. Purpose  
Following the curriculum cycle, the committee reviews student achievement data and curriculum as it relates to student achievement.
2. Responsibility  
The curriculum director reports to the ~~SAR Curriculum Committee~~ on the curriculum review cycle. ~~The SAR Chair is responsible for the SAR Committee and the System Accountability Report.~~
3. Membership/Representation  
*The committee consists of the business manager, curriculum director, superintendent, and board representative.*
4. Communication Responsibilities  
*Based on their review, the committee reports findings to the board in a public meeting.*

E. Roles and Responsibilities of the *World's Best Workforce Advisory Committee System Accountability Reporting Committee (SAR Committee)*

1. Purpose

*To meet all requirements in Minnesota Statute 120B.11.*

2. Responsibility

*The World's Best Workforce Advisory Committee holds a public meeting at least once per year to review goals and report findings.*

3. Membership/Representation

The committee consists of teachers, parents, students, support staff, curriculum director, principals and a school board member.

4. Communication Responsibilities

Based on their review, the committee develops a "state of the district" annual report to the Board (~~System Accountability Report, formerly known as the PER Report~~). Once approved by the Board, this report is published for the community.

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

F. 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 reporting committee in the instruction and curriculum review process to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the site.* This plan shall be annually approved by the school board *via the World's Best Workforce Report.*

F. Educational Planning and Assessment System

~~The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.~~

G. Reporting

~~An "Annual Report on Curriculum, Instruction and Student Achievement shall be approved by the school board by October 1 of each year. Consistent with Minn. Stat. 120B.36, Subd. 1, 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 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 the world's best workforce. 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 about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. The public report shall include, but not be limited to, the following:~~

- ~~1. student achievement goals for meeting the state academic Standards;~~
- ~~2. results of local assessment data and any additional test data, including all data required by Minnesota Rule, 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 Minnesota Statutes 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 program 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;~~

Cross References:

Dover-Eyota Public Schools Policy 104 (School District Mission Statement)  
Dover-Eyota Public Schools Policy 601 (School District Curriculum and Instruction Goals)  
Dover-Eyota Public Schools Policy 613 (Graduation Requirements)  
Dover-Eyota Public Schools Policy 614 (School District Testing Plan and Procedure)  
Dover-Eyota Public Schools Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs,  
Section 504 Plans and LEP Students)  
Dover-Eyota Public Schools Policy 617 (School District Ensurance of Preparatory and High School Standards)  
Dover-Eyota Public Schools Policy 618 (Assessment of Standard Achievement)  
Dover-Eyota Public Schools Policy 619 (Staff Development for Assessment Requirements)  
Dover-Eyota Public Schools Policy 620 (Credit for Learning)