

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. "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.
- B. "Graduation Standards" means the 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 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 Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

District Continuous Improvement Process

RESEARCH

Desired Outcome: Determine program **improvement action plan** **vision** based on ~~identified program strengths and limitations and~~ current research in the field, ~~as well as revised state or national standards.~~

Tasks:

- ~~• review revised standards~~
- ~~• review state program requirements~~
- ~~• evaluate current curriculum maps~~
- ~~• review current scope and sequence and revise to align to updated standards~~
- 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 ~~materials, resources, tools, and technology for trial instruction~~ **instructional resources and/or instructional strategies** and plan for pilot

PILOT

Desired Outcome: ~~Apply research to the recommended materials, resources, and actions for adoption.~~ **Recommend instructional resources and/or instructional**

strategies for implementation

Tasks:

- pilot potential ~~materials, resources, tools, and technology~~ instructional resources and/or instructional strategies
- evaluate the ~~potential of materials, resources, tools, and technology~~ the pilot using the predetermined criteria
- recommend ~~appropriate materials, resources, tools, and technology through the development of a Curriculum Adoption Proposal~~ desired instructional resources and/or instructional strategies
- develop a Curriculum Adoption Proposal
- present the recommended proposal to the DTLC, CTLC, and School Board for formal adoption
- identify ~~and develop necessary staff training to implement new or revised curriculum to improve instruction in the classroom~~ necessary professional development to implement new or revised curriculum and instruction
- plan for implementation ~~steps of ordering and training~~

IMPLEMENT

Desired Outcome: ~~Successfully incorporate~~ 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
- ~~update curriculum maps with new resources and outcomes and alignment of standards~~
- ~~monitor implementation~~
- 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 ~~based on implementation findings.~~ to improve student achievement

Tasks:

- ~~solicit~~ gather input from teachers and principals ~~on implementation observations and recommendations for adjustments to curriculum~~ to identify possible curriculum and instruction adjustments
- recommend curriculum adjustments to remedy remaining gaps or reduce redundancies
- ~~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~~
- ~~update curriculum maps to reflect any appropriate adjustments and communicate changes to staff~~
- submit supplemental resource request if needed

REFINE

Desired Outcome: ~~Refine program effectiveness through deeper implementation and differentiation development.~~ Differentiate curriculum and instruction to meet the needs of ALL students

Tasks:

- ~~maintain curriculum alignment to current program standards~~
- ~~maintain fidelity of implementation~~
- ~~examine, develop, and implement possible ways to differentiate instruction~~
 - Year 1: At Risk
 - Year 2: Enrichments & Extensions
 - Year 3: Cultural Relevancy
- ~~collect and review assessment data to monitor student achievement~~
- 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:

- ~~evaluate curriculum maps~~
- 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 **program 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 **current practices** **program strengths and limitations** (teachers, **administrators**, parents, students)
- ~~observe revision processes for upcoming changes to state or national standards~~
- ~~external/environmental scanning~~
- 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. **District/Community Teaching and Learning Councils**

1. The Teaching and Learning Councils 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 Teaching and Learning Councils will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota 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;
3. The Teaching and Learning Councils shall, when possible, be comprised

of at least two-thirds community representatives and shall reflect the diversity of the community.

D. Reporting.

1. Consistent with Minn. Stat. § 120B.36, Subd. 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 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 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 its summary report to the Commissioner.
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.

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.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. Rules Parts 3501.0505-3501.0655 (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 3501.1300-3501.1345 (Academic Standards for Social Studies)
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 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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