

# 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 ~~the No Child Left Behind Act~~ federal law.

### II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and ~~No Child Left Behind Act~~ 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 ~~the No-Child-Left-Behind-Act~~ 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 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

##### REFLECT

Desired Outcome: Identify program strengths and limitations.

Tasks:

- survey key stakeholders on their view of current practices (teachers, parents, students)
- observe revision processes for upcoming changes to state or national standards
- external/environmental scanning
- report findings to the DTLC, CTLC, and school board

##### RESEARCH

Desired Outcome: Determine program improvement action plan 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
- determine the criteria and process for selecting new materials, tools, resources, technology

- examine curriculum materials and resources available for courses
- select potential materials, resources, tools, and technology for trial instruction and plan for pilot

### PILOT

Desired Outcome: Apply research to the recommended materials, resources, and actions for adoption.

Tasks:

- pilot potential materials, resources, tools, and technology
- evaluate the potential of materials, resources, tools, and technology using the predetermined criteria
- recommend appropriate materials, resources, tools, and technology through the development of 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
- plan for implementation steps of ordering and training

### IMPLEMENT

Desired Outcome: Successfully incorporate the revised curriculum 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
- communicate curricular changes with stakeholders (parents, community)
- pilot assessment methods and tools for accurate student assessment of standards

### ADJUST

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

Tasks:

- solicit input from teachers on implementation observations and recommendations for adjustments to curriculum
- 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

#### REFINE

Desired Outcome: Refine program effectiveness through deeper implementation and differentiation development.

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

#### EVALUATE

Desired Outcome: Evaluate the effectiveness of the current curriculum.

Tasks:

- evaluate curriculum maps
- analyze student achievement data related to the program

#### C. Community Teaching and Learning Council

- D. Reporting. 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 equitable 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.

**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.* (~~No Child Left Behind Act~~ 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)

**Administrative Offices**  
**Buffalo, Minnesota 55313**

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