



Adopted:

1st Reading: 10/27/2022

Revised:

2nd Reading: 11/17/2022

616 School District System Accountability

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.

General Statement of Policy

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school. The school will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and where applicable local community members. The school will be accountable to the public and the state through annual reporting.

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.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that schools 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.

Establishment of Goals; Implementation, Evaluation, and Reporting

A. School Goals

1. The board of directors has established school-wide goals which provide broad direction for the school. 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 board of directors. The board of directors shall adopt annual goals based on the recommendations of the school’s Advisory Committee.
2. The Advisory Committee will be established in correlation between the board of directors and the school director to ensure active community participation(when possible) in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school-wide improvement goals should address recommendations identified through the Advisory Committee process. The school’s goal setting process will include consideration of individual site goals. School goals may also 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’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.

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the board of directors on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the

community. The board of directors shall receive public input and comment and shall adopt or update this policy at least annually.

2. The board of directors shall annually review and determine if student achievement levels at the school meet federal expectations. If the board of directors determines that student achievement levels at a school do not meet federal expectations and the school has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school to adopt a plan to raise student achievement levels to meet federal expectations. The 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 board of directors 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 board of directors will utilize models developed by the Commissioner for measuring individual student progress. The board of directors must coordinate with MDE in evaluating the school and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By March 1 of each year, the Advisory Committee will meet to advise and assist the school in the implementation of the school's system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees (where applicable) of the school, will provide active community participation in:
 - a. Reviewing the school's instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the board of directors;
 - c. Making recommendations regarding the evaluation process that will be used to measure the school's progress toward its goals;
 - d. Advising the board of directors about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards. (where applicable)
 - b. The Advisory Committee shall make recommendations to the board of directors on the school-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's 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 Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the board of directors.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school and include teachers, parents, support staff, students, and where applicable other community residents.
5. Translation services should be provided to the extent appropriate and practicable.

6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the board of directors.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school's board of directors for its input and approval.

E. 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 Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school. This plan shall annually be approved by the school's board of directors.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school's board of directors shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school website. The board of directors 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 the school's success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The board of directors must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school 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 shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school 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.018 (Definitions)
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. § 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. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (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)
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 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)