

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.

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 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 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 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 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 school district-wide 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

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

PHASE II

<u>WHO</u>	<u>WHAT</u>	<u>WHEN</u>
Curriculum Director	Determine meeting schedule and impacted instructional staff	September
Curriculum Director, principal, and impacted instructional staff	Identify needs through research and data collection of current processes and discuss processes and discuss: a) what do we value and believe; b) what does research say; c) what are we presently doing; d) what do the results indicate	November-April

Curriculum Director, principal, and impacted instructional staff	Incorporate any changes, if necessary, in the curriculum and ensure K-12 articulation	April-September
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School Board Curriculum Committee	Review data, project needs, and finalize spending	April
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School Board	First Reading and approval	May
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PHASE III

<u>WHO</u>	<u>WHAT</u>	<u>WHEN</u>
Curriculum Director, principal, and impacted staff	Selection/adoption of materials/resources	January-October

Curriculum Director	Purchase of materials/resources	November through March
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Site/Department	Improvement/action plans are developed	March-April
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Site/Department/School Board	Improvement plans are shared and approved	April-October
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Timelines During Phase II

High School Principal/Counselor	Develop registration handbooks	November
	Register students for classes	March
	Build schedules	March- April
	Notify students of schedules/placements (high school)	May
Elementary Principal	Make adjustments to schedules	May
	Notify students of placement for next year	June

PHASE IV

<u>WHO</u>	<u>WHAT</u>	<u>WHEN</u>
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-June
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Principal & Leadership Team

Collect data, compare it to original data,
and make corrections

July-June

PHASE V

WHO

WHAT

WHEN

Principal & Leadership Team ,
Curriculum Director, and impacted
instructional staff

Collect data, compare it to original data,
and make corrections

July-June

C. Implementation of Graduation Requirements

1. The superintendent shall 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. 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 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, 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 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

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 Curriculum Committee on the curriculum review cycle.

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

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. 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 date 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.

G. 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 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.

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)

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