



## I. Purpose

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards, World’s Best Workforce, and Every Student Succeeds Act (ESSA).

## II. General Statement of Policy

Implementation of the Minnesota K-12 Academic Standards, the World’s Best Workforce, and Every Student Succeeds Act (ESSA) requires accountability for the school district. The school district established a system to review and improve instruction, curriculum and assessment which will include input by students, parents/guardians and local community members. The district will be accountable to the public and state through annual reporting.

## III. Definitions

- A. “Course credit” is equivalent to a student’s successful completion of an academic year of study or a student’s 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 K-12 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 improvement goals that

provide broad direction for the district. The improvement goals will be reviewed annually and approved by the school board.

2. The district wide improvement goals will address recommendations identified through the World's Best Workforce Advisory Committee's process and the district's strategic planning process. The district's goal setting process will include the alignment of individual school improvement goals with district improvement goals.

B. System for Reviewing All Instruction and Curriculum

1. The district will use the curriculum and program review cycles as defined by Policy 603 (Curriculum Development) to analyze the district's progress toward implementation of the state standards.
2. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, and principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

C. World's Best Workforce Advisory Committee

1. By January of each year, the World's Best Workforce Advisory Committee 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 World's Best Workforce Advisory Committee, working in cooperation with other committees of the school district such as technology, staff development, site instruction, curriculum and assessment committees, etc., will provide active community participation in:
  - a. reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
  - b. identifying annual instruction and student achievement goals for recommendation to the school board;
  - c. that will be used to measure school district progress toward its goals;
3. The World's Best Workforce Advisory Committee shall meet the following criteria:

- a. The World's Best Workforce Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting graduation standards.
  - b. The committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.
  - c. Building, department, or curricular teams may be established 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 district 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 World's Best Workforce Advisory Committee in the instruction and curriculum review process.
4. The World's Best Workforce Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Considerations for membership include: the Director of Learning or a designee appointed by the superintendent, elementary principal, secondary principal or assistant principal, school board member, primary teacher, intermediate teacher, middle school teacher, high school teacher, student representatives, parents from each elementary school, parents from the middle school, parents from the high school, residents and community members representing local business/industry, residents without school-aged children who are not represented by another member, additional community representatives and representatives of higher education.
5. The World's Best Workforce Advisory Committee
- a. Fall: Organizational meeting to review the authorizing legislation and the roles and responsibilities of the committee as determined by the school board.
  - b. Winter: Review evaluation results and prepare recommendations.
  - c. Spring: Develop recommendations to provide direction to and review reporting on Curriculum, Instruction and Student Achievement.

D. Evaluation of Student Progress

1. Annually, the school board will hold a public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, 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.
2. Consistent with the requirements for school performance reports under Minnesota Statutes section 120B.36, Subd. 1, the school board will publish a 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.
3. 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 will periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district will include the results of this evaluation in its summary report to the Commissioner.
4. 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 and Graduation Requirements for Minnesota's Students  
Minn. Stat. § 120B.11 - School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World's Best Workforce  
Minn. Stat. § 120B.35 - Student Academic Achievement and Growth  
Minn. Stat. § 120B.36 - School Accountability  
Minn. Stat. § 122A.40 - Boards of Independent School Districts  
Minn. Stat. § 122A.41 - Teacher Tenure ACT; Cities of the First Class; Definitions  
Minn. Stat. § 123B.04 - Site Decision Making; Individualized Learning Agreement; Other Agreements  
Minn. Stat. § 123B.147 - Principals  
Minn. Rules Parts 3501.0640-3501.0655 (Graduation Standards – Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 – (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 – Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards for 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:***

Policy 104 - School District Mission Statement

Policy 601 - School District Curriculum and Instruction Goals

Policy 613 - Graduation Requirements

Policy 618 - Assessment of Student Achievement

Policy 620 - Credit for Learning