

INDEPENDENT SCHOOL DISTRICT 199
Inver Grove Heights Community Schools
2990 80th Street East
Inver Grove Heights, Minnesota 55076

SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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.

II. General Statement of Policy

Implementation of the Minnesota Academic Standards and No Child Left Behind Act 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 also will 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. “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 Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
 - 1. reviewed annually and approved by the school board. The school board shall adopt annual goals inclusive of the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (the “Curriculum and Instruction Advisory Committee”).

2. The improvement goals should address recommendations identified through the advisory committee process. The school district's goal setting process will include consideration of individual site goals.
 3. School district goals may 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 district's progress toward implementation of the Minnesota Academic Standards.
- C. Implementation of Graduation Requirements.
1. The school board shall delegate the Curriculum and Instruction Advisory Committee to consider implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least 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 federal expectations and the site has not made adequate yearly progress for two consecutive school years, the district designated committee shall work with the school site to adopt a plan to raise student achievement levels to federal expectations. The committee shall seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (the Commissioner) in developing a plan that must include parental involvement components.
 3. The educational assessment system component utilized by the school board to measure individual students' education 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 district wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Curriculum and Instruction Advisory Committee.

1. By January 31st of each year, the Curriculum and Instruction 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 Curriculum and Instruction 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 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;
 - d) making recommendations regarding the development of the “Annual Report on Curriculum, Instruction and Student Achievement.”
3. The Curriculum and Instruction 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.
 - 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 Curriculum and Instruction committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Curriculum and Instruction 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 curriculum and instruction 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 Curriculum and Instruction Advisory Committee shall meet the following times each year:
 - a) By October 31: Organizational meeting of the committee to review the authorizing legislation and the roles and responsibilities of the committee as determined by the school board.
 - b) October: Define processes to be used. Familiarize members with the instruction and curriculum of the cycle content area.
 - c) December/January: Technology, staff development, and curriculum committees will review evaluation results and prepare recommendations.
 - d) February 1: Develop and present recommendations to the school board for its input and potential approval.
 - e) April/May 1: Provide direction to and review the “Annual Report on Curriculum, Instruction and Student Achievement.”

E. Evaluation of Student Progress Committee.

A committee shall develop a plan for assessment of students’ 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 school board. The formation of this committee shall be consistent with other board policies and the goals of the district.

F. Educational Planning and Assessment System

The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

G. Reporting.

An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The school board shall publish a summary of the report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as the school district website. When electronic means are used, the school district will publish notice of the report in a periodical of general circulation in the school district. The school district will make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the Minnesota Academic Standards;
2. Result of local assessment data and any additional test data, including all data required by Minnesota Rules, Part 3501.0160;
3. School district improvement plans including staff development goals;
4. Progress on previous improvement plans;
5. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes § 123B.04;
6. Names of Curriculum and Instruction advisory committee members, term dates, method of selection and application dates;
7. Periodic reports on constituencies’ satisfaction with schools;
8. Biennial evaluations of the school district testing programs according to the following:
 - a) written objectives of the assessment program;
 - b) names of tests and grade levels tested;
 - c) analysis and use of analysis of test results; and
 - d) student achievement results compared to previous years.

Legal References: 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. § 123B.04 - Site Decision Making Agreement

Minn. Rule Parts 3501.0010 to 3501.0180 - Rules relating to Graduation Standards—Mathematics and Reading
Minn. Rule Parts 3501.0200-3501.0290 - Rules relating to Graduation Standards—written composition
Minn. Rules Part 3051.0160 - District Reporting Requirements
Minn. Rules Parts 3501.0505-3501.0550 – Graduation Standards – Language Arts
Minn. Rules Parts 3501.0700-3501.0745 – Graduation Standards – Mathematics
Minn. Rules Parts 3501.0800-3501.0815 – Graduation Standards – Arts
Minn. Rules Parts 3501.1000-3501.1190 – Graduation-Required Assessment for Diploma
20 U.S.C. § 6301, *et. Seq.* - No Child Left Behind Act

Cross References: Policy 104 - School District Mission Statement
Policy 601 - School District Curriculum and Instruction Goals
Policy 613 - Graduation Requirements
Policy 614 - School District Testing Plan and Procedure
Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and LEP Students
Policy 617 - School District Ensurance of Preparatory and High School Standards
Policy 618 - Assessment of Student Achievement
Policy 619 – Staff Development for Standards
Policy 620 – Credit for Learning