

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 and ensures broad-based participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the education district. The Zumbro Education District (ZED) established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The education district also established a system to review and improve instruction, curriculum, and assessment with input by teaching staff and the director.

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 or student’s IEP.
- B. “Graduation Standards” means the credit requirements or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma. Students must meet the requirement of their resident district for graduation.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The governing board has established school district-wide goals that which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and the federal law.
- 2. The improvement goals should address recommendations identified by program coordinators and the director. The education district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress, or through some other locally determined process.

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- 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 Minnesota Statutes section 123B.147 and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

Curriculum Review Cycle

Year 1: Program Learner Outcomes Identified

1. Review the national and state-level standards and benchmarks.
2. Establish a clear picture of “where we are” and “where we want to be” for the purpose of increasing student achievement.
3. Initiate a discussion that would include timelines for staff development, identification of best practices, furthering the existing assessment strategies, and the selection of materials.
4. Establish plan or process for ongoing review of program and curriculum. This includes time lines and preparation for entering Year 2 of the Review Cycle.

Year 2: Curriculum Review and Evaluation

1. Review of research and desired outcomes (grade, program, and/or course level).
2. Review, compare and contrast ZED performance level indicators against ZED member districts and schools of similar location, size, purpose, and demographic make up.
3. Identify outcomes and initiate a plan to produce desired outcomes. This could include site visits, review of curriculum materials, and textbook review.
4. Complete a curriculum audit that would include a program evaluation, a review of test scores, achievement data, surveys, curriculum maps, scope and sequence, local and state standards, other current benchmarks, and district philosophy.

Summer after Year 2:

1. Establish assessment process that would determine what will be measured, what data will be collected, and how data will be used.
2. Prepare budget and request funds for plan and any curriculum changes.
3. Finalize and implement plan with emphasis on selection of training and in-service needs for staff.
4. Finalize curriculum writing and revision, performance assessment work, and review of standards. 616-2
5. Purchase any required new curriculum as recommended and within budget allocations.

Year 3: Staff development and Improvement Plan

1. Conduct staff development based on established needs.
2. Implement new curriculum.
3. Gather data from the formative and summative evaluations built into the plan.
4. Establish monitoring plan, which will include assessment strategies and tools to be utilized for the collection of data.

Year 4: Ongoing Operation with Evaluation

1. Continue collection and analysis of data to enable modifications to curriculum.
 2. Provide supporting documentation and data analysis.
 3. Review the Curriculum Review Cycle and evaluate the process.
- C. Graduation Requirements. Students attending ZED education programs must meet the graduation requirements of their resident district or Individualized Education Plan (IEP). Students receive a graduation diploma from their resident district when those requirements are met.
- D. Evaluation of Student Progress Committee. Progress toward graduation is assessed by a collaboration of professional staff from both the resident district and the Zumbro Education District.
- E. Reporting. Students attending ZED programs are included in their resident district “Annual Report on Curriculum, Instruction and Student Achievement”.