



Perpich Center for Arts Education

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Revised:

For Reference Only

MSBA/MASA Model Policy 616

Orig. 1997

Rev. 2016

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

A. 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.

B. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the Perpich Center Arts High School [school]. The school district 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 may include input by students, parents or guardians, and local community members. The school will be accountable to the public and the state through annual reporting.

C. DEFINITIONS

1. "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.
2. "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.
3. "World's best workforce" means striving to: meet school readiness goals; 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 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.

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.

C. Implementation of Graduation Requirements

1. 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 school and continuous improvement plans, consistent with best practices.

D. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the Board of Directors shall publish report by electronic means on the school district 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 school 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.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)

Minn. Stat. § 120B.018 (Definitions) 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)

Cross References:

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies) 20 U.S.C. §
6301, *et seq.* (Every Student Succeeds Act)

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)