



6276

Curriculum Evaluation

Policy 6276

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I. PURPOSE

Prudent use of both human and financial capital is essential to meeting the goals and mission of the district. To that end periodic review of the written and taught curriculum and all programs that support the curriculum must be done to assure that the District's resources are used to positively affect student achievement. The purpose of this policy is to establish the required evaluation of curriculum and programs and the responsibility for that evaluation.

II. GENERAL STATEMENT OF POLICY

- A. The written curriculum and all subject-related and school wide curriculum support programs must be aligned to the District's strategic plan.
- B. The Superintendent shall establish goals for each curricular support program to affect student achievement.
- C. All written and taught curriculum content areas shall be reviewed on a six year cycle to assess affect on student achievement, effectiveness and efficiency.
- D. All curriculum support programs shall be reviewed periodically to determine program effectiveness toward meeting program goals and efficiency.
 1. All new program adoptions or initiations must include the development and plan for deployment, implementation, and evaluation prior to implementation of the program.
 2. All new program adoptions or initiations must be evaluated at least once in each of its first three years of implementation.
 3. All existing programs must be evaluated at least once every three years.
- E. The Superintendent shall report to the Board of Directors at least annually on the effectiveness of all new learning materials adopted, all new written curriculum and all new curricular support programs for the first three years of implementations.
- F. The Superintendent shall report to the Board of Directors at least once in every three years on the effectiveness of all learning materials adopted, all written curriculum and all continuing curricular support programs. The Superintendent shall make recommendations to continue, expand, contract or eliminate programs based on student achievement data, program costs and program efficacy in meeting set goals.
- G. Prior to approving budget allocations or use in support of continuing a curricular support program, the Superintendent shall conduct a cost-benefit analysis of its



current and past budget expenditures in light of program goals that indicate that the program is meeting or making adequate progress toward meeting program goals.

- H. Prior to approving budget allocations or use in support of a new multi-year curricular support program, the Superintendent shall prepare a multi-year analysis of budget requirements to sustain the program as proposed for implementation that supports the allocation or use to meet specific district goals.

III. RESPONSIBILITY

- A. The Superintendent is authorized to promulgate regulations to implement this policy.
- B. The Superintendent is responsible to assure that all written curriculum and adopted curricular support programs are aligned with the District Strategic Plan.
- C. Principals are responsible for monitoring implementation of the written curriculum and adopted curricular support programs and reporting data based findings to the Superintendent, and to district staff responsible for implementation and monitoring.

IV. DEFINITIONS

- A. “curriculum support programs” are those programs and practices that support student learning and which augment the regular curriculum. They may address the needs of students with additional academic support, academic acceleration, academic enrichment, social and emotional education and support.

Legal References:

Minn. Stat. §120B.11 (School District Process for Reviewing Curriculum, Instruction and Student Achievement)

Cross References:

MPS Policy 6000 (Mission of the Educational Program)
MPS Policy 6110 (Educational Goals)
MPS Policy 6200 (Curriculum)
MPS Policy 6220 (New Course Offerings)
MPS Policy 6411 (Learning Materials and Resources)
MPS Policy 8540 (Evaluation of Educational Programs)