

Policy #: 616
Title: SCHOOL DISTRICT SYSTEM ACCOUNTABILITY
Date of Initial Approval: 04-27-2017
Revision/Re-authorization Dates: 06-12-2018; 11-29-2018; 09-16-2020
Reviewers: MSAB Director; MSAD Director; MSA Director of Student Support Services

I. PURPOSE

The purpose of this policy is to develop strategies and educational programming aligned with best practices, which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards will require a new level of accountability for the Minnesota State Academies (MSA). MSA will establish a process to ensure adherence to the graduation requirements of the Minnesota Academic Standards. MSA will implement a system to review and improve instruction, curriculum, and assessment which includes substantial input by students, parents/guardians, and community members. MSA will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. **“Credit”** means a student’s successful completion of a course of study or a student’s mastery of the applicable subject matter, as determined by MSA.

B. **“Graduation Standards”** means the credit requirements and Minnesota 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 MSA board will establish district-wide goals which provide broad direction for the Academies. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards. The broad goals shall be reviewed annually and approved by the MSA board. The MSA board shall adopt annual goals based on the recommendations of

the School Accountability Committee (Advisory Committee for Comprehensive Continuous Improvement of Student Achievement).

2. The district goals should address recommendations identified through the School Accountability Committee process. MSA's goal setting process will include consideration of individual campus goals. MSA's district goals should be based on an evaluation of student progress, effectiveness of instructional approaches, and review of curriculum resources and materials.

B. School Accountability Committee

1. By September 30th of each year, the School Accountability Committee will meet to advise and assist the Academies in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The School Accountability Committee, working in cooperation with other committees of MSA, such as the Technology Committee and/or the Site Councils of both Academies, will provide active community participation in:

a. Reviewing the Academies' instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards, including review and approval of courses;

b. Reviewing and updating the Academies' annual Work's Best Workforce Report

c. Identifying annual instruction and curriculum improvement goals for recommendation to the MSA board;

d. Making recommendations regarding the evaluation process that will be used to measure the Academies' progress toward its goals;

e. Advising the MSA administration about development of the annual budget.

3. The School Accountability Committee shall meet the following criteria:

a. The School Accountability Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

b. The School Accountability Committee shall make recommendations to the MSA board on district-wide standards, assessments, and program evaluation. These recommendations should be reviewed by each Academy's site council prior to submission to the board.

c. Sub-committees may be created to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to implement

use of technology in meeting the district improvement plan. Sub-committees that focus on development/updates of curricular content and materials must include one board member.

d. The Academies may develop separate plans appropriate to each Academy's population to evaluate student progress and shall use information gained from those assessments to ensure student progress towards meeting Graduation Standards.

4. The School Accountability Committee shall be comprised of representatives from each Academy (parent and student representatives are mandated members of this committee) and shall reflect the diversity of the school community.

Included in its membership should be:

- a. The Directors of each Academy
- b. The Director of Student Support Services (or designee)
- c. One representative from each Academy Site Council
- d. One parent from each Academy
- e. School District Assessment Coordinator (if different than "a" or "b" above.)
- f. One student from each Academy

**A person cannot serve in more than one role on this committee (except for the school district assessment coordinator)*

5. The School Accountability Committee shall utilize the timeline below for each school year:

Beginning of the school year: Review the authorizing legislation and the roles and responsibilities of the committee as determined by the MSA board. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

End of the school year: Review evaluation results and prepare recommendations. Present recommendations to the school board for its input and approval.

Regularly throughout the year: The Directors shall submit progress reports to the Board about activities of the Academies promoting progress towards meeting annual school goals.

C. System for Reviewing All Instruction and Curriculum.

Incorporated in the process of establishing district goals will be analysis of the Academies' progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account instructional strategies, best/effective practices, student outcomes, and principal evaluations under *Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.* The School Accountability Committee shall establish a schedule for regular and comprehensive review of each curricular area.

D. Implementation of Graduation Requirements

1. The School Accountability Committee will also serve as MSA's Graduation Standards Implementation Committee and shall advise the MSA board on implementation of the state and local graduation requirements, including consideration of MSA's K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be posted as a part of the MSA board packet. The MSA board shall receive public input and comment and shall adopt or update this policy annually.

2. The MSA board shall annually review and determine if student achievement levels at each Academy meet federal expectations. If the board determines that student achievement levels at an Academy do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the School Accountability Committee shall work with the Academy Directors to implement a plan to raise student achievement levels to meet federal expectations. The School Accountability Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) or their staff in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the Academies 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 district wide assessments. The MSA board will utilize models appropriate to MSA's student population for measuring individual student progress. The MSA board will also coordinate with MDE in evaluating student progress on statewide assessments.

E. Evaluation of Student Progress Committee.

The Directors of each Academy, the Special Education Director, and the District Assessment Coordinator (if different than the Directors) shall develop a plan for assessment of student progress toward the Graduation Standards, and gathering program evaluation data for use by the School Accountability Committee in the instruction and curriculum review process.

F. Educational Planning and Assessment System.

Each Academy Director, working in conjunction with the School Accountability Committee, must select assessments appropriate to MSA's student population to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

G. Reporting.

Annually, the MSA board shall invite community members to a board meeting to review and revise, where appropriate, student achievement goals, assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review each Academy's success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The MSA Board shall publish a report on the MSA website with updated student achievement goals and plans/strategies for achievement of those goals. The Academies shall periodically survey affected constituencies about their connection to and level of satisfaction with school and include the results within its summary report.

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.128 (Educational Planning and Assessment System (EPAS) Program)
- 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. Stat. § 125A.62, Subd.5 (Planning, evaluation, and reporting)
- 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)
- Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
- Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

- 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)