

Policy #: 616
Title: SCHOOL ACCOUNTABILITY
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Reviewers: MSA Instructional Leadership Team

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 agency-wide participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards requires a commitment to accountability for the Minnesota State Academies (MSA). MSA is obligated to ensure adherence to the graduation requirements of the Minnesota ECIP and K-12 Academic Standards and goals outlined in each student's IEP/IFSP. MSA will use a system to review and improve instruction, curriculum, and assessment which includes input from students, teachers, and parents/families. 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. **“Comprehensive Achievement and Civic Readiness”** 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; have all students graduate from high school; and prepare students to be lifelong learners.

IV. ESTABLISHMENT OF GOALS, IMPLEMENTATION, EVALUATION, AND REPORTING

A. School District Goals

1. The school accountability committee will develop annual district-wide goals which provide broad direction for the Academies. The goals must incorporate the graduation and education standards contained in the Minnesota Academic Standards. The goals shall be reviewed and approved by the MSA board.

2. MSA's goal setting process will include consideration of individual campus needs and 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. The school accountability committee shall be comprised of representatives from each academy. Included in its membership should be:
 - a. The Director of Curriculum and Educational Programs (chair)
 - b. The Campus Directors of each academy
 - c. The Director of Student Support Services
 - d. One teacher from each academy
 - e. School district assessment coordinator (if different than a, b, c, or d above.)

The school accountability committee must provide opportunities for input from parents/families and students in their work (curriculum decisions, school goals, etc.)

By September 30th of each year, the school accountability committee will meet to develop recommendations for the MSA board regarding MSA's annual district goals. This information must be completed in time for the MSA board to review during their October meeting.

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 periodic opportunities for input 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' plan towards Comprehensive Achievement and Civic Readiness.
 - 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 may develop separate goals and plans appropriate to each Academy's population, including curriculum content and assessment tools to evaluate student progress. Information gained from those assessments will be used to evaluate student progress towards district goals.
4. The school accountability committee shall utilize the timeline below for each school year:

- a. Beginning of the school year:
 - i. Review the roles and responsibilities of the committee and individual members.
 - ii. Become familiar with the instruction and curriculum of the cycle content areas being reviewed during that year.
 - iii. Develop a schedule of meetings.
 - iv. Develop ways in which input will be gathered and incorporated.
 - b. Regularly throughout the year:
 - i. Review curriculum needs; develop appropriate assessments, provide curricular training, and other steps necessary for staff and students.
 - ii. Oversee and complete tasks related, but not limited to:
 - 1. Curriculum monitoring, including standards and scope/sequence.
 - 2. New textbooks, materials, and subscriptions
 - 3. Syllabi reviews
 - 4. Local Literacy Plans
 - 5. Professional development/Professional Learning Communities
 - 6. Course catalogs
 - 7. Accreditation and strategic planning
 - iii. Submit quarterly progress reports to the MSA board about activities of the Academies that promote progress towards meeting annual goals.
 - c. End of the school year:
 - i. Review evaluation results and prepare a summary for board review.
 - ii. Prepare a draft of recommendations for the following school year.
- 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 graduation requirements outlined in the MSA Parent-Student Handbook and approved by the MSA board annually.

E. Evaluation of Student Progress

As part of the school accountability committee work, a plan for assessment of student progress in all curricular areas will be developed. This plan must consider accessibility factors and ensure that the assessments are appropriately designed to meet the unique learning and communication needs of students at each academy. 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.

F. Reporting

Annually, during their October meeting, the MSA board will review information about school achievement goals, assessment outcomes, strategies, and curriculum updates. Opportunities for public input will be provided during this meeting. Afterwards, the MSA board will publish a report on the MSA website with updated student achievement goals and plans/strategies for the achievement of those goals.

MSA will also periodically survey staff, parents/families, and students about their connection and level of satisfaction with the school and include the results within its annual report.

Legal References:

Minn. Stat. § 125A.61-125A.73 (Minnesota State Academies)
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)