616 MTCS SYSTEM ACCOUNTABILITY

I. 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.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for Minnesota Transitions Charter School (MTCS). MTCS will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. MTCS also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. MTCS will be accountable to the public and the state through annual reporting.

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 MTCS.

B. “Graduation Standards” means the credit requirements and locally adopted content standards or 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. MTCS Goals

1. The MTCS Board has established goals which provide broad direction for
MTCS. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the MTCS Board. The MTCS Board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).

2. The improvement goals should address recommendations identified through the Advisory Committee process. MTCS’s goal setting process will include consideration of individual site goals. MTCS goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of MTCS’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 Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

C. Implementation of Graduation Requirements

1. The MTCS Board shall appoint a Graduation Standards Implementation Committee which shall advise the Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The MTCS Board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee may be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

2. The MTCS Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the MTCS Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Graduation Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Graduation Standards Implementation Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the MTCS Board 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 MTCS Board will utilize models developed by the Commissioner for measuring individual student progress. The MTCS Board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. Each school year, the Advisory Committee will meet to advise and assist MTCS in the implementation of MTCS system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of MTCS, will provide active community participation in:

   a. Reviewing MTCS instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;

   b. Identifying annual instruction and curriculum improvement goals for recommendation to the MTCS Board;

   c. Making recommendations regarding the evaluation process that will be used to measure MTCS progress toward its goals;

   d. Advising the MTCS Board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

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

   b. The Advisory Committee shall make recommendations to the MTCS Board on MTCS-wide standards, assessments, and program evaluation.

   c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as
well as methods to use technology in meeting MTCS improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the MTCS Board.

4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership may be:

   a. The Director of Curriculum (or similar educational leader)
   b. Principal/Director
   c. MTCS Board Member
   d. Student Representative
   e. One teacher from each building or instructional level
   f. Two parents from each building or instructional level
   g. Two residents without school-aged children, non-representative of local business or industry
   h. Two residents representative of local business or industry
   i. District Assessment Coordinator (if different from “a.” above)

5. Translation services should be provided to the extent appropriate and practicable.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the MTCS Board.

**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)
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: MTCS Policy 601 (School District Curriculum and Instruction Goals)