

NEW HEIGHTS SCHOOLS, INC.
POLICY 616
SCHOOL SYSTEM ACCOUNTABILITY

POLICY MANAGEMENT

Adopted: 1/2011

Reviewed/ Revised: 12/13*, 12/14*, 8/15*, 8/16*, 12/18*,7/20*,1/23*, 1/26**

Mandatory: Yes

Frequency: 3-years

Distribution: Website

[NOTE: Minnesota Statutes, section 120B.11 requires charter schools to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school. The school established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and where applicable local community members. The school 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 school.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that schools 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; and have all students graduate from high school; and prepare students to be lifelong learners.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term “world’s best workforce” with “comprehensive achievement and civic readiness.”]

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School Goals

1. The board of directors has established school-wide goals that provide broad direction for the school. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the board of directors. The board of directors shall adopt annual goals based on the recommendations of the school’s Advisory Committee.
2. The Advisory Committee is established in correlation between the board of directors and the principal to ensure active community participation(when possible) in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school-wide improvement goals should address recommendations identified through the Advisory Committee process. The school’s goal setting process will include consideration of individual site goals. School goals may also 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 the school’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 Advisory Committee shall also advise the board of directors on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be

published annually to the community. The board of directors shall receive public input and comment and shall adopt or update this policy at least annually.

2. The board of directors shall annually review and determine if student achievement levels at the school meet federal expectations. If the board of directors determines that student achievement levels at a school do not meet federal expectations, the Advisory Committee shall work with the school to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory 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 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 the school and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By March 1 of each year, the Advisory Committee will meet to advise and assist the school in the implementation of the school's system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees (where applicable) of the school, will provide active community participation in:
 - a. Reviewing the school's instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the board of directors;
 - c. Making recommendations regarding the evaluation process that will be used to measure the school's progress toward its goals;
 - d. Advising the board of directors 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 (where applicable).
 - b. The Advisory Committee shall make recommendations to the board of directors on the school-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 the school's 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 board of directors.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school and include teachers, parents, support staff, students, and where applicable other community residents.
5. Translation services should be provided to the extent appropriate and practicable.
6. The Advisory Committee shall meet the following timeline each year:
 - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the board of directors.
 - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - Month(s): Review evaluation results and prepare recommendations.
 - Month: Present recommendations to the school's board of directors for

its input and approval.

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. This plan shall annually be approved by the school's board of directors.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school's board of directors shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school 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 the school's success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the Comprehensive Achievement and Civic Readiness. The board of directors must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school must annually report the school's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The school must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

G. Annual Public Report

1. The school must publish an annual report approved by the board of

directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under Minnesota Statutes, section 120B.11 governing the Comprehensive Achievement and Civic Readiness.

2. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school.
3. The reports are public data under Minnesota Statutes, chapter 13.

Legal References:

Minn. Stat. Ch. 13 (Government Data Practices)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124E.16 (Reports)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (Charter School Mission Statement)

MSBA/MASA Model Policy 601 (Charter School Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (Charter School 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 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)