

Parnassus Preparatory School

SCHOOL SYSTEM ACCOUNTABILITY

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I. PURPOSE

The purpose of this policy is to focus Parnassus Preparatory School (the “School”) 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 the Elementary, and, as applicable, the No Child Left Behind Act, the Secondary Education Act (ESEA) or the Every Student Succeeds Act (ESSA) or (collectively, the “ESSA”).

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and ESSA will require a new level of accountability for the School. The School will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The School 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. 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 Academic Standards that schools 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 Goals

1. The board of directors of the School (the “Board”) has established School-wide goals which provide broad direction for the School. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the ESSA. The broad goals shall be reviewed annually and approved by the Board. The 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. The School’s goal setting process will include consideration of individual site goals. School 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 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. The cycle of review includes an initial presentation in August, updates in November and March, and a final summary in May/June.
- C. Implementation of Graduation Requirements
1. The 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 Board shall receive public input and comment and shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.
 2. The Board shall annually review and determine if student achievement levels at each School site meet federal expectations. If the 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 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 Board will utilize models developed by the Commissioner for measuring individual student progress. The 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. By October 1 of each year, the Advisory Committee will meet to advise and assist the School in the implementation of the School system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the School as determined by the Board, will provide active community participation in the following, as required by applicable law:
 - a. Reviewing the School instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the Board;
 - c. Making recommendations regarding the evaluation process that will be used to measure School progress toward its goals;
 - d. Advising the 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 Board on 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 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.

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 should be:
 - a. The Director of Academics and Programs
 - b. Executive Director
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. One parent from each building or instructional level
 - g. One resident representative of local business or industry
 - h. District Assessment Coordinator (if different from “a.” above)

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

6. The Advisory Committee shall meet the following timeline each year:

January: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the Board.

March: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

August: Review evaluation results and prepare recommendations.

October: Present recommendations to the Board 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 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 Board.

- F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the Board 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 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 to review School success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The Board 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.