

# ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

Code **AE-R** Issued **8/04**

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## District and school comprehensive plans and accountability system

The district and each school in the district will prepare a district performance-based accountability system and five-year comprehensive plans with annual updates. These plans are required by the Education Accountability Act of 1998, Early Childhood Development and Academic Assistance Act of 1993 (Act 135), the Education Finance Act of 1977 and State Board of Education Regulation 43-261. The accountability system will be coordinated with the school and district plans and will encompass all improvement initiatives. The school plan will be known as the school renewal plan; the district plan as the district strategic plan; and the accountability system as the district performance-based accountability system.

The board will approve the accountability system and the comprehensive school plans which will coordinate funding from local, state, federal and private sources.

Each school improvement council will actively participate in the development of its school's plans.

The comprehensive plans will address the following initiatives.

- early childhood initiative (preschool - grade three) which addresses a parenting/family literacy component; a plan for half-day child development programs; an academic assistance component for grades K through three; school practices in grades K through three; and other federal, state or district programs
- academic assistance initiative (grades four through 12)
- staff development initiative to provide ongoing long-range professional development to prepare and train teachers and administrators in the techniques and strategies to implement the district strategic and school renewal plans
- parent/legal guardian involvement initiative including goals, objectives and method of evaluation
- an innovation initiative component designed to improve student learning and accelerate the performance of all students will be based on different categories; these categories may include defining new approaches as to what and how students learn, applying different teaching methods, redefining how schools operate and creating appropriate relationships between schools and other social service agencies

During the planning process, the district and each school will address these specific accountability areas

- desired learner standards or expectations
- needs assessment
- performance goals and, if applicable, interim performance goals
- timelines for progress
- objectives and strategies to reach the goals which are measurable

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- evaluation of strategies
- status of each strategy

The plan will also include a needs assessment to identify target areas of discrepancy between the desired learner standards and the current status as indicated by available data. The district will develop performance goals and interim performance goals to address the major areas of discrepancy. The district will design strategies to meet the goals and incorporate certain components. The district will evaluate each strategy as to the level of effectiveness.

### **School improvement councils and report to the community**

Refer to BDF and BDF-R, Advisory Committees, for changes according to Act 135 and the Education Accountability Act of 1998.

### **Review of accountability and school and district plans**

The district planning team will submit the accountability system, comprehensive plans and annual updates to the local board of trustees for review and approval prior to or following peer review.

The district will follow the department of education schedule for submission of combined strategic plan/accountability system.

The state department of education review panel will approve the plan, provisionally approve the plan pending suggested modifications or disapprove the plan.

The department will provide technical assistance to schools needing help in modifying aspects of the plan not meeting approval criteria. Plans developed by deregulated schools are exempt from the peer review process.

### **Evaluation of program and strategies**

Districts and schools will maintain financial records and collect sufficient program information to provide accountability for expenditures and results. This process applies particularly in the areas of K through three academic assistance, four through 12 academic assistance, parenting/family literacy, half-day child development programs, innovation and staff development as well as accountability elements.

### **District reports to the community**

The district will develop an annual district programmatic report to the parent/legal guardian and public based on certain components.

The district will prepare an annual written report to account for funds expended in each pupil classification in the Education Finance Act.

### **Targeted technical assistance**

The district will request technical assistance available to districts from the state department of education if the district does not meet established goals and timelines.

The department of education will offer technical support to any district requesting assistance in the development of its district performance-based accountability system.

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### **Monitoring**

The district will evaluate all plans on an annual basis as part of the yearly updating procedures. Components of this process include a desk audit as well as data already available within the department of education. Another evaluation tool is the monitoring instrument, Quality Review Checklist for the Early Childhood Development and Academic Assistance Act of 1993, as approved by the state board of education. The new combined strategic plans/accountability system will be reviewed and approved by the department of education.

### **Waivers**

The board may request waivers to regulations that would impede the implementation of an approved plan. These waivers are available upon request of the board.

The department of education will provide guidelines outlining further information relating to the implementation of this regulation.

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