

616 SCHOOL DISTRICT 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 the federal law.

II. GENERAL STATEMENT OF POLICY

The curriculum, instruction, assessment and program evaluation shall be directed toward the fulfillment of the district mission and student achievement goals. The school district will establish a process to review and improve curriculum, instruction and assessment which includes input by students, parents, or guardians and local community members. Cyber Village Academy (CVA) 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 CVA.
- B. “Graduation Standards” means the credit requirements and 1 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. School District Goals 616-2

1. The school board shall establish school 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 ESEA. The broad goals shall be reviewed

annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the director. The director shall base recommendations in part on input from parent and student feedback surveys and any advisory committees established for this purpose.

B. System for Reviewing All Instruction and Curriculum.

Incorporated in the process will be analysis of CVA'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. Each year, the director shall assess the curriculum needs of all subject areas and grade levels, solicit requests from teachers, and prioritize requests based on budget allocated. Budget may be used for purchase of commercial products, including textbooks, software and subscriptions or for curriculum development time for summer writing. Review of curriculum shall include review and revision of syllabi, alignment to standards, as well as resources available.

C. Implementation of Graduation Requirements

1. The school board may appoint a Curriculum Committee for the purpose of advising the school 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 to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school 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 school shall adopt a plan to raise student achievement levels to meet federal expectations. The school 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 school 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 district-wide assessments. The school board will utilize models

developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Evaluation of Student Progress. 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 school. This plan shall annually be approved by the school board, and may be comprised in whole or in part of the QComp plan.

E. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1 the school board shall publish an annual report by electronic means on the school website. The school 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 to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the charter school authorizer in the form and manner the authorizer requires. CVA shall periodically survey affected constituencies about their connection to and level of satisfaction with school. CVA shall include the results of this evaluation in its summary report to the authorizer.

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.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. § 124.D10 (Charter Schools) 616-4

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) 20 U.S.C. § 6301, et seq. (No Child Left Behind Act)

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)