

Policy, Legal References, and footnotes are updated in response to legislation and ISBE action.

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State statute and State Board of Education rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
 - **Comply with State law**
 - **Contain District student learning objectives**
 - **Provide reporting systems for informing the community and the State of assessment results**
 - **Be aligned with the Boards stated beliefs, mission, values and goals, and focused on achieving continuous improvement.**
 - **Utilize the principle of S.M.A.R.T. in the construction of SIP goals**
 - S = specific**
 - M = measurable**
 - A = attainable**
 - R = realistic**
 - T = time bound**
 - **Include a board report on actual progress made from the previous years SIP goals.**
 - **Specifically address, as one of the school improvement goals, the district vision of:**
"Each individual student makes annual progress in reading and math such that students below standards attain more than their growth target each academic year and students meeting or exceeding standards attain at least their growth target each academic year."

The goal will focus on the next academic year, will be consistent with the S.M.A.R.T goal principles, will by definition disaggregate the (Meets+Exceeds) and (Below+Warning) student populations, will be developed for each grade, and will represent an incremental improvement from the previous years actual.

5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
6. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring

This section of the policy is effective only if the choice requirements in federal law are applicable to Illinois. When effective, this section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

When this section of the policy is effective, students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: January 16, 2001

REVISED: March 21, 2006; September 15, 2009; T B A