

Document Status: Draft Update

INSTRUCTION

6:15 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 Ill. State Board of Education (ISBE) prepared State Goals for Learning with accompanying Illinois Learning Standards.

The Board of Education 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 law and ISBE 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. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
 - a. School improvement plans which are developed and implemented by school-based teams that work collaboratively so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. Each such team is to include professional and support staff, students, parents, and input/feedback from representatives of the community.
 - b. A District-wide, school-improvement plan is created and maintained which provides for building-level decision-making.
 - c. Annual review and approval by the Superintendent and the Board of each school's modification and improvement of its program based on the school's assessment of student accomplishment of performance objectives and program goals will occur.
 - d. Collaboration takes place at both the building and District level with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [Sec. 105 ILCS 5/2-3.153 of the School Code](#), annually administer [at least biennially a climate survey of learning conditions](#) on the instructional environment within the school to, at minimum, students in grades [64](#) through 12 and teachers. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, [5/2-3.25d](#), 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, [5/2-3.153](#), 5/10-21.3a, and 5/27-1.

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

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

[ADOPTED: April 22, 2019](#)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/2-3.153, amended by P.A. 100-1046, requiring that school climate surveys

be administered annually rather than biennially to students in grades 4-12. **Issue 100, February/March 2019.**