

Administrative Regulation

INSTRUCTION

Student Assessment

Indicators for Program Effectiveness

Evaluation of Services to Compensatory Education (Title I/SCE) Program Students

A minimum of 25% of 4th and 8th grade Title I/SCE students who scored below the basic skill level on a normed assessment, will meet the "basic" skill level the following school year.

Graduating 8th grade improvement will be considered satisfactory if the student receives A, B, or C grades in his/her mathematics and language arts classes in high school.

Evaluation of Services to Limited English Proficient Students

1. All limited English proficient students at grades first through third (1 through 3) will receive "satisfactory" or better as measured on their second trimester report card in all subjects.
2. Ninety-eight per cent (98%) of each school's limited English proficient students at grade four (4) through eight (8) and above will maintain a C or better as measured by their grade average at the end of the second trimester (usually in March).
3. Students who are receiving specially designed academic instruction in English (SDAIE) will be assessed during the district's designated NRT. Students in grades four through eight (4-8) will receive a score at the 50th percentile or higher.
4. A minimum of 80% of the limited English proficient students in grades four through eight (4-8) who scored below the 50th percentile on the district's Norm Reference Test will show a minimum growth of one level on the district's adopted portfolio assessment rubric in the area of language arts. Writing samples will be in English.

Redesignation of Limited English Proficient Students

1. The district will maintain at least an annual redesignation rate of 10% of its limited English proficient students who have received LEP program services.
2. All former LEP students redesignated to FEP will maintain an academic average of "C" or better.

Evaluation of Services to Gifted and Talented Education Students

The Norm-Reference Test Percentile for GATE identified students will increase a minimum of 2% each year until all students are performing at 91% or higher in reading comprehension and math concepts and application.

Evaluation of School Improvement

1. Each site shall annually submit to the Board of Trustees a report summarizing the relationship between the Program Quality Review (or WASC accreditation), the site expenditure of program funds, and student performance results on meeting/exceeding district standards.
2. Each school shall provide an annual evaluation which indicates the extent to which the school has accomplished or made significant progress toward achieving its school improvement targets as detailed in the school plan. The report must include a summary of:
 - a. the school's expected goals and targets in meeting the district's standards and whether or not they have been achieved.
 - b. assessment of staff satisfaction with training;
 - c. staff perception of the effectiveness of the training in positively impacting student performance;
 - d. a variety of student outcome data including information on students meeting or exceeding the district's standards.

Evaluation of Title VI - Instructional and Educational Materials

Each site administrator who has authorized the purchase of computer software and/or hardware shall annually submit a report that lists the new items purchased and identify the areas of the curriculum they support. A summary of the student performance results attributed to use of the new software/hardware is to be included.

Mandatory Statewide Assessment

District-wide and school-level results of statewide student assessments shall be reported to the Board of Trustees at least once a year at a regularly scheduled Board meeting. This report shall not specify the score(s) or relative position of individual students.

Local Incentive Program

The Superintendent or designee shall ensure that the district complies with the conditions related to the student testing incentive program.

Indicators for Program Effectiveness

1. The district shall administer an achievement test approved by the State Board of Education to all students in the state's designated grades.
2. The achievement tests shall be administered at a time of year specified by the Superintendent of Public Instruction.
3. The individual results of these tests shall be reported in writing to the student's parent/guardian. The report shall include the student's score and a clear explanation of the purpose of the test and its intended use by the district.
4. The individual results of these tests shall be reported to the student's school and teachers and included in his/her student records.
5. The district-wide and school level results of these tests shall be reported to the Board at a regularly scheduled Board meeting at the same time that the results of the state-wide student assessments are reported. This report shall not specify the score or relative position of individual students.

Golden State Examinations

The Board believes that participation in the Golden State Examinations can motivate students to succeed in key academic courses. The Superintendent or designee shall require students in one or more selected courses to participate in the Golden State Examinations. School award programs shall be held to recognize students who participate in the Golden State Examinations, with special recognition for those who receive honors.

Approved: October 21, 1997