

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to improve student achievement.

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 6000 - Concepts and Roles)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall provide the Board and the community with regular reports on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for each district school and for every numerically significant student subgroup, as defined in Education Code 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education that district students receive.

Annual Monitoring of Consolidated Application Programs

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, Title I local educational agency plan, and/or other applicable district or school plans.

Federal Program Monitoring

To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4131 - Staff Development)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development Programs)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6020 - Parent Involvement)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6171 - Title I Programs)
(cf. 6173 - Education for Homeless Children)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6200 - Adult Education)

In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.

The Superintendent or designee shall report to the Board regarding the results of the review process.

Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

The results of any inspection of a school by WASC, or any other the accrediting agency, shall be published not later than 60 days after the results are made available to the school.

Publication shall be by notifying each parent/guardian in writing and/or by posting the information on the district's or school's web site, as determined by the Superintendent or designee. (Education Code 35178.4)

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference:

EDUCATION CODE

33400-33407 Educational evaluations

35178.4 Notice of accreditation status

44662 Evaluation and assessment guidelines, certificated employee performance

48985 Compliance with translation of parental notifications

51041 Education program, evaluation and revisions

51226 Model curriculum standards

52052-52052.1 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

UNITED STATES CODE, TITLE 20

6311 Adequate yearly progress

Management Resources: (see next page)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FPM Frequently Asked Questions

Federal Program Monitoring Instruments

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning Joint WASC/CDE Process Guide, 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:

<http://www.acswasc.org>

Policy

adopted: September 25, 2001

revised: January 27, 2004BP

revised: October 24, 2006

revised: July 10, 2007

revised: March 29, 2016

VISALIA UNIFIED SCHOOL DISTRICT

Visalia, California

EVALUATION OF THE INSTRUCTIONAL PROGRAM

All students in the district are expected to reach the grade level standards adopted by the Governing Board. The Visalia Unified School District Assessment of Student Learning and Accountability Model (VASLAM) includes content and performance standards for each of the grade levels in reading, language arts, and math and incorporates the STAR program of state mandated testing.

Indicators of Program Effectiveness

All Students: The criterion for evaluation of all instructional programs consists of multiple measures for student assessment including state-mandated norm-referenced tests, criterion-referenced tests and standards-based performance assessments. In addition, district developed performance measures and criterion-referenced tests will be administered regularly. The results of these assessments are disaggregated by gender, ethnicity, language proficiency, educationally disadvantaged, Title I, Special Education, Migrant, and GATE based on students attending district schools for the full academic year.

The following criteria will be used to determine the effectiveness of the **School Improvement Program (SIP), Compensatory Education Program (Title I), State Program for English Language Learners (ELL), Migrant, Miller Unruh, GATE and Title IX (American Indian) students.**

To be considered effective, each program must increase the percentage of students in the program who are performing at a proficient level by 5% per grade level per year as measured by the Visalia Unified School District performance standards for reading, language arts and math.

Special Education: To be considered effective, each program for Special Education funded students must increase the percentage of students in the program who are performing at a proficient level by 5% per grade level per year as measured by the performance standards for reading and language arts. The students who are determined by the IEP team unable to be measured by the content and performance standards for reading and writing will need to meet their IEP goals and objectives.

Title II: To be considered effective, Title II funds spent on professional development in core content areas must correlate to the California Standards for the Teaching Profession. Additional criteria includes staff participation rates, alignment to the standards for professional development and level of implementation.

Title IV (Alcohol, Drug and Tobacco Prevention): To be considered effective, the Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) programs will adhere to the performance indicators and the Four Principles of Effectiveness developed by the United States Department of Education. The California Healthy Kids Survey and the California Safe Schools Assessment will be used to evaluate performance of the SDFSC and TUPE programs.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Title VI (Chapter 2): Each public and participating private school site shall annually submit a plan listing the implementation of innovative programs, items to be purchased and what curriculum goal is being addressed.

Child Development Programs (CALSAFE, State Preschool): To be considered an effective program, the children enrolled in State Preschool programs will enter kindergarten with the appropriate experience, knowledge and prerequisite skills to be successful as measured by the California Department of Education “Desired Results for Children and Families” reported annually.

To be considered effective, graduates of the CALSAFE program would be able to provide appropriately stimulating environments for their children so that upon kindergarten entry the children have acquired the academic knowledge and skills to succeed in kindergarten as measured by the California Department of Education’s “Desired Results for Children and Families” reported annually.

Achievement of School Based Coordinated Program Plan (SBCP) Goals: Schools revise single plan for student achievement annually. Schools develop a year-long planning process which includes a comprehensive needs assessment and collection of qualitative and quantitative data. Based on the analysis of data, goals and activities are established after extensive input and discussion by parents, staff, community and students. Budgets, goals and activities are revised based on the results of annual norm-referenced and standards-based assessments.

Plans are submitted to the Assistant Superintendent of Curriculum based on an annual calendar. A district review team reads the new or revised plans and submits them for approval to the Board of Education on or before June 30 of each year.

Regulation
approved: September 25, 2001
Revised: September 18, 2006

VISALIA UNIFIED SCHOOL DISTRICT
Visalia, California