

Instruction

CRITERIA FOR THE EVALUATION OF CONSOLIDATED PROGRAMS

The annual district evaluation of consolidated programs shall be implemented through three processes.

The first process focuses on the review of School Site Self-Studies initiated by the Director of Curriculum, Assessment, and Projects. Review shall be based on the following key strategies:

1. The self-study shall address all of the state Program Quality Review Criteria by identifying in each criterion areas in need of improvement, improvement activities, time lines for the improvement activities, and the budget needed to implement the improvement activities.
2. The self-study shall include characteristics of effective schools as in the Program Quality Review Criteria, such as:

- Academic focus
- Rigorous content
- A safe and orderly environment
- Maximum use of time
- Regular, appropriate homework
- Opportunities for student responsibility and involvement
- Teacher-directed instruction
- Variety of teaching strategies
- High standards and expectations
- Instructional leadership
- Home/school cooperation and support

3. The planning process shall include ongoing and meaningful involvement of staff and parents in the planning process.
4. The updated self-study shall include appropriate elements of the assistance plans from the most recent Program Quality Review.
5. The self-study shall address a process for the coordination of programs for multi-funded students.
6. Staff development activities shall address teachers, support staff, instructional aides, and volunteers and shall be focused on the critical issues identified by the school in the self-study.

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7. The evaluation component of the self-study shall include targets for the achievement of students that may include:

- Norm-referenced test data
- State pupil assessment system
- Performance test data
- Attendance records
- Participation of students in special programs
- The exiting of students from special programs

After review conducted out of the Office of Director of Curriculum, Assessment, and Projects, the self-study shall be submitted to the Governing Board for approval. The approved self-study becomes the basis for instructional improvement efforts at each school.

The second process for the annual district evaluation of consolidated programs shall be an annual goal-setting meeting for each principal with the Extended Cabinet related to the goals established in the School Self-Study. Areas of focus may include the following:

1. Review accomplishment of goals set in the School Self-Study which includes Assistance Plans from the most recent Program Quality Review.
2. Review how district priorities have been addressed at the school site.
3. Review staff development activities.
4. Discussion of site-specific student demographic information.
5. Review of parent involvement.
6. Review of assessment results.
7. Review of district/state Program Improvement Action Plan as per HR5-Chapter 1 regulations, if applicable.
8. Review of the students at risk of failure, particularly those that show a decline or consistent lack of achievement, and the assistance planned for those students.

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CRITERIA FOR THE EVALUATION OF CONSOLIDATED PROGRAMS (continued)

The final step of the annual evaluation process will be to determine if a school is of low effectiveness and/or should be identified as a Chapter 1 Program Improvement School per HR5.

Procedures for identifying such schools are as follows:

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| Fall | Based on the information gained through the above two processes, the Superintendent will recommend that the District Planning Team, coordinated by the Director of Curriculum, Assessment, and Projects, begin to work with schools that may be of low effectiveness. |
| Spring | If the District Planning Team determines after working with the school that it would be in the best interests of the students of that school to write a formal Program Improvement Action Plan (PIAP), the team shall recommend to the supervisor of the school and the Superintendent that such a plan be written. The PIAP shall explore the replacement of pull-out programs with in-class assistance, reallocation of the budget to appropriately support the academic programs for students at risk of failure, and support of significant staff development targeted at instructional strategies that assist students at risk of failure to succeed in the core curriculum. |

If the school receives Chapter 1 funds, the Program Improvement Action Plan shall be submitted on June 1 to the State Department of Education for approval.

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| Follow up | Program Improvement Action Plans will be monitored each year by the District Planning Team to determine that the plan is being followed and that it is increasing the opportunities for students to experience success. This monitoring process shall include, but not be limited to, review of the plan through the Program Quality Review process and through visitations to classrooms by the District Planning Team. |
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