

Salinas City Elementary School District

Instruction

Regulation #6190

EVALUATION OF THE INSTRUCTIONAL PROGRAM

DISTRICT CRITERIA FOR ANNUAL EVALUATION OF CONSOLIDATED PROGRAMS

The district's Board of Education adopts the goal of having 90% of all students performing at grade level in language arts, reading comprehension, writing and mathematics each year. To this end, the district's Board of Education will establish effectiveness criteria for all students and for all consolidated programs.

The Superintendent or designee shall conduct annual evaluations to determine the extent to which these criteria are being met by each school, whether participating in consolidated programs or not. The evaluations shall be designed to determine whether services are effective for all students and for each group of multifunded students to include students identified for services through the following programs: Title I, Miller-Unruh Reading Program, School Improvement Program (SIP), IASA Title VI (Innovative Programs), and State Program for English Learners (EL) students.

This evaluation will be conducted for each school and will be presented to the board annually, with proposed modifications for programs determined to be ineffective.

The areas of evaluation may also include indicators of success. The Superintendent or designee shall develop and maintain administrative regulations that state the effectiveness criteria for each of these areas.

In accordance with Board Policy No. 6190 the Superintendent or designee shall conduct an annual evaluation of program effectiveness. The board has determined that all students in SCESD must be expected and assisted to reach the grade-level standards adopted by this Board as part of the Salinas City Elementary School District Grade Level Standards Program, which include content and performance standards for each of the grade levels in reading, writing, and mathematics.

The evaluation criteria are specified below:

English Learners:

90% of all English Learners who are enrolled in the district for a minimum of six years will achieve an advanced level of English proficiency.

90% of all English Learners will progress by at least one level of English Language proficiency annually.

All students:

The board has set the goal that 90% of all students in each school meet the content and performance standards for reading, writing, and mathematics each year. The Board has determined that the multiple measures for student assessment will be: (1) the STAR program and (2) District Grade Level Standards in language arts and mathematics. These scores will be combined in a matrix to determine whether or not students meet grade level standards. For students in grades K-2, the District will replace the norm-referenced test used with the district grade level standards in language arts and mathematics. For EL students, comparable assessment instruments will be used as necessary and appropriate.

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To be determined effective, the school must reduce the percentage of students who are partially proficient (performing below grade-level) at a rate sufficient to realize the goal annually. Because the specific goals for each school depend on the preceding year's assessment results, the school goals will be reported to the Board of Education no later than October 1 of each school year and school plans will be modified accordingly. The School Improvement Program (SIP) and Title VI Program are included here.

Multifunded Students:

To be determined effective, each consolidated program must reduce the percentage of students in the program who are partially proficient (performing below grade-level) at a rate sufficient to realize the goal that 90% of the multifunded students in each school meet the content and performance standards for reading, writing, and mathematics in ten years or less.

The results of the assessments for all students (above) will be disaggregated and utilized for multifunded students; programs determined to be of low effectiveness will be modified to increase the effectiveness. For schools receiving Title I funds, the evaluation results will also be used to identify program improvement schools; the data will be disaggregated by gender, ethnic group, mobility, and students who are economically disadvantaged. Multifunded students in Title I, Miller-Unruh, and English Learners (EL) are included.