

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 identify strategies for improving 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 achievement. The reports shall include data for each district school and for each 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. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

In addition, the Superintendent or designee shall conduct an evaluation of any new instructional program implemented in the district and shall regularly assess district progress toward increasing student achievement in all subject areas taught in the district. The findings of such evaluations and assessments shall be reported to the Board.

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

Annual Evaluation 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 participating in the program and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, and/or other applicable district or school plans.

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

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.

Not later than 60 days after receiving the results of an inspection of a school by WASC or any other accrediting agency, the Superintendent or designee shall notify parents/guardians in writing of the inspection results and/or shall post the information on the district's or school's web site. (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: (see next page)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

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 Accountability; 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 State plans

Management Resources:

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning: Joint ACS WASC/CDE Process Guide, 2017

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

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

<http://www.acswasc.org>

Policy

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revised: March 29, 2016

revised: March 26, 2019

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