

**CENTRAL UNION SCHOOL DISTRICT
ADMINISTRATIVE REGULATION**

Students

AR 6190(a)

Instruction

EVALUATION OF THE INSTRUCTIONAL PROGRAM

INDICATORS OF STUDENT ACHIEVEMENT

Evaluation of Services to Compensatory Education Program Students

- A minimum of 80% of the grade 1 compensatory education students who score below 2 on the Central Union School District 3-point rubric in writing will show a minimum growth of 1 point.
- A minimum of 80% of the grades 2-5 compensatory education students who score below 3 on the Central Union School District 4-point rubric in writing will show a minimum growth of 1 point.
- A minimum of 80% of the grades 6-8 compensatory education students who score below 4 on the Central Union School District 6-point rubric in writing will show a minimum growth of 1 point.
- Compensatory education students in grades 1-8 will show a minimum of three percentile points of growth annually as measured by the SAT-9 total math, total reading and total language assessment results.

Evaluation of Services to Limited-English-Proficient Students

English Language Development Student Performance

- A minimum of 75% of the English Language Learner students in grades 1-8 will improve by at least one level based on the stages of language acquisition (*preproduction, early production, speech emergence, immediate, advanced*). This will be measured by the Authentic Assessment component from the “Into English” program.
- Beginning in school year 2000-2001, the statewide English Language Development Test will be used to determine individual student level of proficiency in English.

Academic Achievement/Student Performance

- Limited-English-proficient students in grades 1-8 will have an average total score of 40% on the SAT-9 total math, total reading and total language assessment results.
- Students receiving Specially Designed Academic Instruction in English (*SDAIE*) and Limited-English-Proficient Spanish speakers will be assessed using the SAT-9. LEP students will also be assessed using the SABLE 2.
- A minimum of 70% of the Limited-English-Proficient (LEP) students in grade 1 who score below 2 on the Central Union School District 3-point writing rubric will show a minimum growth of 1 point.

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- A minimum of 70% of the Limited-English-Proficient (LEP) students in grades 2-5 who score below 3 on the Central Union School District 4-point writing rubric will show a minimum growth of 1 point.
- A minimum of 70% of the Limited-English-Proficient (LEP) students in grades 6-8 who score below 4 on the Central Union School District 6-point writing rubric will show a minimum growth of 1 point.

Redesignated and Former Limited-English-Proficient Student Performance

- The District will maintain a minimum annual redesignation rate of 20% for Limited-English-Proficient (LEP) students who have received program services for a minimum of four years.
- A minimum of 80% of all former Limited-English-Proficient students redesignated as fluent-English-proficient in grades 1-3 will maintain a “satisfactory” on the report card in reading, language, spelling and math.
- A minimum of 80% of all former Limited-English-Proficient students redesignated as fluent-English-proficient in grades 4-8 will maintain a minimum academic grade point average of “C.”

Evaluation of School Improvement

- Each site shall annually submit to the Governing Board a report summarizing the relationship between the school plan, the site expenditure of program funds, and the outcomes.
- 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 goals as detailed in the school plan.
- Eighth grade students must pass the District adopted proficiency exams in reading, writing and math to be able to graduate.

Evaluation of Innovative Education Programs and Strategies

Instructional and Educational Materials

Each site purchasing library books and/or computer software shall annually submit a report listing the items purchased, which areas of the curriculum they support, information on the use of library books and or software purchased, and a summary of teacher and/or student outcomes as a result of utilization of the library books and/or software.