

## **Instruction**

### **School Accountability**

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

### **Quality Assurance**

The Board of Education continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's process for continuous school improvement.
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek the Board's approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

### **School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring**

This section applies to only those students enrolled in a school identified by the School Board for school improvement, corrective action, or restructuring according to federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

If any District school or the District itself is identified for improvement, the Superintendent or designee shall identify, develop, or revise a school and/or District plan for improvement in accordance with federal law. This school and/or District plan shall be presented to the Board for approval.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act §1116, 20 U.S.C. §6316  
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.  
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64, 5/10-21.3a, and §5/27-1.  
23 Ill.Admin.Code §§1.10, 1.20, and 1.30.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: November 6, 2001

AMENDED: November 23, 2009