

EVALUATION OF THE INSTRUCTIONAL PROGRAM**Evaluation of Services to Compensatory Education Program Students**

1. A minimum of 50% of compensatory education students will successfully complete five or more of the required documents for inclusion in their portfolios for a school program to be effective. Student portfolios will reflect proficiency in language arts according to the district established proficiency level for portfolio grade-level inclusion.
2. A minimum of 50% of compensatory education students in grades K and 1 will score 70% or higher on the MUSD end-of-year Reading Assessment test.
3. A minimum of 70% of compensatory education students will score at or above the competent level on the MUSD 7th and 8th grade Writing Assessment.
4. The Monrovia Unified School District expected outcome for compensatory education students is a minimum of 2 NCEs growth annually as measured by the SAT 9 or Aprenda total math, total reading, and total language assessment results.

Evaluation of Services to LEP Students

1. A minimum of 70% of each school's limited English proficient students at grade 4 and above will maintain a grade of "C" or better in their diagnosed level of English Language Development as measured by their final report card of each school year.
2. A minimum of 75% of the primary level students (grades K - 3) will receive satisfactory progress grades or better in their diagnosed level of English Language Development as recorded on the English Language Diagnostic Score Card and as measured by their final report card of each school year.
3. Non-English speaking students will achieve fluent English speaking proficiency after three consecutive years of enrollment in the English Language Development program at the school site.
4. A minimum of 70% of all former LEP students redesignated to FEP will maintain a minimum grade point average of "C".

Evaluation of School Improvement/California Professional Development Programs

1. Each site with either funding source shall annually submit to the Board of Education a report summarizing the relationship between PQR or WASC recommendations, the site expenditure of program funds, and the outcomes.
2. 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 or professional development goals as detailed in the school plan. The Staff Development Committee or Data Analysis Team at each site is responsible for assessing the effectiveness of its staff development program. The report must include a summary of the school's progress towards achieving its goals; assessment of staff satisfaction with training opportunities; and staff perception of the effectiveness of the training in positively impacting student performance.

Reviewed: December 10, 2008

(Replaces: AR 6180 Criteria for Evaluating Consolidating Programs)

(Adopted: December 9, 1997)