

## Instruction

### School Accountability 1

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.<sup>2</sup> To fulfill that purpose, the Illinois State Board of Education prepared *State Goals for Learning* with accompanying *Illinois Learning Standards*.<sup>3</sup>

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

### Quality Assurance

The Board 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 law and Illinois State Board of Education (ISBE) 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 continuous school improvement. <sup>4</sup>
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE. <sup>5</sup>
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. <sup>6</sup>
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. <sup>7</sup>

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State or federal law controls this policy's content.

105 ILCS 5/27-1.

23 Ill.Admin.Code §1, Appendix D.

105 ILCS 5/2-3.25 - 2-3.25b; 23 Ill.Admin.Code §§1.10(a) and 1.20.

105 ILCS 5/2-3.25a, amended by P.A. 99-193 and P.A. 99-657; 5/2-3.25d, amended by P.A. 99-193; 5/2-3.64a-5. P.A. 99-193 significantly revised the system of standards for school districts and schools, and P.A. 99-657 delayed certain implementation dates by one school year. ISBE must establish recognition standards for student performance and school improvement for all districts and their individual schools. The recognition standard must be an outcome-based, *balanced accountability measure*. Subject to funding, the *balanced accountability measure* must focus on student performance and, beginning in the 2017-18 school year for some districts and for all districts by the 2022-23 school year, professional practice. The student performance component must focus on student outcomes and closing the achievement gaps using a *Multiple Measure Index* and *Annual Measurable Objectives*. ISBE must establish a *Multiple Measure Index* and *Annual Measurable Objectives* for each school that address the school's overall performance in terms of both academic *success* and *equity* (105 ILCS 5/2-3.25d(a), amended by P.A. 99-193). A process for assistance, remediation, and intervention exists for low-performing districts known as *priority* and *focus* districts, as those terms are defined by 105 ILCS 5/2-3.25d-5, added by P.A. 99-193 (105 ILCS 5/2-3.25e-5 and 5/2-3.25f, amended by P.A. 99-193).

The requirements around district and school improvement plans are unknown until ISBE revises its rules following P.A. 99-193. This Public Act deleted the requirements concerning improvement plans as well as the sanctions for failing to make adequate yearly progress (105 ILCS 5/2-3.25d, amended by P.A. 99-193). 105 ILCS 5/2-3.25f continues to state that schools or districts "that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate."

105 ILCS 5/10-17a, amended by P.A. 99-193. Districts must present the report card at a regular board meeting, post it on the district's website, make it available to newspapers of general circulation in the district, notify parents/guardians of its availability on the district's website, provide it to parents/guardians on request, submit it to the regional superintendent or appropriate Intermediate Service Center, and otherwise disseminate it as required by State law.

5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers. **8**

LEGAL REF.: 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.  
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

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

Adopted: 11/09/04

Revised: 9/22/09, 6/23/15, 1/12/16, 12/13/16

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Required by 105 ILCS 5/2-3.153; 23 Ill.Admin.Code §1.97. The State Superintendent must publicly report on selected indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels. A district may use an alternate learning instrument approved by the State Superintendent at its own cost. These survey instruments are authorized by July 1 each year and posted at: [www.isbe.net/5essentials/default.htm](http://www.isbe.net/5essentials/default.htm) (23 Ill.Admin. Code §1.97(g)(1)-(2)). To use an alternate survey instrument, the district must submit a form developed for this purpose and posted at [www.isbe.net/5essentials/default.htm](http://www.isbe.net/5essentials/default.htm) to the State Superintendent by August 1 each year (Id.).

Insert the following sentence for districts that administer an alternate survey of learning conditions at their own cost: “The District has elected to use an alternate survey of learning conditions instrument.”