

SECTION 11

TITLE III ACCOUNTABILITY



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Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLS.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase English proficiency. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase academic achievement of all current and former ELLs. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO #2).

Under the Differentiated Accountability Plan, services will be customized for each school based on the school needs. In the event that AMAOs are not met as measured by annual performance targets, a letter providing that information to parents will be generated by the district office and must be sent home in the four major languages. Records should be kept documenting this communication.

Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The District Assistance and Intervention Plan is a district wide plan that describes the programs, professional development and support services that will be provided by district departments and staff from Core Curriculum, ESE, Multicultural and ESOL, Title I, and other appropriate departments. This plan is developed collaboratively among these departments to ensure that support for improved achievement for each subgroup targets the needs of each school based on the analysis of the data.