



**Section:** 1000 School Board Governance

**Title:** Performance Monitoring and Accountability Policy

**Code:** 1005

**Status:** Active

**Adopted:** April 27, 2016

**Revised:**

Each school will align school-wide accountability and goal setting to the North Carolina Accountability Model and focus on mastery of the Common Core State Standards and NC Essential Standards through the NC Standard Course of Study (NCSCS) and the use of the CSUSA Education Model. Student assessment and performance data will be regularly evaluated to personalize and target instruction to each student's needs, helping them reach their academic potential. This data-driven cycle of assessment, analysis, and action is critical for increasing student achievement and is the top priority for school-wide improvement. Regular formative assessment verifies that students have successfully acquired crucial skills, mastered grade-level content, and are challenged to think critically.

Each school will monitor and evaluate specific, measurable goals regarding academic performance and growth. Academic performance and growth will be tracked on three dimensions:

- Proficiency: The percentage of students who are proficient in math, reading, and science on the EOG and EOC assessments.
- Growth: At each grade-level, the percentage of student Northwest Evaluation Association (NWEA) growth targets met in Reading, math, and science will meet or exceed 100% (normative growth).
- State Accountability: School Performance Component of the North Carolina SPG.

In addition to state assessments, all students will take the computer-based and adaptive NWEA Measures of Academic Progress (MAP) or MAP for Primary Grades (MPG) assessments three times per year. MAP/MPG assessments also give students the opportunity to practice with the newest technologically enhanced item types.

At the conclusion of each testing season, and throughout the year as data becomes available, the school will report state and interim assessments to the Board at monthly board meetings. In the school's first year, these initial results will act as a baseline for future goals. A baseline year will also be utilized when the state introduces new state-wide assessments or SPG calculations. In lieu of a baseline comparison in Year 1, school's performance will be monitored relative to demographically similar district schools.

QUEST visit data from CSUSA will deliver evidence that the teachers are adhering to the Education Model and implementing highly effective teaching strategies to the students. School's



parent and staff surveys will also be reviewed, providing insight on pertinent issues such as school leadership, stakeholder satisfaction and student safety. Financial reports, enrollment and attendance figures, and other information needed to further monitor progress will also be evaluated. This information is also reported to the Board.

Adopted: 4/27/16

Reviewed:

Revised:

Legal Reference: