

**EDUCATIONAL PHILOSOPHY
SERIES 100**

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SCHOOL DISTRICT MISSION
(Comprehensive School Improvement Plan)

The mission of the Niangua R-V School District is: "Maximum Effort Equals Maximum Potential".

The district has a Board-approved Comprehensive School Improvement Plan (CSIP) guided by the mission statement and based on the district's fundamental beliefs about teaching and learning. This plan serves as the district's foundation for allocating resources, developing policies and procedures, and selecting and implementing instructional programs designed to raise student achievement.

The CSIP was developed through the combined efforts of Board members, staff, administrators, students, parents/guardians and community members and is ongoing. Goals, outcomes or objectives are provided in sufficient detail to direct the improvement efforts of the district for at least a five-year period. The CSIP is evaluated and updated as necessary.

A copy of the district's CSIP is available in the superintendent's office.

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Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: March 18, 2004

Cross Refs: GBB, Staff Involvement in Decision Making
IA, Instructional Goals/Priority Objectives
IF, Curriculum Development
IGA, Basic Instructional Program
KC, Community Involvement in Decision Making

Niangua R-V School District, Niangua, Missouri

ASSESSMENT PROGRAM

The Board supports the establishment of a districtwide educational assessment program as one indication of the success and quality of the total education program in the school district. In the case of individual students, standardized tests, in combination with other criteria, can provide an indication of student achievement.

The purposes of the districtwide assessment program are to facilitate and provide information for the following:

1. *Student Achievement* -- To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.
2. *Student Counseling* -- To serve as a tool in the counseling and guidance of students for further direction and for specific academic placement.
3. *Instructional Change* -- To provide data which will assist in the preparation of recommendations for instructional program changes to:
 - a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation;
 - b. Help the professional staff formulate and recommend instructional policy; and
 - c. Help the Board of Education adopt instructional policies.
4. *School and District Evaluation* -- To provide indicators of the progress of the district toward established goals.

In the continual effort to improve the effectiveness and efficiency of instruction, the assessment program will address the types of tests administered, include a description of how assessment results will be used and disseminated as well as identify areas for instructional improvement. The district will implement the components of the Missouri Assessment Program in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education. The district's assessment program shall test for student competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics.

The program should be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents/guardians and students. The Board, in cooperation with the administrative and instructional staff, will annually review student performance data and use this information to evaluate the effectiveness of the district's existing curricular and instructional programs, making adjustments as necessary.

The needs of these various groups shall be clearly identified, and the assessment program shall be limited to obtaining that information which is needed and useful.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. In planning, every effort will be made to see that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

In keeping with recommendations and regulations from the Department of Elementary and Secondary Education concerning assessment programs, the district will focus on the administration of criterion-referenced tests in assessing basic competencies. The district will also incorporate traditional and performance-based test-taking strategies in the instructional process.

Confidentiality will be maintained with regard to the individual test scores and other information derived from the district's assessment program. Individual student scores will be discussed with parents/guardians upon request. Tabulated results of standardized tests will be made available to authorized school personnel as interpreted by a trained professional staff. These tabulated results may only be released as required by law.

Districts will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals With Disabilities Act (IDEA).

Student Participation in Statewide Assessments

Any student scoring at the lowest level of proficiency, in any subject, at any grade level under the statewide assessment established by state law is required by state law to retake that assessment in the following year. The district must evaluate student progress after the initial assessment and report the progress in the aggregate at the building level as part of the annual report issued to patrons of the district. The district is required to report only the scores of students meeting the district's attendance policy, and no report shall disclose student achievement data in such a manner that would personally identify any student. The district may establish a system of rewards and punishments designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment established by law.

This policy shall be provided at the beginning of the school year to each student and the parent, guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

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Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: MARCH 15, 2001

Cross Refs: JHD, Student Guidance and Counseling

Legal Refs: 20 U.S.C. 1232g, Family Educational Rights and Privacy Act of 1974
Missouri Assessment Program Standards, Missouri Department of Elementary and Secondary Education (1993)
§160.257, 160.518, RSMo.

Niangua R-V School District, Niangua, Missouri