

ACADEMIC ACCOUNTABILITY

The School District shall identify and establish exit performance standards for each academic area. A continuum of skills and knowledge leading to the accomplishment of established exit performance standards shall be developed. Academic performance standards are to be specific and measurable. The Board of Education will approve academic standards which reflect and expand on the state standards.

The academic standards adopted by the Board of Education will be assessed through multiple means including, but not limited to, the Wisconsin State Assessment System tests, district-adopted norm-referenced and criterion-referenced tests, and classroom assessments. Annually, the district will report to the community student progress in meeting the academic performance standards.

The continuum of skills for each academic area shall be integrated into the curriculum development process. A syllabus shall be developed for each course (grades 7-12). At a minimum the syllabi shall include the expected academic outcomes pertinent to the course or grade and it shall include a list of the books and materials projected to be used. This policy shall not restrict the freedom to select and use additional materials and books that are deemed necessary for the proper teaching and learning of the expected academic outcomes stated in New Berlin School District curricula.

Students' accomplishments of established academic performance criteria shall be supported by appropriate academic and developmental services; however, student performance standards shall not be developed for any area of developmental services (i.e. guidance, psychological services, co-curricular activities). Support services are provided to help students more fully develop and utilize the knowledge and skills expected for proper academic development. They are not to be considered factors in grading, promoting or graduating students.

The intent of the action is to prohibit the establishment of student outcomes outside of academic areas. Particularly, the School District, individual schools and school district employees shall refrain from establishing and measuring student outcomes in areas of the affective domain. The grading and/or promotion of student(s) based solely or partially on accomplishments in affective areas shall be prohibited. This prohibition shall not limit the establishment of performance criteria in special education or in academic areas such as music, art, and physical education.

Adopted: 3/23/98

Revised: 8/29/11