Alabama State Department of Education

Rewards and Interventions Plan

Alabama Accountability System and Statewide System of Support

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State Superintendent of Education
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No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref:  Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI

Alabama Department of Education  
July 2011
Rewards and Interventions Plan
Alabama Accountability System

Introduction

The No Child Left Behind Act of 2001 (NCLB) was signed into law on January 8, 2002. Title I, Section 1111(b)(2)(A), requires that the state’s accountability plan include rewards and interventions that the state will use to hold local education agencies (LEAs) and public schools accountable for student achievement and Adequate Yearly Progress (AYP). Section 1117(b)(1) requires that the state establish a system under Title I, Part A, for making academic achievement awards to recognize schools that significantly close the achievement gap between subgroups of students or that make AYP for two or more consecutive years. This plan describes accountability-related rewards and interventions for Alabama’s public schools and LEAs.

Alabama’s system of academic standards, assessments, and accountability is a “single” system that applies to all LEAs and all schools without regard to whether an LEA or school receives Title I funds. All LEAs and schools are subject to the state’s definition of AYP for achievement of all students and the following subgroups, as applicable: (1) economically disadvantaged students, (2) students from major racial and ethnic groups, (3) special education students, and (4) limited-English proficient students.

All LEAs and schools are identified for rewards and interventions on the same basis. All schools that do not meet or exceed their annual measurable objectives are subject to progressively more stringent interventions; however, schools that do not receive Title I, Part A, funds are not required, but may choose, to implement the Section 1116(b) requirements for public school choice and supplemental educational services.

Guiding Principles for the System of Rewards and Interventions

The fundamental purpose of the system of rewards and interventions is to support and encourage schools so that all students meet or exceed proficiency on the state’s academic content and student academic achievement standards. Alabama’s system of rewards and interventions will value progress; reward systematic progress even if the progress is not sufficient to meet AYP; and apply to LEAs and schools. Alabama will employ the following criteria to identify schools and LEAs for academic recognition and/or rewards:

- The school or LEA “significantly” closed the achievement gap between subgroups of students and made progress toward AYP. (“Significantly” will be defined based on year-to-year analyses of test scores and with input from the state’s Rewards and Interventions Committee.)
- The school or LEA made AYP for two or more consecutive years.

Alabama’s system of rewards for schools identified as being eligible for such rewards will adhere to the following principles:

1. The magnitude of rewards should reflect the magnitude of academic improvement.
2. All schools that meet one or both of the state’s criteria for rewards or that exceed other growth expectations in accordance with the state’s accountability system should be eligible for rewards that are available during any given year.
3. Rewards should affirm professionalism, boost teacher morale, and enhance the climate of a school.
4. Schools that overcome the greatest challenges or that substantially outperform other schools with similar demographics should receive priority in consideration for rewards.
5. Cash rewards should be available to schools only, and a school’s total faculty should make decisions about the use of such rewards. (LEAs should be eligible for non-monetary rewards.)
6. Options for the use and/or type of rewards should be linked to school accountability status, e.g., targeted professional development\(^1\) as determined by academic deficiencies for lower-performing schools and special recognition as higher achieving schools.

Alabama’s system of interventions for schools identified for improvement will adhere to the following principles:

1. Interventions should result in increased learning opportunities for students.
2. The state’s primary response to schools that are not making academic progress should be intensive support to their instructional programs.
3. Interventions should establish a priority for state support to LEAs as they provide appropriate levels of school improvement guidance beginning in the first year of failure to make AYP.
4. The magnitude of interventions should reflect the magnitude of the need for academic improvement.

### Requirements for Making Adequate Yearly Progress

A school or LEA must meet all of the following in order to make AYP:

- Annual measurable objectives in reading and mathematics.
- Participation rates in reading and mathematics.
- Additional academic indicator(s).

A school or LEA that does not make AYP for two consecutive years in the same component will be identified for school improvement. Components for AYP are reading (annual measurable objectives and participation rates), mathematics (annual measurable objectives and participation rates), and additional academic indicator(s).

More detailed information about AYP and components and methods used to calculate AYP are in the *Interpretive Guide Alabama Accountability System* found at [www.alsde.edu](http://www.alsde.edu). (Click on *Accountability Reporting, Select School Year, then Select Report.*

### Requirements for Making Annual Measurable Achievement Objectives (AMAOs)

A school or LEA must meet all of the following in order to meet AMAOs for students with limited English proficiency (LEP):

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\(^1\) Professional development activities must adhere to the “Alabama Standards for Effective Professional Development” that were adopted by the State Board of Education on June 13, 2002. (See Appendix A) The term is further defined in the *No Child Left Behind Act of 2001*, Title IX, Section 9101 Definitions (34). (See Appendix B)
- **AMAO-1**: Making annual increases in the number or percent of children making progress in learning English (APLA)
- **AMAO-2**: Making annual increases in the number or percent of children attaining English proficiency (EP) each school year
- **AMAO-3**: Making Adequate Yearly Progress (AYP) as defined by the State (1111(b)(2)(B))

A school or LEA that does not meet AMAOs for two consecutive years will be identified for improvement.

### Descriptions and Examples of Rewards

Alabama’s baseline data for implementing accountability requirements that were not required prior to NCLB were derived from spring 2004 assessments. Data from spring 2005 assessments were compared with baseline data to initially recognize high-achieving schools in 2005 and the process will continue annually thereafter. Accountability calculations will be used to identify schools and LEAs that make AYP for two or more consecutive years and the state’s Rewards and Interventions Committee will assist in identifying schools and LEAs that “significantly” closed the achievement gap between subgroups of students and made progress toward AYP.

Rewards for academic achievement will include various methods of public recognition. Recognition for any school or LEA that meets one or both of the state’s criteria for rewards will be made in the following ways:

- A recognition indicator, with notation of the criteria met, will be included on the annual LEA and school report cards.
- A list of LEAs and schools to be recognized will be released and published in accordance with the State Department of Education (SDE) methods and procedures for public notifications.

### Criteria for Recognition

Alabama will annually recognize schools that make the greatest gains in closing the achievement gap and make progress toward AYP or that make AYP for two or more consecutive years. Determination of “greatest gains” will be made on a year-by-year basis and with guidance from the state’s Rewards and Interventions Committee. Criteria for monetary rewards are as follows:

- **Advancing the Challenge**—School where the percent of students scoring advanced in reading and mathematics exceeds the state’s percent scoring advanced. (School must have at least an 80% poverty rate or have 90% of students score advanced in reading and 90% of students score advanced in mathematics.)
- **Meeting the Challenge**—School that meets AYP for two consecutive years. (School must have at least an 80% poverty rate.)
- **Exceeding the Challenge**—School with subgroup whose percent of students scoring proficient in reading and mathematics exceeds its state counterpart. (School will receive a monetary reward for each subgroup.)
- **Addressing the Challenge**—School with subgroup that closes the achievement gap in the percent of students scoring proficient in reading and mathematics by at least 15% when
compared to its state counterpart. (School will receive a monetary reward for each subgroup.)

- **Torchbearer School**—School meeting multiple criteria including poverty, high test scores, and making AYP for two consecutive years.

Additionally, principals and teachers who are highly effective and have been instrumental in closing the achievement gap and/or making AYP will be identified to serve as peer consultants on the State Support Team.

### Reward Categories

The **types of rewards offered vary according to the financial resources available.** Any federal funds reserved for academic achievement awards in accordance with Section 1117 will be supplemental to state funds that are available for the applicable year. Cash awards to schools are to be distributed as the faculty determines in instructional improvement programs and/or materials voted on by the teaching faculty. Examples of ways that reward monies may be used are shown on the next page.

- Supplemental services, such as tutorial assistance, that have proven to be effective.
- Additional human, financial, and/or material resources, e.g., funds to pay highly skilled teachers at a commensurate rate of pay to work with struggling learners after school.
- Additional personnel, e.g., a substitute teacher that allows a teacher to attend professional development activities.
- High-quality professional development opportunities, including release time and travel opportunities for professional growth activities.
- Increased funds for instructional supplies.
- Mentoring programs for teachers.
- Academic content study that is fully paid, partially paid, and/or not paid but available to teachers.
- Alternatives to the traditional school day and school year.

Analyses of test scores will allow for comparisons and acknowledgment of progress among the same group of students as they progress to the next higher grade for the “All Students” category and for specified subgroups. LEAs and schools may compare achievement of the same group of students across years in addition to the usual practice of comparing, for example, this year’s Grade 3 students to last year’s Grade 3 students. SDE staff will continue exploring ways in which growth indicators can be used to identify and recognize improvements in student achievement.

### Descriptions of Interventions

The SDE will continue to identify, assign accountability status, and publicly report schools and LEAs that do not make AYP or that do not meet other progress/growth expectations as described in the Alabama Accountability System. The SDE uses a priority system to provide assistance to LEAs with schools in the greatest need regardless of whether the assistance is requested. State assistance activities are focused on helping build capacity at the LEA level.

Any school that receives Title I funds and implements a schoolwide program or a targeted assistance program is subject to the interventions described in Section 1116(b). Because of the
financial requirements for transportation related to public school choice and for supplemental educational services, schools that do not receive Title I funds are not required to implement those interventions, but may choose to do so. If the LEA does not otherwise have the fiscal resources to implement these corrective action(s), it may reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

**State Support Team**

Local school systems identified for LEA Improvement and those with schools identified for Year 3 or more of School Improvement are required by the SDE to hire **school improvement specialists**. LEAs identified for improvement are required by NCLB to reserve funds for professional development, and these funds may be applied to hiring these specialists, if appropriate.

Support for local school systems is provided by **regional school improvement coaches** who are part of the statewide system of support. A regional school improvement coach is assigned within the state's in-service regions. Focused support is provided to LEAs that have (a) schools identified as an SDE target, (b) schools identified for improvement or (c) an LEA Improvement designation. Regional school improvement coaches support LEA school improvement specialists through ongoing, comprehensive training, and consistent communications about school improvement strategies.

Support for identified schools is provided by **Peer Mentors**. A Peer Mentor is assigned to work in schools identified as persistently low achieving. Critical analysis of school performance indicators guides the determination of assignments. Factors considered include: AYP status, proficiency levels, proficiency trends, application of formula adjustments (uniform averaging, safe harbor, confidence interval, etc), and support received from external providers.

Support for districts and schools that do not meet AMAOs will be provided by **English Learner (EL) Coaches**. EL Coaches are assigned to work with districts identified as not meeting AMAOs for two or more consecutive years. EL Coaches support districts not making AMAOs by providing ongoing, comprehensive training with personnel at the district and school levels.

**Continuous Improvement Plan**

The *No Child Left Behind Act of 2001*, Section (1116)(b)(3), describes the required process for plan development when a school is identified for school improvement. Beginning with the first year of not making AYP, a school team must develop a plan that utilizes scientifically research-based strategies to address student achievement challenges as identified by an in-depth analysis of the data. Alabama’s electronic Continuous Improvement Plan (eCIP) is required to be developed by any school that: does not make AYP or is designated for improvement, receives Title I funds (regardless of SI status), or receives SDE-assigned support based on proficiency trend data to facilitate the planning process. Three templates are available based on the specific school scenario: Title I Schoolwide, Title I Targeted Assistance, or Non-Title. Signed documentation must be maintained indicating that the final plan is approved by the LEA’s board members, superintendent, federal programs coordinator, principal, and committee members. Plans (including all signatures) must be completed no later than 90 days after identification. The eCIP should be developed by a school team that is representative of the challenges being addressed with support from the LEA. Team members that **must** be present include the principal,
guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL Teacher, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate.

**Revisions.** The eCIP is a tool that is designed to guide the improvement effort of the school. It should be reviewed regularly and revised as needed in response to the school’s progress on the identified goals and strategies. Once the plan is Board-approved, it is not necessary to obtain additional Board approval when revisions are made to the plan within the current school term.

**Superintendent Approved Status.** As indicated, the eCIP is designed to be an ongoing reflection of the school’s actions in response to student achievement challenges. The SDE is responsible for monitoring and supporting this process. To aid in this process, all plans developed due to a school improvement status must be Superintendent-approved according to the following schedule:

<table>
<thead>
<tr>
<th>CIP status</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Board-Approved Plan</td>
<td>October 31, 2011</td>
</tr>
<tr>
<td>Mid-Year Review and Revisions</td>
<td>February 24, 2012</td>
</tr>
<tr>
<td>Final Reflections and Projections</td>
<td>May 25, 2012</td>
</tr>
</tbody>
</table>

**Note:** This schedule also applies to the posting of LEA Improvement Plans and Corrective Action Restructuring Plans into the eGAP Document Library for applicable LEAs.

**First Year of Not Making AYP**

Schools: Any school that does not make AYP for the first time in one or more goals in the accountability matrix is identified by the state as *Did Not Make AYP*. Appendix C(1) depicts the matrix used for AYP determination. Appendix C(2) and C(3) are examples of a school and an LEA accountability status report. Additional notations on accountability reports indicate the component(s) and the corresponding number of years for which the LEA or school has not made improvement.

In consultation with school staff, parents, and LEA staff, any school that fails to make AYP for the first time must do all of the following:

1. Conduct an **analysis of needs** of the school’s students, programs, and staff.
2. Develop an electronic Continuous Improvement Plan (eCIP) that specifically addresses the program(s), grade(s), subject(s), teacher(s), leadership, and other factors that directly impact the area(s) for which AYP was not made.
3. **Receive approval** of the eCIP from the local board of education.
4. **Implement** the Continuous Improvement Plan.

The LEA must provide oversight and other support that goes beyond that which has been provided in the past for school improvement efforts and may request assistance from the SDE to develop and implement school and LEA improvement plans. The SDE may, at its discretion and based on the LEA’s prior academic history, provide technical assistance from the State Support Team regardless of whether such assistance is requested.
Local Education Agencies: The first time an LEA does not make AYP, it must analyze its needs and plan strategies to address the components in which it did not make AYP using the LEA Improvement Plan template. These strategies must be approved by the LEA board of education.

First Year of Not Meeting AMAOs

Schools: The LEA must provide oversight and other support that goes beyond that which has been provided in the past for improvement efforts and may request assistance from the SDE to develop and implement school and LEA improvement plans. Schools must address challenging areas utilizing the Continuous Improvement Plan.

Local Education Agencies: The first time an LEA does not meet AMAOs, it must analyze its needs and plan strategies to address the components in which it did not meet AMAOs using the LEA Improvement Plan template. These strategies must be approved by the LEA board of education. The SDE may, at its discretion and based on the LEA’s prior academic history, provide technical assistance from EL Coaches.

Second Year of Not Making AYP–School Improvement Year 1

Any school that does not make AYP for a second consecutive year in the same component is identified by the state for School Improvement Year 1. The LEA is required to provide direction as the school revisits the CIP developed in the previous year. The plan may be revised in consultation with school staff, parents, LEA staff, and SDE staff. For each school that does not make AYP, the LEA must receive assistance from an “outside expert.” The “outside expert” or knowledgeable consultant may be selected from State Support Team representatives, regional inservice centers, colleges and universities, or other designated entities. The plan must be developed not later than three (3) months after notification of identification, cover a two-year period, be approved by the LEA within 45 days of its receipt of the plan, and include all of the components required for such plans for schools in Section 1116(b)(3)(A)(i-x).

In addition to receiving assistance from an outside expert, the LEA may also reorganize the school day or the school to directly address the academic achievement problem(s) that caused the school to be identified for improvement; and must implement at least one of the following intervening actions:

1. Implement high-quality professional development that directly addresses the academic achievement problem(s) that caused the school or LEA to be identified for improvement.
2. Institute and fully implement an intensive and focused instructional program or model, providing appropriate needs-based, content-specific professional development for all relevant staff. The program and professional development must be scientifically research-based and offer substantial promise of improving achievement of low-achieving students and enabling the school or LEA to make AYP.
3. Implement supplemental educational services. If the school receives Title I, Part A, funds, supplemental services from the state-approved list of supplemental educational services providers may be offered to parents of eligible students and the cost of services may be paid from Title I, Part A, funds by the LEA or the local school. If the school does not receive Title I, Part A, funds, the supplemental educational services may be made available from the
In a non-Title I school, the cost of services may be paid from local, state at-risk, Title VI or other available funds as appropriate.

Additionally, any Title I school in School Improvement Year 1 must implement all of the following actions:

4. Provide written notice of the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGAP Document Library under “Title I School Improvement”.

5. Offer Public School Choice in accordance with Title I, Section 1116. If, for any reason, the school cannot offer Public School Choice and the state concurs that the school cannot offer choice, the school must implement supplemental educational services to eligible students from a service provider on the state’s approved list in accordance with Section 1116.

6. Budget and spend not less than 10% of its current year Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement [Section 1116(b)(3)(A)(iii)]. A U.S. Department of Education guidance letter written in 2004 stated that, in keeping with the authority to combine funds in such a program, schoolwide schools must be able to demonstrate that they have spent an amount equivalent to 10% of their Title I allocation on professional development. This amount is not required to be taken totally from Title I funds. (Letter from Raymond Simon, Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education, to Leigh Manasevit, Esq., June 30, 2004.)

**LEA Improvement Year 1**

**ANNUAL MEASURABLE OBJECTIVES (AMO)**

School systems identified for LEA Improvement Year 1 must post the LEA Improvement Plan using the template based on NCLB Section 1116(C)(7)(A)(i-viii) in the eGAP Document Library. School systems in delay status must revise previously submitted LEA Improvement Plans and post as noted above.

Any LEA that receives Title I funds and is identified for LEA Improvement Year 1 must address the professional development needs of its instructional staff by budgeting and spending not less than 10% of its current Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the LEA to be identified for improvement. (According to Section 1116(c)(7)(A)(iii), Title I school-level funds budgeted and spent in the same year by individual Title I-funded schools identified for improvement may be included in the LEA’s 10% reservation for LEA improvement. Funds reserved under Section 1119 to assist teachers in meeting the highly qualified teacher requirement may not be included in the LEA’s 10% reservation for LEA improvement.)

**ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO)**

The LEA must write an LEA Improvement Plan (LIP) no later than three (3) months after notification of AMAO status. The plan should cover a two-year period and include all of the required components. The district must post the LEA Improvement Plan using the template based on NCLB Section 1116(C)(7)(A)(i-viii) in the eGAP Document Library. These plans must continue to be revised or updated and posted every year that the LEA is identified for any...
improvement status. The plan should specifically address the factors that prevented the entity from achieving such objectives [Section 3122(b)].

The LEA will receive technical assistance from English Language (EL) Coaches, as assigned by the SDE. As appropriate, technical assistance will be provided to schools within the LEA that have not met AMAOs. EL Coaches will support district and school teams with developing scientifically research based professional development strategies and activities that will be used to meet objectives. All strategies and activities must be incorporated into the LEA Plan and monitored for implementation. [Section 3122(b)].

Additionally, the LEA must provide written notice about the school’s status to parents of each student identified for participation in such program, or participating in such program, of failure not later than 30 days after being notified that AMAOs were not met. [Section 3302(b)]

Third Year of Not Making AYP–School Improvement Year 2

Any school that does not make AYP for three consecutive years in the same component is identified by the state for School Improvement Year 2. The LEA must increase support and technical assistance for improving academic achievement through available resources, outside experts, and school improvement specialists. The LEA staff, in consultation with the SDE, may choose to extend the school day and/or the school year and/or restructure the internal organization of the school to address the academic achievement problem(s) that caused the school to be identified for improvement. The LEA must also implement at least one of the following intervening actions:

1. Replace the school staff that are relevant to the failure to make AYP.
2. Decrease school-based decisions and assign a district-level staff person to oversee day-to-day operation of the school’s instructional program.
3. Significantly decrease operational and/or instructional management authority at the school level.
4. Institute and implement, or continue implementation of, an intensive and focused instructional program or model begun in the previous year, making modifications, if needed, based on an analysis of the previous year’s results.
5. Implement Supplemental Educational Services or strengthen tutoring support in after-school programs. If the school does not receive Title I, Part A, funds, the supplemental educational services may be made available from the state-approved provider list. In a non-Title I school, the cost of services may be paid from federal Title VI, State At-Risk, or other available funds.

The SDE will continue to provide technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s), it must reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

Additionally, any Title I school in School Improvement Year 2 must implement all of the following additional actions:

6. Provide written notice about the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can
understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGAP Document Library under “Title I School Improvement”.

7. Continue to offer Public School Choice in accordance with Section 1116.
8. Implement Supplemental Educational Services to eligible students in accordance with Section 1116.
9. Budget and spend not less than an amount equivalent to 10% of its current year Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement. [Section 1116(b)(3)(A)(iii)] Note: A 2004 USDE guidance letter stated that, in keeping with the authority to combine funds in such a program, schoolwide schools must be able to demonstrate that they have spent an amount equivalent to 10% of their Title I allocation on professional development. This amount is not required to be taken totally from Title I funds. (See citation in the previous section.)

**LEA Improvement Year 2**

**ANNUAL MEASURABLE OBJECTIVES (AMO).**
School systems that do not make AYP for three consecutive years must post the revised LEA Improvement Plan using the template based on NCLB Section 1116(C)(7)(A)(i-viii) in the eGAP Document Library. These plans must continue to be revised or updated and posted every year that the LEA is identified for any improvement status.

LEAs identified for LEA Improvement Year 2 that receive Title I funds must continue to address the professional development needs of its instructional staff by budgeting and spending not less than 10% of its current Title I allocation to provide high-quality professional development to directly address the academic achievement problems that caused the LEA to be identified for improvement. (According to Section 1116(c)(7)(A)(iii), Title I school-level funds budgeted and spent in the same year by individual Title I-funded schools identified for improvement may be included in the LEA’s 10% reservation for LEA improvement. Funds reserved under Section 1119 to assist teachers in meeting the highly qualified teacher requirement may not be included in the LEA’s 10% reservation for LEA improvement.)

**ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO).**
The LEA must continue to implement the requirements established under LEA Improvement Year 1 pertaining to AMAOs. The LEA must revise the LEA Improvement Plan to address ongoing challenges and continue to implement effective strategies.

**Fourth Year of Not Making AYP–School Improvement Year 3 Corrective Action**

Any school that does not make AYP for four consecutive years in the same component is identified by the state for School Improvement Year 3-Corrective Action. Such identification may, at the discretion of SDE staff, result in state intervention at the LEA level. The local school principal and local superintendent will meet with the Corrective Action/Restructuring Specialist to review previous plans for improvement and determine next steps. An example of this could be the assignment of a Peer Mentor.
The LEA, in consultation with the SDE, may implement supplemental educational services in accordance with Title I, Section 1116; extend the school day and/or the school year; and/or reorganize the internal organization of the school to address the academic achievement problem(s) that caused the school to be identified for improvement. The LEA must implement one or more of the following corrective actions:

1. Replace school or LEA staff responsible for the continued failure to make AYP.
2. Continue implementation of the intensive and focused instructional program or model begun in the previous year, making modifications if needed based on an analysis of the previous year’s results.
3. Implement needs-based, content-specific professional development that is scientifically research-based.
4. Significantly decrease operational and/or instructional management authority at the school or LEA level.
5. Appoint an outside expert to oversee the day-to-day management of the school and to advise in decisions that impact making AYP, based on its Continuous Improvement Plan.

The SDE will continue to provide technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s), it must reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

In addition to the above actions, any Title I school identified for School Improvement Year 3 must implement all of the following actions:

6. Provide written notice of the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGA Document Library under “Title I School Improvement”.
7. Continue to offer public school choice in accordance with Section 1116.
8. Implement Supplemental Educational Services to eligible students in accordance with Section 1116.
9. Budget and spend not less than 10% of its Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement. [Section 1116(b)(3)(A)(iii)] Although the July 2006 LEA and School Improvement Non-Regulatory Guidance from the U.S. Department of Education (USDE), Section H-5, states that, "The statute does not require a school identified for corrective action or restructuring to spend not less than 10 percent of its Title I, Part A funds for professional development," the SDE encourages school systems to keep this requirement as part of the support for high-quality professional learning directly connected to the school’s corrective action and restructuring efforts.

Any district or school that fails to meet AMAOs for four consecutive years is identified for AMAO Improvement Year 3 – Corrective Action. The local school principal, local superintendent and appropriate central office staff will meet with the State Title III Coordinator to review previous plans for improvement and determine next steps.

The plans for improvement must address how the district or school will modify the curriculum, program, or method of instruction or make a determination whether funding shall continue
related to failure to meet such objectives and require replacement of educational personnel relevant to the school or districts failure to meet such objectives. [Title III, Section 3122 (b)(4)]

**LEA Improvement Year 3-Corrective Action**

**ANNUAL MEASURABLE OBJECTIVES (AMO).**
LEAs not making AYP for four consecutive years are identified for LEA Improvement Year 3 and are subject to having the SDE apply one or more of the following Corrective Actions:

- **Assign oversight** of the academic program to an outside expert identified collaboratively between the LEA and the Deputy State Superintendent of Education.
- **Defer, reduce, or redirect** state and/or federal funds. Direct school systems to adopt a new rigorous curriculum more closely aligned with the state curriculum standards and assessments.
- Direct school systems to replace school principals and executive officers relevant to the failure to make AYP.
- **Remove schools** from local school board control.
- **Direct a reorganization** that clusters specified schools under an executive officer approved by the state.
- **Direct the restructuring** of the LEA central office.

In addition, any LEA that receives Title I funds and is identified for LEA Improvement Year 3 must address the professional development needs of its instructional staff by budgeting and spending not less than 10% of its current Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the LEA to be identified for improvement. (According to Section 1116(c)(7)(A)(iii), funds budgeted and spent in the same year by individual Title I-funded schools identified for improvement may be included in the LEA’s 10% reservation for LEA improvement. Funds reserved under Section 1119 to assist teachers in meeting the highly qualified teacher requirement may not be included in the LEA’s 10% reservation for LEA improvement.)

**ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO).**
The LEA must write an LEA Improvement Plan (LIP) no later than three (3) months after notification of AMAO status. The plan should cover a two-year period and include all of the required components. The district must post the LEA Improvement Plan using the template based on NCLB Section 1116(C)(7)(A)(i-viii) in the egAP Document Library. These plans must continue to be revised or updated and posted every year that the LEA is identified for any improvement status. The plan should specifically address the factors that prevented the entity from achieving such objectives [Section 3122(b)]

The LEA will receive technical assistance from English Language Coaches, as assigned by the SDE. As appropriate, technical assistance will be provided to schools within the LEA that have not met AMAOs. EL Coaches will support district and school teams with developing scientifically research based professional development strategies and activities that will be used to meet objectives. All strategies and activities must be incorporated into the LEA Plan and monitored for implementation. [Section 3122(b)]
The LEA must provide **written notice** about the school’s status to parents of each student identified for participation in such program, or participating in such program, of failure not later than 30 days after being notified that AMAOs were not met. [Section 3302(b)]

---

**Fifth Year of Not Making AYP—School Improvement Year 4**

**Plan for Restructuring**

Any school that does not make AYP for five consecutive years in the **same component** will be identified by the state for *School Improvement Year 4*. Such identification may, at the discretion of SDE staff, result in full state intervention at the LEA level. In addition to continuing to implement successful Year 3 options, the local school system **must** begin the planning process for restructuring the school and adopt one or more of the following **alternative governance structures** at the **direction of the SDE**:

1. **Replace all or most of the school staff** that are relevant to the failure to make AYP.
2. **Contract** with a **management company** or **employ an independent "turnaround specialist"** that would work at the direction of the local school system’s board of education to make and carry out instructional decisions. The specialist or entity employed would have to meet specific criteria set forth by the SDE.
3. **Initiate a regional and national search for a distinguished principal.** The local school system would engage in a search for an experienced education professional to serve as the principal for a minimum of three years. Desired skills would include having led a successful school improvement process with experiences in increasing student achievement, recruiting and retaining highly qualified staff, providing quality professional learning for teachers, engaging parents and other stakeholders in the school improvement process, and building leadership capacity in teachers in a school.
4. **Identify any other major restructuring reform** that addresses all the restructuring factors based on research including: making significant changes in governance, addressing environmental factors, and concentrating on any needed changes in leadership and organizational factors. ([Reference: School Restructuring Options Under No Child Left Behind: What Works When?](http://www.centerforcsri.org) [2005], The Center for Comprehensive School Reform and Improvement; www.centerforcsri.org.)

The SDE will continue to provide technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s), it **must** reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

In addition to the above actions, any Title I school identified for *School Improvement Year 4* **must** implement all of the following actions:

5. Provide **written notice** of the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGAP Document Library under “Title I School Improvement”.
6. **Continue to offer public school choice** in accordance with Section 1116.
7. Implement **supplemental educational services** to eligible students in accordance with Section 1116.
8. Budget and spend not less than 10% of its Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement. [Section 1116(b)(3)(A)(iii)] Although the July 2006 LEA and School Improvement Non-Regulatory Guidance from the U.S. Department of Education (USDE), Section H-5, states that, "The statute does not require a school identified for corrective action or restructuring to spend not less than 10 percent of its Title I, Part A funds for professional development," the SDE encourages school systems to keep this requirement as part of the support for high-quality professional learning directly connected to the school’s corrective action and restructuring efforts.

Any school that does not meet AMAOs for five consecutive years is identified for AMAO Improvement Year 4 – Plan for Restructuring. The local school principal and local superintendent will meet with the State Title III Coordinator to review previous plans for improvement and determine next steps.

**LEA Improvement Year 4**

**ANNUAL MEASURABLE OBJECTIVES (AMO).**
LEAs not making AYP for five consecutive years are identified for LEA Improvement Year 4 and are subject to Restructuring Actions from the SDE, which must then apply at least one of the following interventions:

- **Defer, reduce, or redirect** state and/or federal funds.
- Direct school systems to adopt a new rigorous curriculum more closely aligned with the state curriculum standards and assessments.
- Direct school systems to replace school principals and executive officers relevant to the failure to make AYP.
- **Remove schools** from local school board control.
- **Direct a reorganization** that clusters specified schools under an executive officer approved by the state.
- **Direct the restructuring** of the LEA central office.

In addition, any LEA that receives Title I funds and is identified for LEA Improvement Year 4 must address the professional development needs of its instructional staff by budgeting and spending not less than 10% of its current Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the LEA to be identified for improvement. (According to Section 1116(c)(7)(A)(iii), funds budgeted and spent in the same year by individual Title I-funded schools identified for improvement may be included in the LEA’s 10% reservation for LEA improvement. Funds reserved under Section 1119 to assist teachers in meeting the highly qualified teacher requirement may not be included in the LEA’s 10% reservation for LEA improvement.)

**ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO).**
The LEA must continue to implement the requirements established under LEA Improvement Year 3 pertaining to AMAOs. The LEA must revise the LEA Improvement Plan to address ongoing challenges related to instruction, funding, and personnel.
Any school that does not make AYP for six consecutive years in the **same component** will be identified by the state for **School Improvement Year 5**. Such identification may, at the discretion of SDE staff, result in full state intervention at the LEA level. The LEA may continue interventions implemented during the previous year and, in consultation with the SDE, **must** implement the restructuring of the school governance plan developed during the previous year.

In addition to continuing any successful options, the local school system **must** implement an additional **one** of the following **alternative governance structures at the direction of the Deputy State Superintendent** that had not been initiated the previous year:

1. **Temporarily suspend the decision-making role of the school principal.**
2. **Replace all or most of the school staff**, which may include the principal, who are relevant to the school's inability to make adequate yearly progress.
3. **Enter into a contract with an entity**, such as an external educational management organization with a demonstrated record of effectiveness, to operate the school.

The SDE will continue to provide technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s), it **must** reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

Additionally, any Title I school identified for **School Improvement Year 5** **must** implement **all** of the following actions:

4. **Provide written notice** of the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGAP Document Library under “Title I School Improvement”.
5. **Continue to offer Public School Choice** in accordance with Section 1116.
6. **Implement Supplemental Educational Services** to eligible students in accordance with Section 1116.
7. **Budget and spend not less than 10%** of its Title I allocation to provide **high-quality professional development** that directly addresses the academic achievement problem that caused the school to be identified for school improvement. [Section 1116(b)(3)(A)(iii)] Although the July 2006 LEA and School Improvement Non-Regulatory Guidance from the U.S. Department of Education (USDE), Section H-5, states that, "The statute does not require a school identified for corrective action or restructuring to spend not less than 10 percent of its Title I, Part A funds for professional development," the SDE encourages school systems to keep this requirement as part of the support for high-quality professional learning directly connected to the school’s corrective action and restructuring efforts.

Any school that does not meet AMAOs for six consecutive years is identified for **AMAO Improvement Year 5 – Restructuring**. The local school principal and local superintendent will meet with the State Title III Coordinator to review previous plans for improvement and determine next steps.
LEA Improvement Year 5

LEAs not making AYP for six consecutive years are identified for LEA Improvement Year 5 and are subject to Restructuring Actions that may include any combination of the following interventions:

- **Defers, reduce, or redirect** state and/or federal funds.
- Direct LEAs to **replace school principals and executive officers** relevant to the failure to make AYP.
- **Remove schools** from local school board control.
- **Direct a reorganization** that clusters specified schools under an executive officer approved by the state.
- **Direct the restructuring** of the LEA central office.

Any LEA that receives Title I funds and is identified for LEA Improvement Year 5 must address the professional development needs of its instructional staff by budgeting and spending not less than 10% of its current Title I allocation to provide high-quality professional development that directly addresses the academic achievement problem(s) that caused the LEA to be identified for improvement. (According to Section 1116(c)(7)(A)(iii), funds budgeted and spent in the same year by individual Title I-funded schools identified for improvement may be included in the LEA’s 10% reservation for LEA improvement. Funds reserved under Section 1119 to assist teachers in meeting the highly qualified teacher requirement may not be included in the LEA’s 10% reservation for LEA improvement.)

**ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO).**

The LEA must continue to implement the requirements established under LEA Improvement Year 3 pertaining to AMAOs. The LEA must revise the LEA Improvement Plan to address ongoing challenges related to instruction, funding, and personnel.

Not Making AYP for Seven or More Years—School Improvement Years 6+

Implement Restructuring

In the event that the strategies for restructuring implemented the previous year are not successful in assisting the school to make AYP, the LEA must advance into the most acute phase of SDE support. The State Support Team will focus support at the local school system’s central office to strengthen the capacity of LEAs to support continuous improvement on all school campuses and provide focused support to schools/districts in improvement as they scrutinize school performance data and adjust/modify/retain successful strategies from the previous year. The SDE will direct the LEA in creating an alternative governance structure for its schools that must be reflected by a Restructuring School Improvement Plan that will be prepared to implement all of the following alternative governance structures:

1. **Suspend the decision-making role of the school principal** and have the central office take over the administration of the school through the appointment of a central office administrator to govern the school.
2. **Replace all or most of the school staff** relevant to the school’s continued inability to make adequate yearly progress.
3. **Enter into a contract with a "turnaround" specialist or an entity** such as an external educational management organization with a demonstrated record of effectiveness to operate the school.

The SDE will continue to provide technical assistance and guidance for external support from members of the State Support Team for high-quality professional development. If the LEA does not otherwise have the fiscal resources to implement the intervening action(s), it **must** reallocate federal resources received under Title II and/or Title VI as applicable and appropriate.

In addition to the above actions, any Title I school identified for *School Improvement Year 6+ must* implement **all** of the following actions:

4. Provide **written notice** of the school’s status to parents of each student enrolled in the school in a format and, to the extent practicable, in a language that the parents can understand. [Section 1116(b)(6)] no later than 14 days before the beginning of the school year. School improvement letter templates are available in the Choice and SES toolkits on the eGAP Document Library under “Title I School Improvement”.

5. Continue to offer **Public School Choice** in accordance with Section 1116.

6. Implement **supplemental educational services** to eligible students in accordance with Section 1116.

7. Budget and spend not less than 10% of its Title I allocation to provide **high-quality professional development** that directly addresses the academic achievement problem that caused the school to be identified for school improvement. [Section 1116(b)(3)(A)(iii)] Although the July 2006 LEA and School Improvement Non-Regulatory Guidance from the U.S. Department of Education (USDE), Section H-5, states that, "The statute does not require a school identified for corrective action or restructuring to spend not less than 10 percent of its Title I, Part A funds for professional development," the SDE encourages school systems to keep this requirement as part of the support for high-quality professional learning directly connected to the school’s corrective action and restructuring efforts.

### Delay in Progression and Removal from School or LEA Improvement

The state will, for a period not to exceed one year, delay progression in the designation of the "years of improvement" and implementation of interventions required for any year of school improvement, corrective action, or restructuring if at least **one** of the following conditions exists:

1. The school or LEA **makes AYP for one year in the component for which it was identified for improvement (including AMAOs).**
2. The school’s failure to make AYP in the component for which it was identified for improvement is **due to exceptional or uncontrollable circumstances.**

The LEA, however, must ensure continuation of improvement or restructuring strategies that resulted in making AYP (NCLB Section 1116(b)(7)(D); 34 CFR 200.35). If a school or LEA does not make AYP in the component for which it was identified for improvement (or AMAOs) in the year following the delay, progression in years identified for improvement and associated interventions must continue as if the delay never occurred.

It is possible that a school or LEA may not make AYP for two consecutive years and be identified for *School Improvement Year 1* in a different component while implementing...
interventions for an earlier identification for school or LEA improvement. **The school or LEA is required to implement interventions applicable to the longest standing identification for improvement.**

A school or LEA that has been identified for improvement remains in school or LEA improvement status and must implement applicable interventions until it has made AYP for two consecutive years in the component for which it was identified for improvement. The school or LEA is then removed from improvement and is no longer obligated to implement interventions associated with not making AYP in that component.

**Possibility of Simultaneous Rewards and Interventions**

It is possible and feasible that a school may be identified and rewarded for academic achievement while it is identified for improvement because each school is required to make AYP in each cell. In this case, a school might be eligible for rewards while continuing implementation of interventions. This condition should not be construed as inconsistent; rather, it emphasizes the importance of describing academic achievement in a school or LEA very precisely in terms of subjects and subgroups of students.
ALABAMA STANDARDS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

The Alabama State Board of Education adopted the following standards on June 13, 2002. These standards are embedded in the NCLB definition of professional development in Title IX, Section 9101 (34).

Standard 1: Effective professional development organizes adults into learning communities whose goals are aligned with those of the school, the district, and the state.

Standard 2: Effective professional development requires knowledgeable and skillful school and district leaders who actively participate in and guide continuous instructional improvement.

Standard 3: Effective professional development requires resources to support adult learning and collaboration.

Standard 4: Effective professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Standard 5: Effective professional development uses multiple sources of information to guide improvement and demonstrate its impact.

Standard 6: Effective professional development prepares educators to apply research to decision making.

Standard 7: Effective professional development uses learning strategies appropriate to the intended goal.

Standard 8: Effective professional development applies knowledge about human learning and change.

Standard 9: Effective professional development provides educators with the knowledge and skills to collaborate.

Standard 10: Effective professional development prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

Standard 11: Effective professional development deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Standard 12: Effective professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately.
No Child Left Behind Act of 2001
Section 9101 – Definitions

(34) PROFESSIONAL DEVELOPMENT- The term professional development’ —
(A) includes activities that —
(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
(iv) improve classroom management skills;
(v)(I) are high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and (II) are not 1-day or short-term workshops or conferences;
(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
(vii) advance teacher understanding of effective instructional strategies that are —
(I) based on scientifically based research (except that this subclause shall not apply to activities carried out under Part D of title II); and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
(viii) are aligned with and directly related to —
(I) State academic content standards, student academic achievement standards, and assessments; and
(II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
(x) are designed to give teachers of limited-English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
(xiii) provide instruction in methods of teaching children with special needs;
(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.
# Matrix for AYP Determinations
## 2011-2012 School Year

<table>
<thead>
<tr>
<th>Component</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Additional Academic Indicator</th>
</tr>
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<td>Met Proficiency Goal</td>
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## Welcome to Alabama AYP Accountability Reporting & Appeals System

### School Status Report

Alabama Department of Education

Adequate Yearly Progress Status for 2011-2012

Based on School Year 2010-2011 Data

019 Marion County - 0067 Homewood Middle School

**Notes:** This report uses abbreviations & symbols: View legend

### 2011-2012 AYP Status

- The school met 20 goals out of 21 (95.24%).
- Did Not Make AYP
  - School Improvement - Year 4

### Reading

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<th>Net Participation Goal</th>
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### Mathematics

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### Additional Academic Indicator - Attendance Rate

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<th>Attendance Rate Goal = 93%</th>
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### Legend

- **Symbol**
  - ~: Fewer than 10 students
  - N2: Small school rule for participation
  - #: Small school rule for proficiency
  - &: Small school rule for API
  - UA: Uniform Average
  - SM: Safe Harbor
  - CI: Confidence Interval
  - IM: Improvement
  - N/A: Not applicable (for subgroups), fewer than 10 students

Alabama Department of Education July 2011
Welcome to
Alabama AYP Accountability Reporting & Appeals System

Alabama Department of Education
Adequate Yearly Progress Status for 2011-2012
Based on School Year 2010-2011 Data

019 Hennepin County

<table>
<thead>
<tr>
<th>2011-2012 AYP Status</th>
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System Status Summary Report

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Alabama AYP Accountability Reporting & Appeals System

System Status Report

Alabama Department of Education
Adequate Yearly Progress Status for 2011-2012
Based on School Year 2011-2012 Data
019 Hennepin County : 3 - 5 Grade Span

Note: This report uses abbreviations & symbols. View Legend

| 2011-2012 AYP Status | This system met 17 goals out of 17 (100%). |

## Reading

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Percent Participation Goal = 93%</th>
<th>Met Participation Goal</th>
<th>Proficiency Index Goal = 0.00</th>
<th>Met Proficiency Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>Yes</td>
<td>10.50</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
<td>100</td>
<td>N/A</td>
<td>-16.84</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Black</td>
<td>100</td>
<td>Yes</td>
<td>5.02</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>Yes</td>
<td>14.55</td>
<td>Yes</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Free / Reduced Price</td>
<td>100</td>
<td>Yes</td>
<td>9.53</td>
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</tr>
</tbody>
</table>

## Mathematics

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Percent Participation Goal = 95%</th>
<th>Met Participation Goal</th>
<th>Proficiency Index Goal = 0.00</th>
<th>Met Proficiency Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>95</td>
<td>Yes</td>
<td>11.78</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
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<td>N/A</td>
<td>-17.39</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Black</td>
<td>100</td>
<td>Yes</td>
<td>4.38</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>99</td>
<td>Yes</td>
<td>16.55</td>
<td>Yes</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>~</td>
<td>N/A</td>
<td>~</td>
<td>N/A</td>
</tr>
<tr>
<td>Free / Reduced Price</td>
<td>100</td>
<td>Yes</td>
<td>5.92</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Additional Academic Indicator – Attendance Rate

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Attendance Rate Goal = 90%</th>
<th>Met Additional Academic Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>97%</td>
<td>YES</td>
</tr>
</tbody>
</table>

## Legend

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Fewer than 10 students</td>
</tr>
<tr>
<td>N2</td>
<td>Small school rule for participation</td>
</tr>
<tr>
<td>S</td>
<td>Small school rule for proficiency</td>
</tr>
<tr>
<td>S0</td>
<td>Small school rule for AAPI</td>
</tr>
<tr>
<td>U</td>
<td>Uniform Averaging</td>
</tr>
<tr>
<td>SH</td>
<td>Safe Harbor</td>
</tr>
<tr>
<td>CI</td>
<td>Confidence Interval</td>
</tr>
<tr>
<td>IM</td>
<td>Improvement</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable (for subgroups), fewer than 40 students</td>
</tr>
</tbody>
</table>