Plan 2020
New Accountability Model Overview

July 9, 2013
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Overview of Alabama Accountability Model

Alabama Learners
- Achievement
- Growth
- Gap
- College and Career Readiness
- Weight 90-110

Alabama Support Systems
- Program Reviews
- Graduation Rate
- Attendance
- Participation Rates
- Weight 30-50

Alabama Professionals
- Effective teachers and leaders as measured by EDUCATE Alabama, LEADAlabama, and multiple measures of student performance
- Weight 50

Alabama Schools and Systems
- Local Indicator(s) from School/System Improvement Plan
- Weight 10
ESEA Flexibility Request

Waived Components of NCLB

- 100% proficiency in English Language Arts & mathematics by 2013–14
- Adequate Yearly Progress (AYP) determinations for all schools & districts
- Schools & districts identified for improvement, corrective action, & restructuring
- Required actions linked to NCLB status
  - 20% reservation for school choice & supplemental educational services (SES)
  - 10% reservation for professional development
Levels of Support and Intervention
Definition of *priority* is:

Priority Schools will be those schools that are the lowest performing schools in the state. The following will be used to identify Priority Schools:

- All SIG Tier 1 and 2 schools
- All schools with a Graduation Rate of less than 60%
- Schools with the lowest ranking achievement that have not shown progress (2010 to 2012)
- The lowest ranking achievement scores until at least 5% of Title I schools are named
  - The data sources are 2010, 2011, and 2012 AHSGE, ARMT and AAA assessments
  - The 3-years of data are averaged together
Focus School Definition

Definition of focus is:

Focus Schools are schools with large gaps between subgroups. The following will be used to identify Focus Schools:

• Schools with the largest “within-school/state-gaps” in achievement/graduation rate gaps between subgroups (All students vs. subgroup)
• Schools are selected from this list until at least 10% of Title I schools in the state have been identified
  ➢ The data sources are 2011 and 2012 ARMT, AAA, and graduation rate
  ➢ A school cannot be both Priority and Focus
  ➢ Priority Schools will be excluded from the focus list
Torchbearer Reward Schools

- Torchbearer Reward Schools will continue to be identified for 2013, 2014, and 2015

- Beginning in 2016, the Torchbearer school definition will be modified to include all schools meeting the criteria regardless of their Title I status
  - Both High Performing and High Progress schools will be identified
Support and Intervention Teams will partner with the LEAs to:

- Conduct comprehensive needs assessment focused on 8 Turnaround Principles
- Review Feeder Pattern data
- Use CIP (SIP for districts) to collect, review, and prioritize data and needs
- Use CIP(SIP for districts) to focus on student achievement, learning gains, and closing achievement gaps
- Develop 30-, 60-, 90-day action plans
- Provide differentiated support/services to address schools/district needs
- Monitor implementation of support
- Monitor progress of student achievement and learning gains
- Build capacity and sustainability through a three-year commitment
District Set Asides

Districts with Priority and/or Focus Schools will be required to:

- Set aside an amount up to 10% of their Title I allocation based on a sliding scale contingent on poverty and enrollment as a supplement award above the school allocation to provide state-approved programs and services targeted to identified needs in the Priority and/or Focus Schools.
Calculations of AMOs

Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years.

AMOs will be established per school/district per indicator.
Yearly Public Reports

- Graduation Rate
- Assessments
- Annual Measurable Objectives
School Performance Index
**Proposal for Accountability Data Elements**

**Accountability Data Points**

**Phase I**

- **Achievement** (AAA, ASPIRE, EOC, ALG./ English 10)
  - Reading Proficiency (Subgroups Displayed)
  - Mathematics Proficiency (Subgroups Displayed)
  - Annual Measurable Objectives
  - Achievement School Performance Index Score Beginning 2013-2014

- **Gap** (AAA, ASPIRE, Grad. Rate)
  - Reading Proficiency (Subgroups used to calculate Gap SPI)
  - Mathematics Proficiency (Subgroups used to calculate Gap SPI)
  - Graduation Rate (Subgroups used to calculate Gap SPI)
  - Annual Measurable Objectives
  - Gap School Performance Index Score Beginning 2013-2014

- **Graduation Rate**
  - 4-Year Cohort Graduation Rate (Subgroups Displayed)
  - 5-Year Cohort Graduation Rate (Subgroups Displayed)
  - Annual Measurable Objectives
  - Graduation Rate School Performance Index Score Beginning 2013-2014

- **Attendance** (Student Attendance)
  - Average Daily Attendance (Subgroups Displayed)
  - Annual Measurable Objectives
  - Attendance School Performance Index Score Beginning 2013-2014

**Phase II**

- **Learning Gains** (ASPIRE, ACT, TBD-SPE)
  - Reading Proficiency (Subgroups TBD)
  - Mathematics Proficiency (Subgroups TBD)
  - Annual Measurable Objectives
  - Learning Gains School Performance Index Score Beginning 2015-2016

- **College and Career Readiness**
  - College and Career Readiness Measures (Subgroups Displayed)
  - Annual Measurable Objectives
  - College and Career Readiness School Performance Index Score Beginning 2015-2016

- **Program Reviews** (TBD)
  - Program Review Measures (Subgroups TBD)
  - Annual Measurable Objectives
  - Program Review School Performance Index Score Beginning 2015-2016

- **Effective Teachers and Leaders** (TBD)
  - Effective Teachers and Leaders Measures (Subgroups TBD)
  - Annual Measurable Objectives
  - Effective Teachers and Leaders School Performance Index Score Beginning 2015-2016

- **Local Indicators** (TBD)
  - Local Indicator Measures (Subgroups TBD)
  - Annual Measurable Objectives
  - Local Indicator School Performance Index Score Beginning 2015-2016

**Phase I & II**

- **Participation** (Student Participation)
  - Participation Measure (Subgroups Displayed)
  - Annual Measurable Objectives
  - Participation Rate Beginning 2013-2014

*Benchmark scores on the reading and math section of the ACT test, qualifying score on an AP or IB exam, approved transcript college or postsecondary credit while in high school, benchmark level on the ACT WorkKeys or approved industry credentials.*
## School Performance Index

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<th>Indicator</th>
<th>Points Possible</th>
<th>Points Earned</th>
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# School Performance Index

## School B (Grades 9-12): School Performance Index Summary

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Major Differences Between the Two Accountability Models

- NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- AYP replaced with new performance measure that incorporates student growth & other indicators
- Enhanced focus on subgroups
- SES & choice requirements replaced by supports & interventions responsive to identified needs