Purpose

The purpose of this presentation is to communicate information as it relates to the Alabama A-F Report Card and other accountability mandates.
Current Laws Impacting Accountability in Alabama
• ACT No. 2012-402 requires the State Superintendent of Education to develop a school grading system reflective of school and district performance.

• This law requires the state to use state-authorized assessments and other key performance indicators that give a total profile of the school or school system, or both, a school’s grade, at a minimum shall be based on a combination of student achievement scores, achievement gap, college and career readiness, learning gains, and other indicators as determined by the State Superintendent of Education to impact learning and success.
Other Accountability Mandates

- Alabama ACT 2015-434 - The Alabama Accountability Act (AAA) [replaced Alabama ACT 2013-265]
  - Failing School. A public K-12 school that is either of the following:
    a. Is designated as a failing school by the State Superintendent of Education.
    b. Does not exclusively serve a special population of students and is listed in the lowest six percent of public K-12 schools based on the state standardized assessment in reading and math.
The Every Student Succeeds Act (ESSA)

- ESSA is a revision of the Elementary and Secondary Education Act (ESEA) of 1965. It was most recently known as No Child Left Behind (NCLB), and was reauthorized as ESSA in December of 2015

- ESSA requires states to develop State Accountability Plans that must include the following indicators:
  
  - For all public schools in the State, academic achievement and at the State’s discretion, for each public high school in the State, student growth.
  
  - For public elementary schools and secondary schools that are not high schools in the State a measure of student growth, if determined appropriate by the State or another valid and reliable statewide indicator that allows for meaningful differentiation in school performance.
  
  - For public high schools in the State the four-year adjusted cohort graduation rate and at the State’s discretion, the extended-year adjusted cohort graduation rate.
  
  - For public schools in the State, progress in achieving English language proficiency.
  
  - For all public schools in the State, not less than one indicator of school quality or student success.

- Data reported under ESSA must be disaggregated by subgroups
The Goal

The SDE goal is to provide a transparent, reliable accountability system to students, parents, local schools, districts and other stakeholders that is presented in an easy to understand manner which will seamlessly mesh together the components of the accountability mandates that are required at all levels.

The local schools and districts will then use that data to drive instruction and make progress toward the ultimate goal of PLAN 2020, “Every student a graduate, every graduate prepared.”
A Brief History of the A-F Report Card Process

- Task Force was formed in 2012 under the leadership of Dr. Bice
  - Represented all stakeholders
- Recommendations by Accountability Task Force
  - Indicators to use
  - Calculations within the indicators
  - Public Report Card template (design)
  - Input from sponsor of the bill, Rep. Collins
- State Superintendent presentations relative to A-F Report Card drafts
- Interim State Superintendent presentations relative to A-F Report Card drafts
A Brief History of the A-F Report Card Process (continued)

- Technical Advisory Committee for data review
- LEA
  - Stakeholder input meetings and training
- Professional Organizations
  - Provided information / feedback on the A-F Report Card
  - Trainings on Draft A-F Report Card Indicators
**Indicator Descriptors**

**Student Achievement**
- Determined based on the percentage of proficient students in the areas of reading and math utilizing assessments in tested grades.
- 50% of points will be calculated from Reading
- 50% of points will be calculated from Math
- The chart below shows the weights that will be applied to calculate the indicator points earned.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>0 points</td>
</tr>
<tr>
<td>Level II</td>
<td>0.5 points</td>
</tr>
<tr>
<td>Level III</td>
<td>1.0 point</td>
</tr>
<tr>
<td>Level IV</td>
<td>1.25 points</td>
</tr>
</tbody>
</table>
Indicator Descriptors

Learning Gains

- Determined based on individual students who demonstrate improvement in reading and math from one year to the next using multiple years of data.
- Growth Categories for Learning Gains: Low, Average, and High
- 50% of points will be calculated from Reading
- 50% of points will be calculated from Math
- The chart below shows the weights that will be applied to calculate the indicator points earned.

<table>
<thead>
<tr>
<th>Growth Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0 points</td>
</tr>
<tr>
<td>Average</td>
<td>1.0 point</td>
</tr>
<tr>
<td>High</td>
<td>1.5 points</td>
</tr>
</tbody>
</table>
Indicator Descriptors

Local Indicator

- Determined based on one indicator tied to student outcomes.
- The chart below shows how the indicator percentage of points can be earned.

Local Indicator Percentage of Points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Baseline Identified</td>
</tr>
<tr>
<td>25%</td>
<td>Measurable Objective</td>
</tr>
<tr>
<td>+50%</td>
<td>Met Goal</td>
</tr>
<tr>
<td>100%</td>
<td>Local Indicator</td>
</tr>
</tbody>
</table>
**Indicator Descriptors**

**Graduation Rate**
- Determined based on percentage of high school students who graduate within four or five years of first entering ninth grade.
- The chart below shows the percentage of points earned for each cohort.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Year</td>
<td>80%</td>
</tr>
<tr>
<td>5 – Year</td>
<td>20%</td>
</tr>
</tbody>
</table>
College and Career Ready

Determined based on the percentage of graduating seniors who meet at least one of the college- and career-ready indicators:

- Benchmark on any ACT Subtest (Math - 22, English - 18, Reading - 22, Science - 23)
- Qualifying Score on AP or IB Exam
- Military Enlistment
- Approved Transcript College or Postsecondary Credit while in high school
- Silver Level or Higher on the ACT WorkKeys
- Approved Industry Credentials
**Indicator Descriptors**

### Alabama PLAN 2020 Program Reviews
- Determined based on a review of programs not measured by standardized tests.

### Achievement Gap
- Determined based on the progress made using the bottom 25% of student data in reading and math.

### Attendance (Bonus)
- Determined based on the 9th month average daily attendance report for the entire year.
Report Card Phases
Schools without a Grade 12

Phase I
December 2016
- Student Achievement
- Local Indicators
- Learning Gains

Phase II
December 2017
- Student Achievement
- Local Indicators
- Learning Gains
- Alabama Plan 2020 Program Reviews
- Achievement Gap
- Attendance (Bonus)
Report Card Phases
Schools with a Grade 12

Phase I
December 2016
- Student Achievement
- Local Indicators
- Graduation Rate

Phase II
December 2017
- Student Achievement
- Local Indicators
- Graduation Rate
- College and Career Ready
- Learning Gains
- Alabama Plan 2020 Program Reviews
- Attendance (Bonus)
# A-F Data Sources for Phase I (December 2016) Indicators

<table>
<thead>
<tr>
<th>School Type</th>
<th>Achievement</th>
<th>Learning Gains</th>
<th>Graduation Rate</th>
<th>Local Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools without a Grade 12</strong></td>
<td>ACT Aspire (Grades 3-8)</td>
<td>ACT Aspire (Grades 4-8)</td>
<td>N/A</td>
<td>Measureable goal aligned to PLAN 2020 and tied to student outcomes</td>
</tr>
<tr>
<td></td>
<td>Alabama Alternate Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools with a Grade 12</strong></td>
<td>ACT Aspire 10</td>
<td>N/A</td>
<td>4-Year Cohort 5-Year Cohort</td>
<td>Measureable goal aligned to PLAN 2020 and tied to student outcomes</td>
</tr>
<tr>
<td></td>
<td>Alabama Alternate Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator Description</td>
<td>Grade</td>
<td>Points</td>
<td>Percent of Score</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains</td>
<td>December 2016</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td>December 2016</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>December 2017</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Indicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alabama PLAN 2020 Program Reviews</td>
<td>December 2017</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Indicators</td>
<td>December 2016</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bonus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>December 2017</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Year Score</th>
<th>Current Year Score</th>
<th>Grade Scale</th>
<th>To Be Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td></td>
<td>To Be Determined</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Year Score</th>
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<th>Grade Scale</th>
<th>To Be Determined</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td></td>
<td>To Be Determined</td>
</tr>
</tbody>
</table>
District Access to A-F Report Cards Data

- Districts will have access to Phase I A-F Report Card data via the PLAN 2020 Accountability Portal (P2A) in November 2016.
- This will allow districts the opportunity to see the data that will populate the public A-F Report Card and provide the opportunity for a communication/action plan to be established ahead of the December 2016 public release of the A-F Report Card, Phase I.
Districts have had access to P2A since January 2016.

P2A is currently populated with last year’s Phase I data, excluding Local Indicators, in order for districts to become familiar with the application’s capabilities and layout.
A-F Report Card Communication/Training and Support

• January 2016
  – Webinar with Superintendents and Central Office Staff
• February 2016
  – District release of Accountability SharePoint Resource Site
  – SBOE Work Session Presentation
• April 2016
  – SBOE Work Session Presentation
• May 2016
  – Technology Coordinators and Data Managers Regional Trainings – Statewide
  – State Board Work Session Presentation
A-F Report Card

Communication/Training and Support

- June 2016
  - Accountability Coordinators Regional Trainings – Statewide
- July 2016
  - MEGA (3 sessions)
  - AASB Webinar
- August 2016
  - District Level Trainings
- Upcoming Trainings for LEAs
  - September 2016 Scheduled
    - Superintendent Webinars
    - District System Test Coordinators Training
Additional Resources Available to Support Districts
Public Reporting of the A-F Report Card

### Alabama Accountability System Dashboard

**2015-2016**

<table>
<thead>
<tr>
<th>Learning Gains</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - Determined based on student achievement and progress in reading.</td>
<td>Z</td>
<td>25.23</td>
</tr>
<tr>
<td>Math - Determined based on student achievement and progress in mathematics.</td>
<td>Z</td>
<td>13.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - Determined based on the percentage of proficient students in the area of reading.</td>
<td>Z</td>
<td>12.50</td>
</tr>
<tr>
<td>Math - Determined based on the percentage of proficient students in the area of mathematics.</td>
<td>Z</td>
<td>9.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined based on the percentage of high school students who graduate within 4 years of first entering the 9th grade.</td>
<td>Z</td>
<td>18.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Indicators</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determined based on one indicator tied to student outcomes.</td>
<td>Z</td>
<td>5.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Index</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>0.55</td>
<td>61.55</td>
</tr>
</tbody>
</table>

Final Grade: December 2017
Public Reporting of the A-F Report Card (continued)
Public Reporting of the A-F Report Card (continued)
Accountability

Next Steps

- Validate and Upload 2015-2016 school year data into P2A (LEAs have had access since January 2016)
- Apply accountability business rules to data for district and public release of A-F Report Cards
- Finalize Public Web Presence – for the December 2016 release of the Phase I Report Cards
- Finalize Communication plan for supporting schools and districts through the implementation of the A-F Report Cards (which will be discussed momentarily)
Accountability
Next Steps (continued)

- Support the development of accountability business rules for the ESSA State Plan
- Develop appropriate business rules for the development of the January 2017 Alabama Accountability Act, “Failing Schools” List to create a seamless accountability system (those that receive an “F” in Student Achievement will be those listed on the AAA Failing Schools List)
- Work in collaboration with other SDE sections to provide the necessary supports to SDE staff and LEAs.
Communication Plan

• **Objective:** To inform stakeholders of background, calculations and subsequent reporting of the A-F report cards, to increase transparency and understanding of the process and impact on schools.

• **Strategies:** Outreach to school staff, education partners, media, community groups and parents, business partners and elected officials.
Communication Plan (continued)

- **Tactics:**
  - Informational News Release
    - A-F Law
    - A-F Report Card Process
  - Webpage (Informational) – Live in September - Will be redirected to Data Center page in December
    - Logo
    - Informational content
  - **Interactive dashboard**
    - Tabs to Toolkit, FAQ, One pager
  - **Webinar**
    - To be held by Superintendent and Accountability staff with Superintendents during September
    - Webpage (Interactive) – live in December
  - News release
  - Social media outreach
Communication Plan (Tactics Continued)

• Toolkit (to be shared with LEAs internally in October)
  – May Include:
    • Message from Department (include law reference)
    • Key Dates and Tentative timeline
    • Sample report card with descriptors and definitions for indicators (include detail that schools will not have total grade until 2017)
    • FAQs
    • Ways to communicate to Stakeholders
    • Sample letter to parents and community
    • Sample news release before score release and at time of release
    • Resource page (webpage, law, AAC, business rules, other promotional resources)
Creating a Seamless Approach to Accountability in Alabama
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Questions