

The Proposed Changes in Alabama's ESEA Accountability Model



ACCOUNTABILITY MODEL INFORMATION SUBJECT TO CHANGE

Alabama Implemented Its Approved ESEA Waiver and Solicited Feedback from Stakeholders (2013-2015)



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November 2014, Alabama's Waiver Was Due To Expire; A Renewal Was Needed...



- The Alabama State Department of Education (ALSDE) reviewed feedback from stakeholders across the state.
- The ALSDE utilized methods found previously successful in soliciting feedback from stakeholders, improved some methods of feedback, and implemented new methods to solicit feedback from Alabama's stakeholders.
- The ALSDE reviewed stakeholder feedback to assess and revise its approved ESEA Flexibility to reflect changes that best serve Alabama's students in its ESEA Flexibility Renewal Request.
- Changes will have a positive impact towards Alabama's PLAN 2020 goal to ensure every child graduates college- and career-ready.

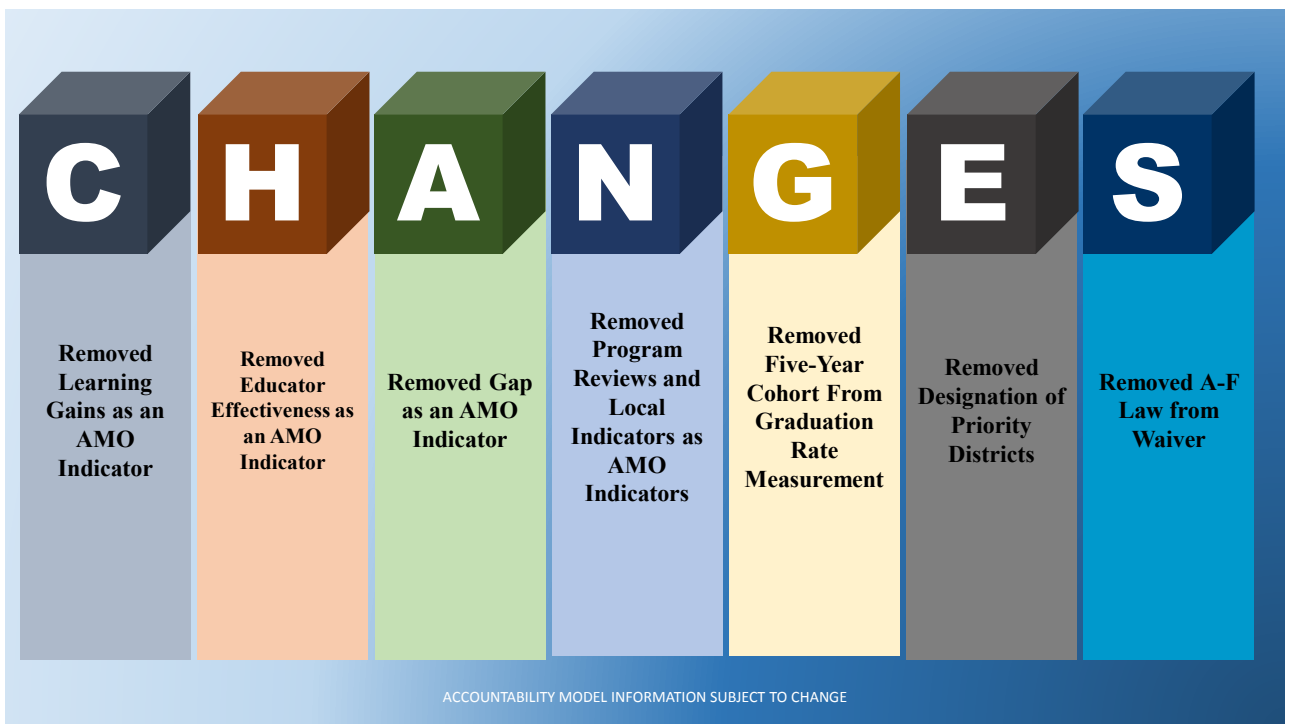
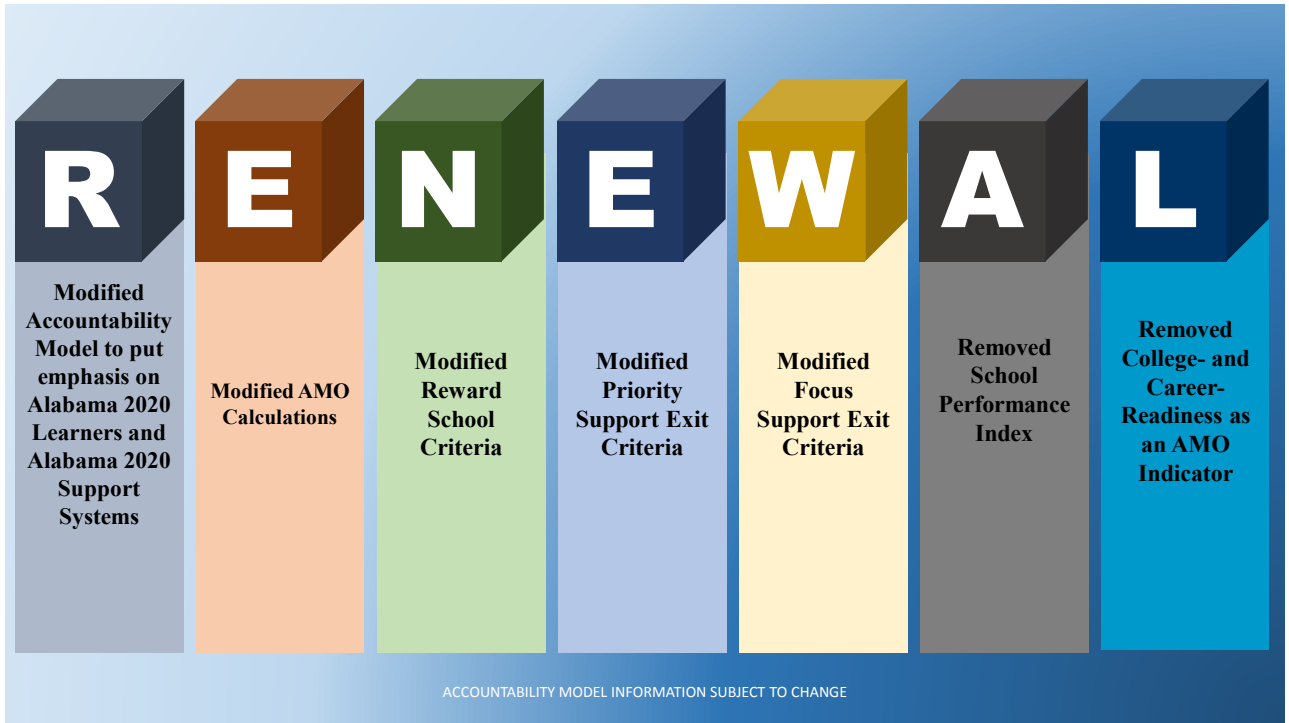
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April 15, 2015—The ALSDE Submitted Alabama's ESEA Renewal Request

Submit

All information pertaining to
Alabama's NEW ESEA Accountability Model
is subject to the approval of
Alabama's ESEA Flexibility Renewal Request.

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Alabama's ESEA Accountability Model

Beginning
(2013-2014)

- **Achievement**
- **Attendance Rate** (Schools Without a Grade 12 and Districts)
- **Graduation Rate** (Schools With a Grade 12 and Districts)

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Alabama's ESEA Accountability Indicators and Data Points



Annual Measurable Objective Reports (AMO Reports)

- An Annual Measurable Objective (AMO) Report will be developed for each school, district, and the state.
- The results of the school or district AMO Report will be the trigger for recognition and support for schools and districts.
- The AMO report will indicate if a school, district, and the state met or not met its target or goal for each indicator.



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Alabama's ESEA Accountability Model Indicator Baseline and Reporting Years

Indicator	Baseline	School Year Data	Reporting Year
Achievement	2013-2014	2014-2015	2015-2016
Graduation Rate	2011-2012	2013-2014	2015-2016
Attendance Rate	2013-2014	2014-2015	2015-2016

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Achievement Annual Measurable Objective 2013-2014

- Achievement AMOs will be established requiring each school and district to meet or exceed the state average in order to meet its AMO for each subgroup in reading/language arts and mathematics.
- Data sources for achievement will include the ACT Aspire, ACT Plan (through 2014-2015), ACT Aspire 10 (beginning 2015-2016), and Alabama Alternate Assessment.

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Achievement Annual Measurable Objective 2013-2014 Reading/Language Arts Example

State Average (2013-2014) Reading/Language Arts	School ABC Percent Proficient Reading/Language Arts
55%	49%
School ABC did NOT meet its 2013-2014 Reading/Language Arts AMO because it did not meet or exceed the state average.	

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Achievement Annual Measurable Objective 2014-2015

A school/district can earn a “met” status for its Achievement AMO in one of two manners.

1 Meet the established Achievement AMO.

2 Meet the improvement target.

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Achievement Annual Measurable Objective Example 2014-2015

1 Meet the established Achievement AMO.

Subgroup	Baseline Year	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All Students	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	40%	45%	50%	55%	60%	65%	70%

For this example, this school had 44% of its students score proficient or higher on state administered exams in reading/language arts.

This school did **NOT** meet the established Achievement AMO goal for reading/language arts.

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Achievement Annual Measurable Objective Example 2014-2015

2

Meet the improvement target.

2014-2015 Reading/Language Arts AMO Goal	45%
2014-2015 Reading/Language Arts Improvement Target	43%
2014-2015 Reading/Language Arts Actual Percent Proficient	44%

For this example, this school had 44% of its students score proficient or higher on state administered exams in reading/language arts. This school earned a **"MET"** status for Achievement in reading/language arts because it met the improvement target.

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Graduation Rate AMOs 2013-2014

- In 2013-2014 Graduation Rate AMOs will be established requiring each school and district to meet or exceed the state average in order to meet its AMO goal for each subgroup.
- Graduation rate from 2012-2013 is the data used.



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Graduation Rate Annual Measurable Objective 2013-2014 Example

State Graduation Rate	School ABC Graduation Rate
76%	78%

School ABC **MET** its 2013-2014 Graduation Rate AMO because it met or exceeded the state Graduation Rate.

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Graduation Rate Annual Measurable Objective 2014-2015

A school/district can earn a “met” status for its Graduation Rate AMO in one of two manners.

1 Meet the established Graduation Rate AMO.

2 Meet the improvement target.

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Graduation Rate Annual Measurable Objective 2014-2015

1 Meet the established Graduation Rate AMO.

Subgroup	Baseline Year	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven	Year Eight
All Students	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	40%	45%	50%	55%	60%	65%	70%	75%	80%
English Learners	43%	46.92%	50.84%	54.76%	58.68%	62.6%	66.52%	70.44%	74.36%

For this example, this school had 78% of the “all students” group graduate within four years of becoming a first time ninth grader. This school **MET** the Graduation Rate AMO goal for the “all students” group.

For this example, this school had 50% of the “English Learners” group graduate within four years of becoming a first time ninth grader. This school did **NOT** meet the Graduation Rate AMO goal for the “English Learners” group.

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Graduation Rate Measurable Objective Example 2014-2015

2 Meet the improvement target.

2013-2014 Graduation Rate for English Learners AMO Goal	50.84%
2013-2014 Graduation Rate for English Learners Improvement Target	49%
2013-2014 Graduation Rate for English Learners	50%

For this example, this school had 50% of its “English Learners” students graduate within four years of becoming a first time ninth grader. This school earned a **“MET”** status for “English Learners” graduation rate because it met the improvement target.

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Attendance Rate AMOs

2013-2014

In 2013-2014, Attendance Rate AMOs will be established requiring each school and district to meet or exceed the state goal of 90% in order to meet its Attendance Rate AMO for each subgroup.



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Attendance Rate Annual Measurable Objective

2013-2014 Example

State Attendance Rate	School ABC Attendance Rate
90%	94%

School ABC **MET** its 2013-2014 Attendance Rate AMO because it exceeded the state Attendance Rate.

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Attendance Rate AMOs **2014-2015**

Each school and district will be required to meet Attendance Rate AMO goals in one of three ways:

- 1 Meet or exceed the state goal of 90%.
- 2 Show improvement from the previous year.
- 3 Meet or exceed the state goal of 90% based on data from the two most recent years' average for the school/district.

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Attendance Rate Annual Measurable Objective **2014-2015** Example

- 1 Meet or exceed the state goal of 90%.

State Attendance Rate	School ABC Attendance Rate
92%	86%

School ABC did **NOT** meet its 2014-2015 Attendance Rate AMO because it did not meet or exceed the state goal of 90%.

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Attendance Rate Annual Measurable Objective 2014-2015 Example

2

Show improvement from the previous year.

School ABC 2013-2014 Attendance Rate	94%
School ABC 2014-2015 Attendance Rate	86%
Improvement	-8%

School ABC did **NOT** meet its 2014-2015 Attendance Rate AMO because it did not show improvement from the previous year.

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Attendance Rate Annual Measurable Objective 2014-2015 Example

3

Meet or exceed the state goal of 90% based on data from the two most recent years' average for the school/district.

School ABC 2013-2014 Attendance Rate	94	94%
School ABC 2014-2015 Attendance Rate	+86	86%
	180	
School ABC 2-Year Attendance Rate Average	$180 \div 2 =$	90%

School ABC **MET** its 2014-2015 Attendance Rate AMO because it met or exceeded the state goal of 90% based on data from the two most recent years' average for the school.

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Alabama’s Proposed ESEA Accountability Indicators and Data Points

Achievement

Grades 3-8 (*Act Aspire, Alabama Alternate Assessment*)
High School (*ACT Plan—2013-2014 and 2014-2015, Alabama Alternate Assessment, ACT Aspire 10—Beginning 2015-2016*)

Attendance Rate

Schools Without a Grade 12 and Districts

Graduation Rate
(Four-Year Cohort)

Schools With a Grade 12 and Districts

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Sample AMO Report

001 ABC School District: 0000 ABC High School

Indicator	Subgroup	Target Met/Not Met	Number of AMO Targets Met/Number of Subgroups
Reading/ English Language Arts Achievement	All Students	Met	8/11
	American Indian/Alaska Native	Met	
	Asian	Met	
	Black	Met	
	Hispanics	Not Met	
	Limited English Proficient	Not Met	
	Native Hawaiian or Other Pacific Islander	Met	
	Poverty	Not Met	
	Special Education	Met	
	White	Met	
Two or more races	Met		
Mathematics Achievement	All Students	Met	7/11
	American Indian/Alaska Native	Not Met	
	Asian	Met	
	Black	Met	
	Hispanics	Met	
	Limited English Proficient	Met	
	Native Hawaiian or Other Pacific Islander	Met	
	Poverty	Not Met	
	Special Education	Not Met	
	White	Not Met	
Two or more races	Met		
Graduation Rate	All Students	Met	6/11
	American Indian/Alaska Native	Met	
	Asian	Met	
	Black	Not Met	
	Hispanics	Not Met	
	Limited English Proficient	Met	
	Native Hawaiian or Other Pacific Islander	Met	
	Poverty	Not Met	
	Special Education	Not Met	
	White	Not Met	
Two or more races	Met		
Total			Total Number of AMO Targets Met/ Total Number of Subgroups 21/33

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Reward School Modification

Beginning in Fall 2016, Reward Schools Shall Be:

High Performing Schools

Schools Ranked High Performing:

- Must demonstrate high performance in the “all students” subgroup and all of its ESEA subgroups.
- High schools must also maintain a graduation rate that is among the highest of Title I schools.
- Cannot have an achievement gap that is not closing.
- Cannot be a priority support school or focus support school.
- Must have a 95% participation rate on all state administered assessments.

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Reward School Modification (Continued)

Beginning in Fall 2016, Reward Schools Shall Be:

High Progress Schools

Schools Ranked High Progress:

- Have demonstrated the most progress in improving the performance of the “all students” subgroup over multiple years.
- High schools that have made the most progress in increasing graduation rates.
- Meet AMOs for the “all students” subgroup and the ESEA subgroups with an n-count of 20 or more.
- Cannot be a priority support school or a focus support school.
- Cannot have an achievement gap that is not closing.
- Must have a 95% participation rate on all state administered assessments.

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Priority Support Exit Criteria Modifications for Schools Designated for Support Based on **Proficiency**

To exit Priority Support Status, a school must:

1. Implement intervention services for a minimum of three consecutive years;
2. Rank higher than the lowest 5% of Title I schools;
3. Maintain a participation rate of 95% or more on administered assessments; and
4. Meet or exceed the AMO goals for the “all students” subgroup for two consecutive years.



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Priority Support Exit Criteria Modifications for Schools Designated for Support Based on **Graduation Rate**

To exit Priority Support status, high schools with a graduation rate less than 60% must:

1. Show improvement by increasing the graduation rate to 65% or above for two consecutive years;
2. Implement intervention services for a minimum of three consecutive years; and
3. Maintain a participation rate of 95% or more on the administered assessments.



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Focus Support Exit Criteria

In order to exit Focus School status, the school must:

Meet or exceed the AMO goals for the applicable gap subgroup(s) performance for two consecutive years.

Rank higher than the lowest of 10% of the Title I schools in the state.

Maintain a participation rate of 95% or more on administered assessments.

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A-F Law Removed From Alabama's ESEA Waiver Renewal Request

- Alabama currently has an A-F law (ACT 2012-402).
- The ALSDE is currently working with the Accountability Taskforce on the development of the A-F grading system.
- The A-F grading system will be separate from Alabama's ESEA Accountability Model.
- Each school will receive an A-F Report Card annually.



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Proposed Indicators Measured on A-F Report Card

1	Learning Gains
2	Student Achievement
3	Alabama PLAN 2020 Program Reviews
4	Local Indicators
5	Graduation Rate (4-Year Cohort and 5-Year Cohort)
6	College- and Career-Readiness
7	Lowest Quartile

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Questions

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