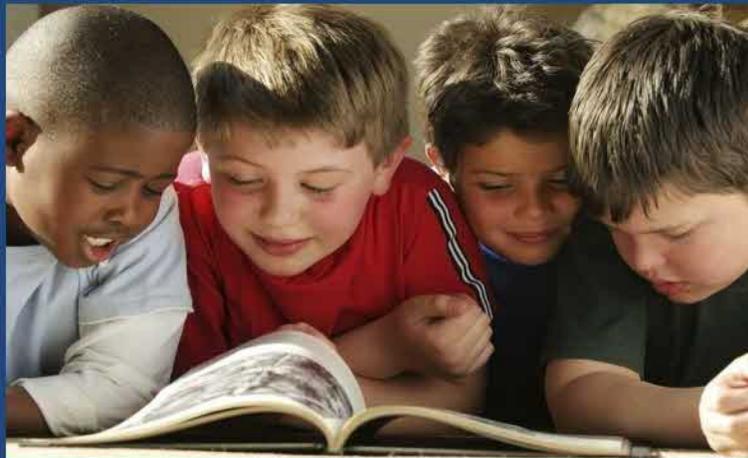


July 14, 2015

# Alabama PLAN 2020 ESEA Flexibility Renewal Request

Alabama State Board of Education



**PLAN 2020**

June 7, 2012, for Window 3  
U.S. Department of Education  
Washington, DC. 20202  
OMB Number: 1810-0581  
Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

**TABLE OF CONTENTS: ESEA FLEXIBILITY REQUEST FOR WINDOW 3**

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Introduction	iii
General Instructions	iv
Table of Contents	1
Cover Sheet for ESEA Flexibility Request for Window 3	4
Waivers	5
Assurances	8
Consultation	11
Evaluation	20
Overview of SEA’s ESEA Flexibility Request	21
Principle 1: College- and Career-Ready Expectations for All Students	25
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support	59
Principle 3: Supporting Effective Instruction and Leadership	125

## INTRODUCTION

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The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

## REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

## GENERAL INSTRUCTIONS

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An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

**Preparing the Request:** To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

**Process for Submitting the Request:** An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

*Electronic Submission:* The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **REQUEST SUBMISSION DEADLINE**

The submission due date for Window 3 is September 6, 2012.

### **TECHNICAL ASSISTANCE FOR SEAS**

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at:  
<http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

### **FOR FURTHER INFORMATION**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

## Table of Contents

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

CONTENTS	PAGE
Cover Sheet for ESEA Flexibility Request for Window 3	4
Waivers	5
Assurances	8
Consultation	11
Evaluation	20
Overview of SEA’s Request for the ESEA Flexibility	21
<b>Principle 1: College- and Career-Ready Expectations for All Students</b>	<b>25</b>
1.A: Adopt college- and career-ready standards	25
1.B: Transition to college- and career-ready standards	27
1.C: Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	47
<b>Principle 2: State-Developed Differentiated Recognition, Accountability, and Support</b>	<b>59</b>
2.A: Develop and implement a State-based system of differentiated recognition, accountability, and support	59
2.B: Set ambitious but achievable annual measurable objectives	77
2.C: Reward schools	82
2.D: Priority schools	85
2.E: Focus schools	103
2.F: Provide incentives and supports for other Title I schools	115
2.G: Build SEA, LEA, and school capacity to improve student learning	119
<b>Principle 3: Supporting Effective Instruction and Leadership</b>	<b>125</b>
3.A: Develop and adopt guidelines for local teacher and principal evaluation and support systems	125
3.B: Ensure LEAs implement teacher and principal evaluation and support systems	137

**TABLE OF CONTENTS, CONTINUED**

For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	Attachment 6
2	Comments on request received from LEAs (if applicable)	Attachment 4
3	Notice and information provided to the public regarding the request	Attachments 6 & 11
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	Attachments 14 & 15
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable).	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	N/A
9	Table 2: Reward, Priority, and Focus Schools	Attachment 24
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

**ATTACHMENTS FOR ALABAMA’S FLEXIBILITY WAIVER REQUEST**

1. Plan 2020
2. Assessment and Accountability Task Force
3. Assessment and Accountability Meeting Notes and Recommendations
4. Superintendents’ Responses to New Accountability Plan (SSA Survey Report)
5. Alabama State Department of Education Organizational Chart
6. Plan 2020 Presentations
7. Governor’s Congress on School Leadership

8. Governor's Commission on Quality Teaching
9. Alabama Continuum for Teacher Development
10. Alabama Continuum for Instructional Leader Development
11. Public Notice of Waiver and Public Input/Comments Received
12. College- and Career-Ready Delivery Plan
13. Graduation Rate Delivery Plan
14. Evidence of Adoption of State College- and Career-Ready Standards
15. Letter from Deborah S. Delisle (USDOE) Approving Alabama's AMO Freeze Request
- 16a. Additional Institutions of Higher Education Information
- 16b. Teacher Education Information from Alabama Administrative Code
18. Balanced Assessment System Proposal from Assessment and Accountability Task Force
19. Timeline for Rollout of New Assessments, the Proposed Accountability Model, and Rewards and Intervention Plan
20. Act 2012-402
21. Response to Instruction (RTI) Process
22. State Superintendent of Education Permission for Superintendents to Use Locally Designed Evaluation Systems With Approval from the ALSDE
23. Approval Criteria for Locally Designed Evaluation Systems
24. List of Sample Priority and Focus Schools (REVISED)
25. Alabama Standards for Instructional Leaders and Alabama Quality Teaching Standards
26. State Board of Education Meeting Agendas
27. AMO/Graduation Rate Targets
28. Accountability Task Force
29. Capacity Review Participants
30. State Law
31. CCRS Transition Plan
32. CCRS Professional Development Plan
33. Turnaround Differentiated Support
34. A Guide for Professional Development Planning for Implementation of the College- and Career-Ready Standards
35. Professional Development/Transition Planning Template
36. School/District Performance Index

**RENEWAL ATTACHMENTS FOR ALABAMA'S FLEXIBILITY WAIVER REQUEST**

1. Memo to LEAs regarding feedback on renewal and Media Release
2. Surveys and Public Feedback
3. Media Release and Web Site
4. Updated Organizational Chart
5. AMO Report
6. Differentiated Support Graphic
7. Closing Achievement Gap Form
8. School Intervention Summary
9. Statewide Intervention Summary
10. Turnaround Principle Rubric
11. Baseline Reporting Year
12. Professional Learning Plan
13. Differentiated Support Document
14. Focus School List
15. Priority School List

## Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: <b>Alabama Department of Education</b>	Requester's Mailing Address: <b>P.O. Box 302101          50 North Ripley Street          Montgomery, AL 36130</b>
State Contact for the ESEA Flexibility Request  Name: <b>Melinda Maddox</b>  Position and Office: <b>Assistant State Superintendent of Education          Research, Information, and Data Services</b>  Contact's Mailing Address: <b>Alabama State Department of Education          P.O. Box 302101          50 North Ripley Street          Montgomery, AL 36130</b>  Telephone: <b>334-242-9716</b>  Fax: <b>334-242-9708</b>  Email address: <a href="mailto:mmaddox@alsde.edu">mmaddox@alsde.edu</a>	
Chief State School Officer (Printed Name): <b>Thomas R. Bice</b>	Telephone: <b>334-242-9700</b>
Signature of the Chief State School Officer: 	Date: <b>July 14, 2015</b>
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

## WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based

on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Beginning Page 69 and beginning Page 122

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

## ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State’s college- and career-ready standards, consistent with the requirement in ESEA section 3113 (b)(2), and that reflect the academic language skills necessary to access and meet the State’s college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State’s college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State’s ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA’s differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools no later than October of each school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

**If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:**

8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.
9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

**Principle 3 Assurances**

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

## Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

### **Alabama’s PLAN 2020**

This ESEA Waiver Application is not a stand-alone document: it is simply another step in a comprehensive and strategic progression, a progression that will culminate in a system that will use the college- and career-readiness of its graduates as its measure of success. PLAN 2020 (Attachment 1) is the strategic plan for education in Alabama that defines how that system will be developed, how it will be measured, and what will constitute success. As such, it constitutes the core component of Alabama’s application. The goals of the plan are grouped into four principle domains:

1. Alabama’s 2020 Learners.
2. Alabama’s 2020 Support Systems.
3. Alabama’s 2020 Professionals.
4. Alabama’s 2020 Schools/Systems.

Collectively, these four areas, and the indicators and strategies found in each, provide a comprehensive and child-centered approach to educational improvement through the year 2020. Such an important plan is unlikely to succeed if it is developed in a vacuum. PLAN 2020 was not.

The goals and objectives found in PLAN 2020 are consistent with the recommendations of the Governor’s Commission on Quality Teaching and the Governor’s Congress on School Leadership. It condenses the work of over 200 stakeholders including teachers, school and district leaders, parents, heads of professional organizations, and business leaders, into a concise and easy-to-follow plan for improvement. It is important to note that our State Superintendent of Education, Dr. Tommy Bice, who is certified in special education and began his career at the Alabama School for the Deaf and Blind, has ensured that the roster of these and other policy development groups has included teachers of special education and English learners (EL) and that their unique needs have been a focus of the work. The plan has been vetted by various individuals and organizations across the state. To date, more than 100 civic organizations, schools, parent-teacher organizations, and professional organizations have reviewed and provided input regarding PLAN 2020. Dr. Tommy Bice has made PLAN 2020 a core component of virtually every presentation he has made since early March of this year. The presentations include:

June 26	Council for Leaders in Alabama Schools (CLAS) Summer Conference
June 27	School Superintendents of Alabama (SSA) Summer Conference
July 16	Opening Session–Mega Conference (statewide educator conference)

PLAN 2020 was highlighted in the March 2012 issue of the *Alabama Education News*, the online newsletter that is disseminated to every teacher in the state. PLAN 2020 has also been a primary focus of multiple newsletters distributed by the A+ Education Partnership; *Leaders for Learners*, the Alabama Association of Schools Boards' monthly newsletter; and several videos found on the Alabama Learning Exchange. To date, each of the 11 Inservice Centers housed in universities across the state has provided face-to-face and/or Web-based trainings with the focus being the leading indicators, goals, and strategies contained within the plan.

The response to PLAN 2020 has been overwhelmingly positive. However, critical friend input from teachers and leaders has prompted adjustments to the plan resulting in a more cohesive and connected approach. The Alabama State Department of Education (ALSDE) will continue its ongoing effort to actively solicit input regarding PLAN 2020 from the professional organizations (e.g., Alabama Education Association, School Superintendents of Alabama, Council for Leaders in Alabama Schools, Alabama Association of School Boards) as well as other organization with which strong partnerships have been built (e.g., A+ Education Partnership, Alabama Best Practices Center, Alabama National Board for Professional Teaching Standards Network).

### **Courses of Study + College- and Career-Ready Standards**

Effective teaching practice being a key component of an educational process that supports the development of students who graduate college- and career-ready is beyond debate. However, it is equally true that to maximize the benefits of effective practice, one must be teaching the appropriate subject matter. In recognition of the importance of content, the *Code of Alabama 1975*, Title 16, Sections 35-1 through 35-5 (<http://alisondb.legislature.state.al.us/acas/codeofalabama/1975/16-35-1>) clearly defines the membership of committees tasked with determining courses of study in Alabama. That said, the process undertaken to ensure maintenance of fidelity while integrating Alabama-specific standards and indicators into the Common Core State Standards (CCSS), and thus creating Alabama's College- and Career-Ready Standards (CCRS), went far beyond anything mandated in code.

The 2010 *Alabama Course of Study: Mathematics* Common Core State Standards Task Force and the 2010 *Alabama Course of Study: English Language Arts* Common Core State Standards Task Force made extensive use of the 2010 Common Core State Standards for Mathematics and Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects documents. In addition, the Task Forces reviewed the appropriate courses of studies for additional content not specified by the Common Core State Standards, used each member's academic and experiential knowledge, and discussed issues among themselves and with colleagues. Finally, Task Force members compiled what they believe to be the best possible mathematics and English Language Arts curriculums for Alabama's K-12 students.

As part of that process, the Math task force completed a correlation between the CCSS and the 2009 Alabama course of study and determined there was a 96% match between the scope and sequence of both sets of standards for math. The results of that work can be found at

<https://docs.alsde.edu/documents/54/2%20Correlation%20of%20Alabama%20Mathematics%20Standards%20and%20CCSS.pdf>.

The English Language Arts task force completed a similar correlation between the CCSS and the 2007 Alabama course of study and determined there was a 92% match between the scope and sequence of both sets of standards for English language arts. The results of that work can be found at

<https://docs.alsde.edu/documents/54/2%20%20Correlation%20of%20Alabama%20English%20Language%20Arts%20Standards%20and%20CCSS.pdf>

The timeline for the rollout of the College- and Career-Ready Standards is found below:

- |                    |  |
|--------------------|--|
| June 24, 2010      | Presented draft of CCSS to State Board of Education  |
| July 12-15, 2010   | CCRS Task Forces Convened <ul style="list-style-type: none"> <li>• Reviewed correlation of CCSS and Alabama Courses of Study (2009 Math and 2007 ELA) using Achieve Common Core Comparison Tool and noted gaps in correlation.</li> <li>• Reviewed Alabama standards not addressed by CCSS and identified initial decisions regarding standards and bullets to be added to CCSS.</li> <li>• Wrote first draft of grade or course standards to be added to CCSS.</li> </ul> |
| August 25-27, 2010 | Task Forces participated in second meetings to revise and make recommendations <ul style="list-style-type: none"> <li>• Received staff and administrative review.</li> <li>• Reviewed and revised July draft.</li> <li>• Finalized draft of standards for placement on ALSDE Web site for public review and for submission to the State Superintendent as a recommendation for revision.</li> </ul>  |

#### Public Review and Recommendations

- |                        |  |
|------------------------|--|
| September 23, 2010     | Updated State Board of Education on review process.  |
| Sept. 28-Oct. 21, 2010 | Posted standards on ALSDE Web site for public review.  |
| October 28, 2010       | Presented to State Board of Education with Final Recommendations.  |
| November 18, 2010      | Presented to State Board of Education for Approval (Adoption Resolution at the following link<br><a href="http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1679">http://www.alsde.edu/Home/Executive/BoardResolutions.aspx?view=1679</a> ) |

#### Public Meetings

- |              |                                |
|--------------|--------------------------------|
| September 28 | Davidson High School, Mobile   |
| October 5    | Spain Park High School, Hoover |
| October 12   | Carver High School, Montgomery |
| October 19   | Decatur High School, Decatur   |

In addition to actively soliciting input throughout the development of the CCRS, the state has developed a Web site in support of the College- and Career-Ready Standards. The website can be accessed at <http://www.alsde.edu/home/general/alccs.aspx>. The partnership between

the ALSDE and the A+ Education Partnership, Alabama Best Practices Center (ABPC), is reaping benefits in this area as well. ALSDE personnel have been active in the Alabama Best Practices Center's Key Leaders Networks (two groups of stakeholders that meet quarterly to discuss issues pertinent to Alabama education). These meetings have provided numerous opportunities to solicit input regarding CCRS in the form of suggestions and concerns from highly effective stakeholders statewide.

### **Assessment and Accountability**

In 2011, an Assessment and Accountability Task Force was appointed by Alabama's State Board of Education to make recommendations for a complete redesign of the State's System of Assessment and Accountability. Then-Deputy State Superintendent, Dr. Thomas R. Bice, chaired the Task Force, which included a diverse group of practitioners and stakeholders. A list of the membership of the Task Force is included in Attachment 2. The Task Force was charged with the development of recommendations for a balanced assessment and accountability system.

The Assessment and Accountability Task Force met on September 29, 2011, October 12, 2011, November 2, 2011, and December 14, 2011. Please refer to Attachment 3 for meeting notes and recommendations of the Task Force.

Many outreach activities solicited and received input into the development of Alabama's new assessment and accountability system and subsequently the waiver. Monthly updates were provided to the State Board of Education by the State Superintendent of Education, the Director of Assessment, the Assistant State Superintendent, and the Deputy Superintendent of Education. On April 26, 2012, the recommendations of the task force were presented to the State Board of Education at its Elementary/Secondary Education Work Session. The Four-Year Cohort Graduation Rate Report was made to the State Board of Education at the May 24 Elementary/Secondary Education Work Session. The status of the AMO Freeze Request and the ESEA Flexibility Request were reported to the State Board of Education on June 28, 2012. On July 10, 2012, at the State Board of Education Elementary/Secondary Education Work Session, an updated Accountability Plan was presented for consideration after incorporating recommendations received from various groups (see State Board meeting agendas in Attachment 26). Additional input was solicited and received at the Alabama Educational Technology Conference (AETC) on June 12 in Session 131. In an interactive session participants had an opportunity to share their vision for the new accountability system.

Additionally, State Superintendent Bice provided an overview of the proposed accountability system, proposed new assessment system, and the NCLB Waiver to the attendees of the Council for Leaders in Alabama Schools (CLAS) Summer Conference (June 26, 2012) and the School Superintendents of Alabama (SSA) Summer Conference on June 27, 2012. Response from the superintendents regarding the new accountability plan was 93.9% positive (see Attachment 4).

At the Alabama State Department of Education's statewide educator conference, MEGA Conference, on July 16, Dr. Bice provided to over 3,000 participants from local schools and districts an overview of the new assessment and accountability systems. At this same event, an additional session was provided for attendees to hear about and provide input into the future of Alabama's Accountability System and Alabama Data Warehouse.

Additional input into the development of Alabama’s Accountability System has been, and will continue to be, provided by the new 2013 Accountability Task Force. This task force, whose first meeting took place on November 1, consists of parents, classroom teachers, principals, superintendents, local board members, and leadership of the professional organizations (See Attachment 28). The group has an extremely multi-faceted skill set. For example, Dr. Gay Barnes, who holds a Ph.D. in Reading/Literacy in Education, has worked extensively with EL students and is a staunch advocate for EL issues. Since 1999, Hope Zeanah has worked with the Special Education Section of the ALSDE in the development of special education policy and school improvement initiatives. This group has quickly expanded the scope of its work to include providing feedback and suggestions for improvement of the entire accountability system found in this waiver application. The leaders of the professional organizations have further canvassed their organizations’ membership in an effort to gather more comprehensive input. The task force is quickly becoming a valuable conduit for input from the entire educational community.

Shortly after Dr. Bice took office as the newly appointed State Superintendent of Education in January 2012, he presented to the State Board of Education his eight-year strategic plan for education in Alabama, Plan 2020. The vision is for every child to be a graduate and prepared for college/work/adulthood in the 2<sup>1st</sup> century. A prepared graduate was clearly defined as (1) one who possesses the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, or technical school without the need for remediation and (2) one who possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and punctuality in delivery of a product, and has a desire to be a life-long learner. The objectives for students focus on (1) achievement/growth—all students performing at or above proficiency and showing continuous improvement; (2) gap closure—all students succeeding; (3) graduation rate—every student graduating from high school; and (4) college- and career-readiness—every student graduating from high school prepared.

Specific strategies were described for accomplishing these objectives. The first was to develop and implement a unified PreK through college- and career-readiness plan. Second was the development and adoption of college- and career-ready aligned standards in all core subject areas. Third, and of critical importance, was the creation and implementation of a balanced and meaningful assessment and accountability system. The fourth strategy was the alignment of available programmatic and fiscal resources to support local school needs in the area of instruction.

Superintendent Bice’s first strategy in preparing to accomplish the goals of PLAN 2020 was to totally restructure the Alabama State Department of Education. The new organizational chart may be found in Attachment 5 (Updated Renewal Attachment 4). Critical in the restructuring was the grouping of personnel into teams charged with providing data-driven, jointly determined differentiated support to Alabama’s districts and schools. The focus has clearly shifted from compliance to assistance and support.

Beginning on January 5, 2012, PLAN 2020 has been shared with teachers, their representatives, and many diverse groups in order to obtain stakeholder input and to make adjustments/revisions accordingly. A sampling of these presentations and opportunities for public input may be found on Attachment 6. Additionally, twice-monthly newsletters are shared with all educators in the state. Through these communications, regular updates on

PLAN 2020 were provided and input was solicited. Copies of these newsletters are archived on the Alabama State Department of Education's Web site for ongoing access.

Additional impetus for the shift to assistance and support as well as greater emphasis on the tenets of PLAN 2020 and, by extension, the contents of this application was received in February 2012 when the U.S. Education Delivery Institute conducted a *Capacity Review* of the ALSDE with multiple stakeholders from around the state. Once again, Dr. Bice ensured that the stakeholders included teachers of students with disabilities and teachers of English learners. He further ensured that principals included in this Capacity Review had experience with those subgroups. Parents, teachers, principals, superintendents, and business leaders (See Attachment 29) were brought in to provide open and honest assessments of the department and its goals. Though the input received indicated that there are things that the ALSDE can improve upon, one example is the communication plan written into this application, the overwhelming majority of responses clearly support the objectives of Plan 2020 and, as such, this application.

### **Effective Teachers and Leaders**

Over the course of the last five years Alabama has looked inward to create significant impetus for innovative and collaborative planning. That self-evaluation has created an environment where the needs of children now trump the desires of adults. Though this move towards a child-centered approach is critical to our future success, it cannot dull our understanding of the importance of quality teachers and leaders. The recommendations of the Governor's Commission on Quality Teaching and the Governor's Congress on School Leadership, and the goals contained in PLAN 2020, will most certainly ensure that quality teachers and leaders remain a key focus of our efforts.

The Governor's Congress on School Leadership (GCSL) was convened by Governor Bob Riley in November 2004 and was followed by the Governor's Commission on Quality Teaching (GCQT), which was convened in January 2006. Collectively, the GCSL and the GCQT regularly brought together more than 200 educators, politicians, and business leaders who were tasked with making recommendations that would increase the effectiveness of teachers and leaders across the state (For GCQT and GCSL Rosters see Attachments 7 and 8). This work constitutes the foundation of the teacher and leader effectiveness work highlighted in this waiver application.

The first products of the GCSL and GCQT were the Alabama Standards for Instructional Leaders and the Alabama Quality Teaching Standards (Attachment 25). Both sets of standards were vetted by membership of the professional organizations in the state and both went through multiple revisions based on that input.

While the standards did an admirable job of defining the parameters of the profession, they did not define what professional practice should look like within those parameters. Nor did the standards define what professional growth could and should look like. As a result, the Alabama Continuum for Teacher Development and the Alabama Continuum for Instructional Leader Development (Attachments 9 and 10) were created. Teams of teachers and leaders provided critical input in the development of both documents, which is both fortunate and appropriate since both documents have become the basis of the state's two formative assessments systems, EDUCATEAlabama (EA) for teachers and LEADAlabama (LA) for instructional leaders.

EA and LA are processes that are the products of intense stakeholder scrutiny extending over more than a year for each process. Approximately 25 teachers and leaders met semi-monthly to develop EA and further acted as conduits to a larger population of evaluators when the state was soliciting additional input regarding the process. Their collective input prompted the decision to move EA away from a paper-and-pencil assessment system to an online model. Input from a similarly sized group of stakeholders resulted in the addition of the *Vanderbilt Assessment of Leadership in Education* (VAL-ED) to the LA assessment process.

A well-communicated maxim within the ALSDE is that the key to maximizing outcomes is clarifying expectations. The Alabama Quality Teaching Standards and the Alabama Continuum for Teacher Development along with the Alabama Standards for Instructional Leaders and the Alabama Continuum for Instructional Leader Development clearly define expectations for teaching professionals in Alabama. In addition, largely because input from higher education was valued and utilized during the development of the standards and continua, those documents also constitute the foundation of teacher preparation in Alabama. Consequently, the standards and continua guide teacher development from preparation through retirement.

The A+ Education Partnership and its division, the Alabama Best Practices Center (ABPC), have partnered with the ALSDE to pilot the Instructional Partners Pilot. Now in its second year, the pilot's purpose is to maximize the effectiveness of the state-funded reading coaches by shifting their role to an instructional coach who supports adult learning in their school and connects with district and regional content specialists (Alabama Reading Initiative, Alabama Math, Science, and Technology Initiative) when needed. Focused on a partnership approach, instructional partners support the development of effective teaching practice through the use of tools such as the Alabama's teacher and leader standards, professional development standards, and best practices. They are also positioned to support effective implementation of the new College-and-Career-Ready Standards.

The Instructional Partners project is also informing the ALSDE's shift from primarily being a regulatory agency to one that partners and supports districts in their continuous improvement. Both projects are utilizing Jim Knight's *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. Alabama's 11 regional inservice centers, in partnership with the ALSDE, are bringing Jim Knight to Alabama in November and have reserved a two-hour block for Dr. Knight to meet with ALSDE staff members who are serving on the regional planning teams that support districts. Further information about the Instructional Partners Pilot can be accessed at <http://www.aplusala.org/blog/?tag=alabama+instructional+partners+initiative>.

Great effort on many fronts has been made to communicate the constituent components of this ESEA Waiver application and gather input from stakeholders for the purpose of improving it. However, those efforts will not yield the extent of change envisioned in this plan if communication regarding its content ceases with the state's submission and the U.S. Department of Education's approval. Consequently, Alabama has committed to developing a comprehensive Communications Delivery Plan with its primary purpose being to ensure that all aspects of this waiver application and, by extension, PLAN 2020 are clearly and continually communicated to the state. Alabama is working with the Education Delivery Institute to develop delivery plans for college- and career-readiness, graduation rate, communication, and teacher/principal effectiveness. An inspection of the college- and

career-readiness and the supporting increased graduation rates delivery plans (Attachments 12 and 13) reveal the strategic nature of delivery plans and common components contained therein. A key component of all delivery plans, and one of the most important aspects of our Communications Delivery Plan, will be the development of delivery chains and feedback loops. The chains will ensure that the department is proactive in determining where the strengths and weaknesses of the communications strategy are found, will identify “choke points” in the communications process that can impede or interrupt the flow of communication, and will require the strategic development of more appropriate and effective avenues of communication. Feedback loops will ingrain more comprehensive two-way communication into all processes enabling the ALSDE to more effectively benefit from the expertise found in all levels of the educational community. The development of the Communications Delivery Plan has already begun with a planned completion date of February 2013. Its completion and rollout will undergird the successful implementation of all aspects of this waiver application. That said, the development of a Communications Delivery Plan is only a small part of a continually expanding communications strategy. A representative sample of activities aimed at soliciting continued input regarding this waiver is listed in the table below:

<b>Activity</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Outcome, Evidence</b>
2013 Accountability Task Force Meetings	October 2012 through Ongoing	ALSDE, Assistant State Superintendent	School and district level performance system
Assessment and Accountability Task Force	January 2013-March 2013	ALSDE, Coordinator of Assessment	Recommendation for Grades 3-8 Assessments
Alabama Professional Evaluation Design Committee	April 2013-May 2016	ALSDE, Coordinator of Leadership and Evaluation	Teacher and Leader summative assessments guidelines tied to multiple measures including student/school achievement and resulting in effectiveness definitions of practice for teachers and leaders
Special Education Advisory Panel	Ongoing	ALSDE, Coordinator of Special Education	Updating of ESEA Waiver contents to ensure alignment with Special Education laws and policies
Communications Delivery Plan	December 2012-Ongoing	ALSDE, Director Communication and Coordinator of Research and Development	Fully developed and effectively implemented Communications Strategy
Regional Planning Teams	March 2012-Ongoing	ALSDE, Director of Office of Student Learning	Facilitated transition of all districts to College and Career Ready Standards and differentiated support aligned to Plan 2020 and ESEA waiver components

\*The Special Education Advisory Panel (SEAP) is required by the *Individuals with Disabilities Education Act* (IDEA) for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The IDEA also dictates the composition of the panel. The duties of the panel, in addition to the one listed above, are to advise the ALSDE of unmet needs with our state in the education of children with disabilities, comment publicly on any rules or regulations being proposed, advise the ALSDE in developing evaluations and reporting on data to the Secretary under Section 618 of the ACT, and advise the ALSDE on corrective action plans to address findings of noncompliance, etc. Currently the SEAP meets twice a year (June and December).

Further details of the activities listed in the preceding chart are provided within this application and its attachments.

As the Alabama Department of Education began implementation of its approved ESEA Flexibility Waiver, it was imperative stakeholders provided feedback about the waiver based on available data. As the data collection evolved, the ALSDE solicited feedback in various manners from LEAs, teachers and their representatives, administrators, students (including organizations that represent students with disabilities and EL students), parents, institutes of higher education, civil rights organizations, business organizations, Indian tribes, as well as various community organizations. The ALSDE utilized methods previously successful in soliciting feedback from stakeholders, improved some methods to yield meaningful feedback, and implemented new methods to further solicit feedback from Alabama's stakeholders.

- The "Future of Education Tour" was a new method utilized to communicate with and gather feedback from stakeholders. This was a series of twelve town-hall style meetings across Alabama led by the State Superintendent of Education.
- The State Board of Education Meetings are methods of communication found previously successful, and the ALSDE continues to utilize this method as a means of communication to Alabama's stakeholders. To reach more Alabamians, the meetings are streamed and archived for public viewing.
- Various stakeholder surveys were successful methods of soliciting feedback previously; however, the ALSDE made improvement to surveys by adding more questions, by creating additional surveys, and by offering the surveys through various mediums.
- Presentations were improved to include more face to face presentations as well as recorded presentations to keep stakeholders informed as well as relay contact information for questions and/or feedback. These presentations were available to LEAs, Professional Organizations, Task Forces, community members as well as conference attendees, teachers and their representatives, administrators, students (including organizations that represent students with disabilities and EL students), parents, institutes of higher education, civil rights organizations, business organizations, and Indian tribes.
- The ALSDE improved its web site to make it more user friendly. Furthermore, the ALSDE used the web site to communicate with stakeholders a plethora of information. Examples include hosting the ELA and Mathematics Standards Review, Meeting Announcements, Standards of the Week, and the "What's Happening Now" section on the newly developed web site.

- With the desire to reach all stakeholders the ALSDE amped up its use of social media to improve communication with and solicit feedback from stakeholders. The ALSDE currently has a Twitter account, a YouTube channel, and a Facebook page.
- The ALSDE also utilized traditional media to solicit feedback on the components of ESEA.

The ALSDE reviewed stakeholder feedback gathered to assess and revise its approved ESEA Flexibility Waiver to reflect changes that best serve Alabama's students in its ESEA Renewal Request. Most importantly, based on stakeholder feedback, changes will have a positive impact towards Alabama's PLAN 2020 goal to ensure every child graduates college- and career-ready. Changes based on stakeholder feedback are reflected throughout principles 1, 2, and 3 of Alabama's ESEA Flexibility Renewal Request (Renewal Attachments 1, 2, and 3).

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In addition to the previously described opportunities for input, the Alabama Flexibility Waiver Request was posted for public review and comment on August 15, 2012, and remained available until August 22, 2012. See Attachment 11 for public notice and comments received.

Prior to submitting this renewal request, the request was posted for public comment on March 17<sup>th</sup> through March 31<sup>st</sup>. Revisions/Modifications were made to the renewal based on stakeholder feedback. The renewal was reposted and public comments were reopened on April 10<sup>th</sup> and closed on May 11<sup>th</sup> (Renewal Attachment 2).

The ALSDE continues to work with various task forces including: Accountability, Assessment, College- and Career-Ready Standards (CCRS), Alabama Professional Evaluation Design Committee, Special Education Advisory Panel (SEAP) and Alabama State Advisory Council for Career and Technical Education. These various task forces include a cross-section of representatives from: Professional Organizations, community members, teachers and their representatives, administrators, superintendents, students (including organizations that represent students with disabilities and EL students), parents, institutes of higher education, civil rights organizations, business organizations, and Indian tribes to ensure that feedback is gathered from a diverse representation of the stakeholders throughout Alabama.

The ALSDE is committed to continuing its partnerships with various stakeholder groups in an effort to continue receiving input and feedback as it relates to the implementation of Alabama's ESEA Flexibility Request.

## Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its

LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

### Overview of SEA’s Request for the ESEA Flexibility

Provide an overview (about 500 words) of the SEA’s request for the flexibility that::

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement

#### **ALABAMA’S PLAN 2020: THE FRAMEWORK FOR COMPREHENSIVE REFORM**

In the 2011-2012 school year, the state of Alabama had 56,491 children in fourth grade. If the state’s current rate of success does not improve, only 10,000 of these children will be college- and career-ready when their class graduates from high school. In February 2012 State Superintendent of Education Thomas R. Bice unveiled a vision for change in Alabama education entitled *Alabama PLAN 2020* (PLAN 2020). PLAN 2020, which has been embraced by the State Board of Education, professional organizations, and teachers and administrators throughout the state, provides a focused but comprehensive framework for a statewide approach to education that concentrates on connecting adult activities to improved student outcomes resulting in a continuously increasing percentage of students who are college- and career-ready. PLAN 2020 provides that focus through the development of strategies found in four domains:

##### **Alabama’s 2020 Learners**

Strategies:

- Develop and implement a unified PreK through college and career readiness plan.
- Develop and adopt college- and career-ready aligned standards in all subject areas, K-12.
- Create and implement a balanced and meaningful assessment and accountability system.
- Align available programmatic and fiscal resources to support local school needs in the area of instruction.

##### **Alabama’s 2020 Support Systems**

Strategies:

- Implement an early warning system for student absences and build a community-based support and intervention system.

- Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.
- Implement Alabama's Comprehensive Guidance and Counseling Plan.
- Develop and implement a Coordinated School Health and Support Program.

### **Alabama's 2020 Professionals**

#### Strategies:

- Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).
- Review the admission and certification criteria for Alabama's teacher preparation programs.
- Provide a comprehensive induction and mentoring program for new teachers.
- Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
- Provide research-based professional growth opportunities for Alabama's teachers and leaders based on their individual and collective professional learning plans.

### **Alabama's 2020 Schools and Systems**

#### Strategies:

- Analyze the current funding formula for public education.
- Develop a differentiated and customized support and intervention system for local school systems.
- Create a policy environment that promotes and rewards performance, innovation, and creativity.
- Conduct a study of existing capital outlay needs for school systems.

The vision of this strategic plan for educational improvement is not only completely aligned with the principles of this Elementary and Secondary Education Act (ESEA) flexibility waiver request, it is its foundation.

The Alabama State Department of Education's (ALSDE) delivery plans are an integral part of the ALSDE strategic plan to ensure successful implementation for improved learning outcomes. These plans specifically outline key milestones, activities, timelines, parties responsible, evidence for progress, goal trajectories, resources, and potential obstacles. They further require that entities within the department assess the success, or lack thereof, of their activities based on the impact of those activities on student learning. The ALSDE's annual strategic planning process will allow the state an opportunity to evaluate and make adjustments according to the state's overall progress in meeting the goals aligned to the principles in this waiver. Specifically, this process will require all stakeholders to reflect on strategies to determine areas of improvement.

For information about Alabama's PLAN 2020 and the delivery plans developed to support it, please see Attachments 1, 12, and 13.

PLAN 2020 was crafted in a manner that maintains the most promising aspects of No Child Left Behind (NCLB)—the focus on closing achievement gaps, increasing graduation rates, and moving students to proficiency—but its primary emphasis is placed on college-career-ready goals. Such an approach addresses the needs of students in a more global manner

with an eye on their futures, not just their present. PLAN 2020 also provides a more balanced approach to assessment and offers annual growth expectations at the student, classroom, grade, school, district, and state levels.

Alabama's PLAN 2020 addresses all three principles of the waiver request:

- Principle 1: College- and Career-Ready Expectations for All Students
- Principle 2: State-Developed Differentiated Recognition, Accountability, and Support
- Principle 3: Supporting Effective Instruction and Leadership

Furthermore, this waiver request addresses those principles in a cohesive and focused manner that is completely aligned with PLAN 2020, the eight year strategic plan for Alabama education.

### **ESEA Flexibility and Waiver Request/Support**

The ESEA flexibility waiver request provides states an opportunity to augment federal legislation with well-developed and locally contextualized measures allowing them to leverage the positive effects of bold and innovative shifts in policy and practice. Alabama's approach to utilizing that flexibility is woven throughout this request in order to present a coherent approach to implementing the waiver principles. The state has solicited the input of various stakeholder groups, and the most commonly stated need is the development and ability to participate in a fair and balanced, comprehensive, and unified accountability system.

Alabama's ESEA Flexibility Waiver Request will offer a multi-dimensional approach that incorporates all aspects of school and district work focused on three of the Alabama State Board of Education's four strategic priorities: Alabama 2020 Learners, Alabama 2020 Support Systems, and Alabama 2020 Professionals. The proposed accountability model maintains the focus on proficiency, increasing the quality of instruction and improved outcomes for diverse populations that was the hallmark of No Child Left Behind, but it increases the acceptable standard of achievement to college- and career-readiness while at the same time allowing schools and systems to address an issue that is specific to their own situations.

The two priorities of Alabama's ESEA Accountability Model, Alabama 2020 Learners and Alabama 2020 Support Systems, are anchored in college- and career-readiness for all students. The model will continue annual public reporting of disaggregated student outcome measures for all ESEA subgroups in required content areas. Graduation Rates and Attendance Rates are also factors.

Equally as important, regional teams have been created to provide the differentiated support necessary to make whole school reform a possibility. College- and career-readiness for all students is the primary goal; however, the state understands the need to close achievement gaps and has in place a plan for doing so. The move towards college- and career-readiness will drive the quality of education provided in our state while the effort to decrease or eliminate achievement gaps will ensure equity of opportunity.

As the state moves towards utilizing a more comprehensive approach to determining strengths and weaknesses of schools and districts, it has developed an equally

comprehensive and aligned approach to recognition, accountability, and support. Thomas Jefferson once said, “***There is nothing more unequal, than the equal treatment of unequal people.***” Alabama’s focus on a more promising future is mindful of the truth found in that statement from the past. Within the state there are common expectations for all schools and districts; however, when it comes to interventions and supports, one size does not fit all. On-site assessments will help determine specific strategies for improvement and support. These assessments will be based on a wide range of principles, all of which can be found in PLAN 2020 and will support the identification of the root causes of challenges our schools are facing rather than issues that may simply be contributing factors. This will ensure that the state utilizes its resources more appropriately and more effectively.

Though the state will differentiate support to all schools in response to PLAN 2020, special emphasis will be placed on all Priority and Focus schools. However, like the accountability system as a whole, a much broader spectrum of measures than was formerly the case will be used to determine which schools will be designated. The specific measures are fully explained in Sections 2.D. and 2.E. of this application.

Though the importance of a rigorous curriculum and the presence of mechanisms for gauging the quality of its implementation cannot be overstated, Alabama also recognizes the importance of having effective teachers and leaders in place to guide that implementation. The Governor’s Congress on School Leadership and the Governor’s Commission on Quality Teaching made high-quality evaluation of Alabama’s teachers and leaders a primary focus of their work. Out of this work arose EDUCATEAlabama and LEADAlabama, the state’s online formative assessment systems for teachers and leaders respectively. In 2010, the State Board of Education adopted a resolution stating that Alabama will tie teacher and leader effectiveness to “multiple measures of student achievement.” That work is ongoing. PLAN 2020 contains similar language regarding linking educator evaluation to student achievement, which increases the push for the work to continue. As is the case with all other assessments contained within PLAN 2020, and by extension of this waiver application, teacher and leader evaluation will be multifaceted and will provide ample opportunity for a teacher or leader to show his or her effectiveness. This ESEA Waiver Application, and the flexibility that it would afford should it be approved, will provide additional impetus for the state to create a viable, valid, and reliable evaluation system.

The plan outlined in this overview is comprehensive and focused. The major components in this waiver application were taken from PLAN 2020, which is specific to the state of Alabama. PLAN 2020 was put in place to guide education in our state over the next eight years. It was developed based on the identified needs of the children, schools, and school systems of Alabama, and it is a plan for which we have broad support. We are pleased that PLAN 2020 aligns well with the expectations within the ESEA waiver.

As we move forward, we would encourage even more state-led, developed, implemented, and measured efforts for advancing education. This would empower states to leverage their unique strengths and resources around rigorous expectations, with a goal of making every child a graduate and ensuring that every graduate is prepared for college, work, and citizenship in the 21<sup>st</sup> century.

**Principle 1: College- and Career-Ready Expectations for All Students**  
**1.A Adopt College- and Career-Ready Standards**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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Prior to submitting the original ESEA Waiver Request, Alabama teachers, leaders, college and university faculty, and lay citizens reviewed the Alabama standards and the Common Core State Standards and compiled the best of both into the Alabama College- and Career-Ready Standards for Mathematics and English Language Arts, reflective of the aspirations Alabamians hold for all public schools students to be prepared for college, careers, and the workforce. On November 18, 2010, the Alabama State Board of Education formally adopted these college- and career-ready content standards that meet the definition of “college- and career-ready standards” in the document titled ESEA Flexibility, as Alabama has adopted content standards that are common to a significant number of states (see Attachment 14, Evidence of Adoption of Standards) as noted in Alabama’s approved AMO Freeze Request (see Attachment 15 for the letter from Dr. Deborah S. Delisle) and in doing so affirms this as a voluntary decision by our Alabama State Board of Education and further affirms Section 9527 (a) of ESEA.

In regards to Alabama’s submission of ESEA Renewal Request, the ALSDE has reviewed the stakeholder feedback, assessed its processes, and revised many aspects pertaining to ESEA Principle 1. These changes are discussed in depth in Principle 1 of Alabama’s ESEA Renewal Request. Alabama has fully implemented the College- and Career-Ready Standards for mathematics (K-12) and English language arts (K-12). The ALSDE continues to provide professional development for teachers and administrators for the CCRS using the quarterly meeting structure for district level implementation teams. Beginning in 2015-2016, regional

accountability structures for support of implementation of CCRS will be put into place allowing for differentiated regional CCRS training to be offered rather than common statewide training. District level CCRS implementation teams will remain intact to work with regional planning teams to determine professional development and follow-up needs. In addition, the ALSDE has developed twelve web-based professional development courses for math, English language arts, and content literacy that will be offered on a continual basis through eLearning Alabama. The ALSDE will continue development of web-based CCRS professional development courses. The ALSDE will also formally identify exemplar schools and classrooms for modeling and visitation purposes. Showcase lessons with instructional supports for ALL students, including English learners (ELs) and students with disabilities, have also been developed to support implementation of the CCRS. Supports for economically disadvantaged students and their teachers are a major part of the regional support structure, particularly given that many priority and focus schools serve a large proportion of economically disadvantaged students. The ALSDE will continue to offer Summer Teaching Academies with an emphasis on middle school instruction. The ALSDE is committed to creating opportunities for special education teachers and teachers of English Learners (EL) to work alongside and in full partnership with general educators as they learn about standards implementation. Both groups attended EQUIP training with ALSDE staff to learn about developing and evaluating lessons and units of study aligned with CCRS. This provided an opportunity for specialists to learn together in order to support teachers as they co-create lessons and formative assessments that reflect the shifts and rigor of the standards. In addition, demonstration sites designed to highlight practices that have shown progress in closing the gap for students with disabilities have been identified. Full implementation of the demonstration sites is slated to begin in fall 2015 and visits hosted by the demonstration sites are projected to begin in spring 2016. EL coaches continue to support districts by providing monthly sustained support and by providing professional learning opportunities at quarterly CCRS meetings. Obtaining/Creating resources for special student groups is a focus. Recorded modules of using the Curriculum Guide for scaffolding instruction are available. WIDA *Can Do Descriptors* to ensure access of the CCRS by ELs are emphasized in professional development and support for teachers of ELs.

In order to ensure that instructional materials are aligned with CCRS, the ALSDE formed a task force charged with reviewing Alabama's current processes, laws, Code, procedures and practices for standards and textbook adoption. The task force is continuing to refine the process and anticipates a recommendation to the state superintendent by fall of 2015. The Alabama Insight Tool, which unpacks the standards, was updated with new and expanded functions and features.

In an effort to ensure effective communication with all stakeholders, Alabama has moved from simply providing information about the standards to a two-way communication approach related to CCRS. We have varied opportunities to listen to and dialogue with stakeholders. Some examples are Alabama GRIT, Standard of the Week, Online Standards Review, and the Future of Public Education Tour by Alabama's superintendent of education, Dr. Tommy Bice. In order to maintain the highest level of rigor and challenge for Alabama's K-12 students the ALSDE will conduct an annual review of the CCRS by committee based on current student data and educator input.

In order to ensure that students are college- and career-ready when they graduate, the ALSDE will monitor students as they progress from elementary school through high school using the ACT suite of assessments along with LEA determined formative/interim/benchmark assessments. For the 2015-2016 school year, the assessment system will include *ACT Aspire*

Reading and Math (Grades 3-8 and 10); *ACT Aspire* Science (Grades 5, 7, and 10); *ACT Aspire* (Grade 10) will replace *ACT Plan* which is being phased out by ACT; *ACT QualityCore* End-of-Course (EOC) assessments in English 10 and Algebra I (due to lack of funding, EOCs will be optional in 2015-2016); *ACT Plus Writing* (Grade 11); and *ACT WorkKeys* (Grade 12). Alabama's Plan 2020 defines a student as college- and career- ready using several indicators.

## 1.B Transition to College- and Career-Ready Standards

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

On November 18, 2010, Alabama joined 40 states, the District of Columbia, and the U.S. Virgin Islands in adopting the Common Core State Standards (CCSS) in Mathematics and English Language Arts (ELA). The adoption by the Alabama State Board of Education (SBOE) incorporated selected Alabama standards with those in the Common Core to create a set of internationally benchmarked college- and career-readiness standards that will prepare students for a future in the ever-expanding global environment. These standards are known as the Alabama College- and Career-Ready Standards (CCRS).

### **Transition Plan**

Prior to Alabama adopting the CCSS in Mathematics and ELA, the Alabama State Department of Education (ALSDE) convened a task force of Alabama teachers, university professors, curriculum coordinators, and business/industry representatives to analyze and evaluate the proposed standards. A detailed review of the correlation between the existing Alabama Courses of Study (COS) for Mathematics and ELA to the CCSS was conducted. The task force used the Common Core Comparison Tool created by [Achieve.org](http://Achieve.org) to assist in determining the relationship between state standards and the CCSS documents. The [Common Core Comparison Tool](#) can be reviewed on the ALSDE Web page. Once the correlation was determined, the task force divided the math high school standards into courses, the ELA standard into grade levels, and added Alabama-specific content standards to the CCSS. After detailed review and revision, a final draft was placed on the ALSDE Web site for public review and later submitted to the State Superintendent of Education for recommendation. Public presentations were held across the state and a public hearing was held on the day of the State Board of Education meeting, ending with a vote to adopt. Implementation of the CCRS for mathematics began early in August 2012, and the CCRS for ELA will be implemented in August 2013.

Alabama is uniquely positioned to transition to the College- and Career-Ready Standards. The Alabama Reading Initiative (ARI), after a decade of work, has transformed reading and literacy instruction in the state with students making greater gains as evidenced on the most recent National Assessment of Educational Progress report than in previous years. The ten-year-old Alabama Math, Science, and Technology Initiative (AMSTI) has moved

the state to higher expectations in math and science. Results from a landmark randomized controlled study of AMSTI, funded by the United States Department of Education (USDOE), were recently released. The study found that schools that participated in AMSTI showed significant gains in student achievement over matched schools that did not participate. After one year of participating in the initiative, students in AMSTI Schools showed math gains equivalent to almost one and one-half months (28 days) of additional instruction compared to the matched, control schools. After two years, the gains in AMSTI Schools were equivalent to two and one-half months (50 days) of additional instruction compared to the controls. Gains in science were even greater than the math gains; however, scores could not be translated into additional days due to the fact that the state does not test science at every grade studied. Reading gains with AMSTI were equivalent to two months (40 days) of additional instruction after only one year of participating in AMSTI.

Recognizing that adopting standards alone would not increase the rigor of teaching and learning, a committee composed of staff across all sections of the ALSDE including the Alabama Reading Initiative (ARI) and AMSTI was convened to begin planning the professional learning that would be needed to move standards into action. These two initiatives (ARI and AMSTI) have developed a framework for effective professional learning and support that was used as the foundation for developing the College- and Career-Ready Delivery Plan. In addition, Alabama has 11 Regional Inservice Centers located at Institutions of Higher Education (IHE) that support professional learning for school systems within their regions. This structure provides a familiar method for delivery as well as capitalizing on the existing relationships with the local education agencies (LEAs) and schools. The initial focus was on math since it will be implemented before ELA. The CCRS Implementation Plan has been organized into four phases: (1) Awareness, (2) Initiation and Implementation (district and school leaders, classroom teachers, and special area teachers), (3) Follow-Up/Support for Implementation (district and school leaders, classroom teachers, and special area teachers), and (4) CCRS Self-Assessment of Implementation. A copy of the College- and Career-Ready Delivery Plan can be found in Attachment 12. A copy of the CCRS Transition Plan and the CCRS Professional Development Plan can be found in Attachments 31 and 32.

In order to maintain the highest level of rigor and challenge for Alabama's K-12 students, the ALSDE will conduct an annual review of the CCRS by committee based on current student data and educator input.

## **Mathematics**

College- and Career-Ready Standards for Mathematics will be implemented in Grades K-12 in the 2012-13 school year. Phase I of the CCRS Math delivery plan began in summer 2011 with awareness sessions. The content of these sessions included an opportunity for teachers, principals, and district leaders to review the standards document and begin planning for implementation. Also included in this training were documents detailing the content shifts that would occur with implementation of the CCRS in August 2012. The documents provided guidance for district leaders, school leaders, and classroom teachers to prepare students for the additional rigor demanded by the new standards. Four sessions were held in each of the 11 Regional Inservice Center areas. Also, general sessions were held at the annual summer conference for teachers and administrators. Over 1200 teachers attended the awareness sessions, but this was only about 5% of the total math teachers. As a result, a Web site was developed to hold "on-demand" materials and

training Webinars for use by teachers, principals, and district leaders (<http://alex.state.al.us/ccrs/node/41> ). Throughout the following year, materials were developed to support teachers in the transition and were provided via the CCRS Web site. These resources included correlation documents, learning progressions, and videos featuring the writers of the CCSS.

In August 2011 materials were purchased from the Cooperative Educational Service Agency #7 (CESA7) in the state of Wisconsin, ALSDE staff began customizing these materials to prepare Alabama districts and their teachers for the transition to the new standards. *Alabama CCRS Math Explorations' Guides* are a training tool designed to assist teachers with exploring and understanding grade-level standards. Training sessions were developed as a train-the-trainer module using a modeled process that could be duplicated at the local level with teacher teams. The Explorations Guides explore the foundation of the CCRS, grade-level intent, structure of the standards, mathematical understanding, vertical connections and action steps for local implementation. Sessions were developed by grade band that allow teachers to investigate specific standards for a specific grade level. A series of Webinars for LEAs and schools was held in fall 2011. The October 2011 Webinar focused on content shifts, what teachers could do to prepare for implementation in the 2012-2013 school year, correlation of current and new standards, changes in graduation requirements (Algebra II for all), and anticipated changes in the assessment plan. This Webinar also included information to assist teachers of special needs students in making the shift. The CCRS Web site was introduced as a resource for assisting the awareness of and transition to CCRS (<http://alex.state.al.us/ccrs> ). The November 2011 Webinar introduced districts to the *Alabama CCRS Math Explorations' Guides* and plans for training. Districts were also introduced to the Alabama Insight tool, a searchable database of unpacked standards that became available in June 2012. This Webinar included an update of resources on the state CCRS Web site as well.

In January and February 2012, the *Alabama CCRS Math Explorations' Guides* training sessions were held in the northern, central, and southern areas of the state. Seventy-seven of the 134 districts sent their Math CCRS Implementation Teams to this training. Districts that did not attend were contacted individually and additional sessions were held in May 2012. Twenty districts attended these sessions. The remaining 37 districts received training in July 2012.

The Alabama Insight tool was shared with districts in June 2012 to assist teachers in implementing the CCRS. Source files for this database were secured from CESA7, and the staff of the Alabama Learning Exchange (ALEX) reformatted these files and uploaded them to the ALEX Web site for use by curriculum coordinators and classroom teachers. This Web-based tool 'unpacks' the mathematics standards for understanding, skills, knowledge, vocabulary, and evidence of student attainment. Each district was provided a password to access the tool and training on district administration of the database. Included in the database are fields that have been populated by the ALSDE initiatives AMSTI and ALEX. Other ALSDE database fields will be populated with the prerequisite standards provided in the Mathematics Curriculum Guide, which was developed by the ALSDE Special Education Section. Training was provided to district technology coordinators in September 2012 on setting up the district database and local teacher passwords. Districts are now able to populate custom fields with local resources. In 2014, the Alabama Insight Tool was updated to include the following new and expanded functions/features:

- curriculum mapping at the district, school, and teacher level
- unique logins for each teacher
- logins for curriculum mapping committee members
- ability to export standards with unpacked information to Excel
- simplified print functions
- unlimited resource custom columns
- mobile-device friendly

In March 2014, select Social Studies teachers convened to unpack the newly adopted social studies standards. Once this process was completed, the Social Studies standards were added to the Alabama Insight Tool. The unpacked standards “went live” on the Alabama Insight Tool in September 2014.

In May 2014, select English language arts teachers convened to unpack the Alabama Added Standards in the English Language Arts Course of Study. These unpacked standards “went live” on the Alabama Insight Tool in June 2014.

Phase II of the CCRS implementation provides a structure for district teams to learn together as they implement the standards.

Each of the 134 LEAs has appointed a CCRS Implementation Team that includes representatives from the following areas:

- Elementary, middle, and high school administrators.
- Elementary and secondary mathematics and ELA teachers.
- Secondary science, social studies, special education, EL, and career.tech teachers.
- Media specialists and central office leadership.

The size of the teams varies from 14 to 20 members. Teams meet quarterly in regional network sessions to develop a CCRS Professional Development/Transition Plan. The training is a “train the trainer” model with the expectation that they train all teachers in their districts. Topics of the professional learning include:

- ELA and Mathematics content and instructional shifts.
- Lesson and unit development.
- Differentiating instruction for all learners (including EL and special needs).
- Job alike networking.
- District team planning for professional learning and implementation.

Beginning in 2013-2014

- Career and Technical Education teacher session, literacy and content standards
- Social Studies teacher session, literacy and content standards
- Science teacher session, literacy and content standards

Each quarterly meeting is structured in basically the same way. The training day begins with an opening session spotlighting districts that are effectively implementing the standards and/or turning around CCRS training to their local staff. After the opening session, participants move to content-specific sessions. Both mathematics and ELA sessions are provided for K-5 and 6-12 general education and special education teachers. Science, social studies, EL, and career technical education teachers, along with media specialists, attend separate sessions that focus on implementing the literacy standards in the content areas. During the 2013-2014 implementation year, CCRS Implementation Team surveys indicated that content area teachers wanted to be trained in separate content area groups. Beginning in the third quarterly meeting science, social studies, and career technical education teachers began attending separate CCRS sessions designed specifically for their content areas. Special education teachers, EL teachers, and library media specialists attended their choice of content sessions. During the 2014-2015 implementation year media specialist were encouraged to attend the Social Studies sessions in order to assist these teachers in implementing the newly adopted content area standards. Administrators can opt to attend either the math or ELA sessions where they are engaged in learning activities alongside their teachers. Following content-specific sessions, participants move to job-alike sessions that allow them to network with others in similar positions. Job-alike sessions for teachers became a natural part of the content sessions after content area teachers were divided into content specific groups. This allowed for a deeper look at the content during the afternoon sessions. Administrators have an extended time in their job-alike session that focuses on leading a successful implementation and troubleshooting common issues. Time is allotted for district teams to develop/review/revise their CCRS professional development/transition plans. District Leadership Teams devoted time during the first CCRS Implementation Teams assessing their districts' current level of knowledge of the CCRS by using a Self-Assessment Tool that assessed their awareness, implementation, and sustained practice of the CCRS in the contents of math, ELA, history/social studies, science, and technical subjects. The second CCRS Implementation Team meeting was spent gaining a deeper understanding of the instructional shifts that the CCRS call for as well as differentiating instruction for all students, including students with disabilities and English Language Learners, reviewing the training that has already occurred in the districts and networking with other District Leadership Teams, and beginning development of a plan to turn around CCRS training in their district and schools.

The ALSDE is committed to providing differentiated support to districts as they transition to the CCRS. In keeping with this pledge, the ALSDE has developed a document titled *A Guide for Professional Development Planning for Implementation of the College- and Career-Ready Standards* (Attachment #34). This document provides a guide for professional development that districts can select to provide training in the phases of Awareness, Implementation, Follow Up/Support, and Evaluation and Accountability that provides entry points for each district to plan training based on its current level of knowledge and implementation of the CCRS. A Professional Development/Transition Planning Template (Attachment #35) accompanies the guide so districts can begin to develop and implement their plan for their CCRS professional development. District teams will develop/refine their Professional Development/Transition Plans. The plans will address the needs of all students including students with disabilities, English Learners, and low-achieving students. The plans will be submitted to the ALSDE by February 2013. These

plans will provide the focus of discussion at the fourth CCRS Implementation Team meetings in late April/early May and will be updated each quarter thereafter.

These plans will be submitted to the ALSDE and used to guide support and provide additional resources. Meetings are planned and delivered by ALSDE state and regional staff with local practitioners. Over 1,800 participants attended the first meeting and over 2,000 attended the second meeting. Feedback is solicited via surveys and through practitioner advisory groups.

These network meetings are intended to build the capacity of each school district as it implements Alabama's CCRS, develops assessment literacy, and works toward ensuring that every student is college- and career-ready.

The average attendance at CCRS Quarterly Implementation Team meetings for the year 2012-2013 was 1,788. For the 2013-2014 year, the average attendance at the meetings increased to 2,066. For the 2014-2015 year, the average attendance so far (first two meetings) has increased to 2,719.

Much of the professional learning prior to Phase III focused on awareness, understanding, and beginning implementation for classrooms. Phase III will provide deeper support to school and district leaders as they lead this change effort. Phase III will provide support for implementation during the 2012-2013 school year. Regional Planning Teams (RPTs) have been established in each of the 11 Regional Inservice Center (RIC) areas to plan with LEAs and assess the level of readiness for implementation of the CCRS and to assist with developing a CCRS Professional Development/Transition Plan. These RPTs are composed of representatives from ALSDE sections, Regional Inservice Centers, Institutions of Higher Education (IHE), and Alabama Department of Children's Affairs' Office of School Readiness (pre-K). These RPTs will plan with the LEA to develop a customized plan for support for each district based on its individual needs and capacity. Regional support staff (RSS) have prepared to facilitate school- or district-based learning communities to deepen understanding of the math and ELA CCRS. This will include shared teaching experiences with classroom teachers. They will assist in organizing to address the individual training and implementation needs of districts and schools. (The College- and Career-Ready Delivery Plan is found in Attachment 12).

Phase IV includes an assessment of the effectiveness of the CCRS professional learning and implementation. Feedback opportunities throughout the previous phases include CCRS self-assessments for the districts, surveys, on-site observations and walkthroughs, and a review of benchmark data. In addition to these feedback opportunities, a CCRS Advisory Group composed of district curriculum coordinators has been assembled to provide input on what was successful with the professional development and what needs to be adjusted and/or adapted. Many of the Advisory Group members have numerous responsibilities within their district, including curriculum coordinator and coordinator of instruction for students with disabilities and English Language Learners, and were able to provide specific feedback on how the implementation training was impacting all the students and teachers. The first meeting of the CCRS Advisory Group is scheduled for December 2012. A formal evaluation of the professional development as a whole will be conducted in May/June 2013.

## English Language Arts

College- and Career-Ready Standards for English Language Arts (ELA) will be implemented for Grades K-12 in the 2013-14 school year. The ELA roll out will follow the same four-phase process with adjustments based on the feedback and evaluation received from the math roll out. Phase I awareness sessions began in summer 2011 and will continue through 2012. As part of Phase I, the ELA subcommittee developed and delivered an awareness session for administrators and lead teachers in July 2011 at a statewide conference. This session was followed with live and recorded awareness Webinars for teachers during the 2011-2012 school year—a general overview for K-12 teachers and administrators and two sessions for K-5 teachers and two sessions for 6-12 teachers. These sessions were posted on Alabama's CCRS Web site (<http://alex.state.al.us/ccrs/node/70>) for future use by any teachers who were unable to view these Webinars live.

In March of 2012, a focus group of K-5 ELA teachers and ELA professors from IHEs across Alabama were asked to meet with the ELA subcommittee to brainstorm about what kind of professional development would be most helpful in preparing for implementation. This proved very advantageous in involving higher education in the process as well as getting good suggestions from the focus group.

While the math subcommittee used the *Explorations' Guides* purchased from CESA7 in its entirety, the ELA subcommittee opted to break the activities down into smaller segments for training purposes. Awareness sessions were held in the 11 Alabama RICs in the summer of 2012. Twelve sessions per inservice region were provided for Grade K-6 teachers and twelve sessions per inservice region were provided for Grades 7-12 teachers delivered by ARI field staff and ALSDE staff. These sessions provided a more in-depth look at the new standards, including their nature, emphases, and vertical alignment.

In April 2012, a Webinar was posted to provide an initial awareness session for Grade 6-12 subject-area teachers to introduce them to the Literacy Standards. Before additional sessions were developed and delivered, another focus group was convened to determine what would be most helpful to teachers of history/social studies, science, and technical subjects for teaching the Literacy Standards.

Phase II training will occur through the CCRS Implementation Teams that will meet quarterly as described above.

Phases III and IV will follow the same process as described in the Mathematics section above.

Alabama relies on feedback from various stakeholder groups to determine professional learning outcomes at quarterly CCRS Implementation Team Meetings. In February 2014, the ALSDE conducted a survey of local CCRS Implementation team members to determine level of implementation of the CCRS. One key finding was that while over 90% of the participants felt comfortable teaching the standards to their students as a whole, over 40% of those same participants did not feel comfortable teaching the standards to English learners and students with disabilities. In March 2014, the ALSDE surveyed all teachers and administrators and this same finding was replicated in the statewide survey. As a result, the CCRS Design Team committed to providing professional opportunities designed

to support teachers' deeper understanding of content and mastery of instructional strategies that assist ALL students' attainment of more rigorous standards, specifically EL students and students with disabilities. In a January 2015 survey designed to collect future topics of professional learning, instruction for EL students and students with disabilities remains a top priority for teachers and administrators.

Beginning in 2015-2016, regional accountability structures for support of implementation of CCRS will be put into place allowing for differentiated regional CCRS training to be offered rather than common statewide training. CCRS Implementation Teams at the district level will remain intact; however, the training for these teams will be differentiated based on feedback from LEAs and RPTs. This will allow for coaching and follow up support to be better aligned. Regional staff will be reassigned to those LEAs needing the most support with an increased focus on CIPs as they relate to CCRS implementation and monitoring of progress.

Support for implementation is focused on tools for LEAs and schools to use such as the EQuIP rubrics for lesson planning and review, IMET for aligned materials, Instructional Practice Guides for leadership support, and the District Progress and Capacity Rubric for ongoing self-assessment. Resources for special student groups is also a focus. Recorded modules of using the Curriculum Guide for scaffolding instruction are made available. WIDA Can Do Descriptors to ensure access of the CCRS by EL students are emphasized in professional development and support for teachers of EL students. Supports for economically disadvantaged students and their teachers are a major part of the regional support structure, particularly given that many priority and focus schools serve a large proportion of economically disadvantaged students.

Viable options for learning and teaching the CCRS, such as SREB's Math Design Collaborative and Literacy Design Collaborate, are currently offered and supported for some districts and schools.

### **Instructional Materials and Resources**

In addition to adopting standards and providing professional learning opportunities for the educators of Alabama, high-quality instructional materials and resources aligned with the new standards must be developed or acquired.

#### **Instructional Materials**

After the standards were adopted in November 2010, a textbook committee was assembled to evaluate texts and materials as to their correlation to the standards. This committee was composed of educators and curriculum coordinators. After lengthy examination and evaluation of the texts, a list of recommended mathematics textbooks was provided to the districts.

The special education *Alabama Curriculum Guides* are resources for Alabama's teachers of special needs students that provide prerequisite and enabling skills that lead to learning grade-level academic standards in all subjects. The curriculum guides are used to help low-achieving students learn the content in smaller increments, catch up on content they may have missed in previous years, and/or review content related to grade-level academic

standards. The *Curriculum Guide to the Alabama Course of Study: Mathematics* is currently available and aligns to the new mathematics standards. The *Curriculum Guide to the Alabama Course of Study: English Language Arts* that aligns with the new English language arts standards will be available January, 2013 for use in the 2013-14 school year. Although the Alabama Curriculum Guides are developed by the Special Education Section of the ALSDE, general education teachers use these guides to provide differentiated instruction to their students who may need to catch up on content they have missed in earlier grades. The Alabama Curriculum Guides are available on the ALEX Web site at <http://alex.state.al.us/specialed/curriculum.html>.

The Alabama Learning Exchange (ALEX) houses lesson plans that have been developed by educators throughout the state. These lesson plans were aligned to Alabama's CCRS in June 2011 at the Math Summit, which was held at the University of Alabama at Birmingham. This alignment was conducted by Alabama educators under the guidance of Dr. Shannon Parks, ALSDE. In partnership with ALEX, CCRS Showcase Lessons and Units using the EQulP rubric as a guide will continue to be developed. These showcase lessons include instructional supports for ALL students including ELs and students with disabilities.

The Tri-State Collaborative (comprised of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed the Tri-State Rubric, criterion-based rubrics and review processes, to evaluate the quality of lessons and units intended to address the Common Core State Standards for mathematics and ELA/Literacy. These rubrics provide clear, descriptive criteria for lessons/units and guide educators in identifying exemplary lessons/units that serve as models of CCSS instruction. In addition, these rubrics provide meaningful, constructive feedback to developers of lessons/units. These rubrics will be utilized during the CCRS Teaching Academies in Summer, 2013, which will focus on developing additional K-8 lessons and units of study for each subject area and grade level.

It is anticipated that over 300 teachers will participate in the K-8 academies. High school lessons and units of study will be developed using the Quality Core resources and Tri-State Rubric in January 2013 and in CCRS Teaching Academies in Summer 2013. Around 300 teachers are expected to participate in this training and development.

The CCRS Summer Teaching Academies continued to be offered in 2014. This academy, held in partnership with A+ College Ready, provided Laying the Foundation training for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers of English, math, and science in Alabama's focus schools, priority schools, and priority school feeders. The ALSDE plans to continue offering summer teaching academies with an emphasis on middle school instruction for focus and priority school teachers.

The ALSDE has a responsibility to assist districts with evaluating instructional materials as to their alignment with the standards. Representatives from the ALSDE attended the CCSSO meeting on *Selecting & Recommending CCRS Aligned Instructional Materials* in November 2012. Plans are underway to develop a process with tools to assist districts with selection of appropriate instructional materials. A research and design team is being assembled to study the Basal Alignment Project, CCSSO materials, National Association of State Boards of Education (NASBE) materials, and other resources. This team will then

design a process for evaluating instructional materials and develop training on how to use that process. District training is slated for late spring and summer of 2013. Currently, direction is given in *A Guide for Professional Development Planning for Implementation of the College- and Career-Ready Standards*. Phase 3 provides links to resources to assist districts that are ready to review their current textbooks and instructional materials. (See Attachment #34).

In February 2014, the ALSDE formed a task force charged with reviewing Alabama's current processes, laws, Code, procedures, and practices for standards and textbook adoption. The purpose of the task force is to provide information regarding aligned materials to districts and schools in an ongoing manner. The task force reviewed the practices of other states, the work of national organizations, and related research. In July 2014, curriculum and textbook coordinators provided feedback. The task force is continuing to refine the process and anticipates a recommendation to the state superintendent by fall of 2015.

### Resources

CCRS resources provided to the districts by the ALSDE assist with consistent implementation while differentiating for low- and high-achieving students. These resources are described below:

- **Alabama Insight Tool**—This web-based tool 'unpacks' the mathematics and ELA standards for understanding, skills, knowledge, vocabulary, and evidence of student attainment. Included in the database are fields that have been pre-populated to include resources, lesson plans, podcasts, videos, etc., that are aligned to the standards. Additional fields will include the Special Education Mathematics Curriculum Guide. Each district may customize four additional fields with local materials, resources, etc. Training began in September 2012 and on-site support continues.
- **GlobalScholar (Scantron)**—This formative assessment system has been provided to every school and district through school year 2014-15. Subsequent providing of this resource is dependent upon Alabama legislative funding. GlobalScholar (Scantron) offers a Student Assessment Management and Delivery System (SAMDS) that provides computer adaptive assessments (CAT) as well as formative, interim, and benchmark assessments for Mathematics, Reading, Language Arts, and Science. This resource is aligned to specific skills as defined by the Alabama CCRS, the CCSS, and ACT College-and Career-Ready measures and the assessment results are delivered immediately. (Contract ends after the 2015-2016 school year.)
- **ACT's Quality Core (QC)**—QC provides ACT course objectives, course descriptions, syllabi, course outlines, end-of-course test blueprints, sample units, and a formative assessment test builder. During the 2012-2013 school year, secondary teachers are using these resources to plan instruction for Algebra I, Geometry, English 9, and English 10. If additional end of course tests are added, more course resources will be provided. (Dependent on funding.)
- **CCRS eLearning Courses**—Alabama's CCRS Design team has developed twelve web based professional development courses for math, English language arts, and content literacy. The first round of courses were developed from professional learning materials

used in the ALSDE's awareness stage. They are designed for teachers, instructional coaches, professional development specialists, administrators, or other school personnel who would like to develop a deeper understanding of Alabama's CCRS. These courses will be offered on a continual basis through the eLearning Alabama platform. The CCRS Design team is currently developing additional courses that will be offered beginning in October 2015. All CCRS eLearning courses are designed to support teachers' deeper understanding of content and mastery of instructional strategies that assist all student groups, including special education and English language learners, in the attainment of more rigorous standards. Courses are currently being reviewed by EL and Special Education specialists to add instructional strategies to support ELs and students with disabilities.

- Exemplar Schools-formal identification of exemplar schools and classrooms based on implementation and impact on student learning will be a focus for modeling and visitation purposes.

### **Partnering Organizations**

This work is being augmented by the "education family" in Alabama. The School Superintendents of Alabama organization devoted its summer conference to the CCRS. A+ Education Partnership, a nonprofit education advocacy and capacity-building organization—much like the Prichard Committee in Kentucky—and its divisions, the Alabama Best Practices Center (ABPC) and A+ College Ready, are supporting implementation by developing an "Expect More, Achieve More" public engagement initiative to support the CCRS and by focusing on implementation of the CCRS in the ABPC Teacher Leader Networks. Additionally, a unique partnership between the ALSDE and the ABPC is piloting an initiative to strengthen in-school instructional coaching so that teachers gain the just-in-time support needed as they implement Alabama's new CCRS.

Alabama recognizes the important role that leadership plays in improving schools. Districts and school leaders are imperative to the successful transition to the CCRS. The Council for Leaders in Alabama Schools (CLAS), a professional organization for principals and other school leaders, has aligned its professional learning to ensure school and district leaders are prepared to lead this transition. Among the professional learning opportunities offered by CLAS is a Common Core for Principals Conference designed specifically with consideration for what principals need to know about CCRS and guidance for implementation at their schools. Facilitators of these sessions are staff members from the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

A long-term partnership with the Alabama Education Association (further referred to as "the Association") has yielded many benefits in the quest to provide quality education for each student in Alabama's public schools. With the distinction of being one of the first statewide professional or educational support agencies to register support of the Common Core Standards Initiative, a position paper/white paper on Common Core Standards was developed by the Education Policy and Professional Practice Division of "the Association." The position paper/white paper was later scheduled as an agenda topic presented at all major conferences that the Alabama Education Association scheduled throughout the state. Representing more than 100,000 certified administrators, teachers, and support personnel

who are committed to effective teaching and learning, “the Association” has developed robust program partnerships with the Alabama State Department of Education to close learning gaps with limited-English proficiency students and special populations. Initiatives have included awareness training for practicing educators and well as the development of instructional guides. *Models of Collaboration* is one of the publications developed by the department and “the Association” as a framework for implementing effective teaching between certified and learning support educators of special populations. *JumpStart into Spanish* training modules have been used to increase the capacity of language proficiency and cultural awareness of educators when teaching students of Hispanic heritage.

Additional collaborative initiatives to increase teaching performance have been developed as a result of the partnership between the department and “the Association.” The initiatives include, but are not limited to, National Board for Professional Teaching Standards awareness sessions and scholarships to increase the number of educators pursuing the national board certification, the development of a Substitute Teachers’ Manual to increase the capacity of persons responsible for maintaining teaching-learning efficiency during the absence of the assigned teacher, and awareness trainings in best practices in teaching and learning for pre-service teachers matriculating in the state’s institutions of higher education.

### **Students With Disabilities**

Educators working with students with disabilities have been formally engaged in the process of analyzing, reviewing, and developing transition documents for CCRS implementation. Special education is an intentional focus in that representatives from the ALSDE Special Education Services (SES) Section serve on each of the 11 RPTs.

The special education *Alabama Curriculum Guides* (<http://alex.state.al.us/specialed/curriculum.html>) are resources for Alabama’s general and special education teachers that provide prerequisite and enabling skills that lead to learning grade-level academic standards. The curriculum guides are used to help low-achieving students learn the content in smaller increments, catch up on content they may have missed in previous years, and/or review content related to grade-level academic standards. The *Alabama Curriculum Guides* are effective for all students not performing at grade level and not just for students with disabilities. The *Alabama Curriculum Guides* are not the same as the *Explorations Guides*. The *Curriculum Guide to the Alabama Course of Study: Mathematics* is currently available and aligns to the new mathematics standards. The *Curriculum Guide to the Alabama Course of Study: English Language Arts* that aligns with the new English language arts standards will be available January 2013 for use in the 2013-14 school year.

The CCRS quarterly meetings are organized around the 11 inservice regions. A State Department of Education special education specialist is assigned to each regional team. In addition, each LEA was asked to appoint a special education representative to its CCRS Implementation Team. LEA special education representatives (including special education directors, other special education central office staff, and special education teachers) are attending the CCRS Implementation Team Meetings. Special education specialists from the ALSDE co-developed the content for the first two quarterly meetings and in some cases co-presented and/or co-facilitated with content specialists. These network meetings are designed as a train-the-trainer model with each LEA special education designee responsible for conveying the information to others in his or her school

system. The first two quarterly meetings focused on gaining a deeper understanding of the new standards. The third meeting will focus on differentiated instruction for all students and supports for students with disabilities (e.g., instructional supports, instructional accommodations, assistive technology devices). Job-alike sessions are part of the quarterly meetings where special educators problem-solve issues related to the implementation of the new standards. This has been a unique opportunity for special educators and general educators to learn from each other as they shared questions, concerns, and ideas across districts.

Currently, the focus has been on implementing the new standards with students with disabilities who are working toward general education standards. The Alabama Extended Standards for students taking the *Alabama Alternate Assessment* are aligned to the new general education standards for Mathematics and English language arts. Teachers of students with significant cognitive disabilities received training at 11 regional locations on the new Alabama Extended Standards and the Alabama Alternate Assessment.

In addition, the ALSDE Special Education Services Section staff serve on the Mathematics and ELA professional development teams that were developed to help LEAs transition from the old courses of study to the new CCRS. This transition includes providing training, resources, and support to assist LEAs in meeting the requirement of providing access to the general curriculum to students with disabilities.

The ALSDE, Special Education Services Section, in collaboration with the Auburn Transition Leadership Institute (ATLI), developed Alabama's Transition Standards. These standards were reviewed by national experts in the field of transition and adopted December 6, 2011, by the State Board of Education. These transition standards are utilized to guide the planning and delivery of transition services for high school students with disabilities. The standards address Grades 9-12 and reflect a progressive scope and sequence of transition knowledge and skill development.

The Transition Standards are divided into four strands: Academics /Training, Occupations/Careers, Personal/Social, and Daily Living. These standards provide structure to guide instruction and experiences for equipping students with the necessary skills to be active participants in their transition planning process and to attain their postsecondary and community living goals, which also support the new CCRS.

Professional development is provided by SES and ATLI through live Webinars and the Training in Transition Modules (TNT). The live Webinars are conducted twice annually, and the modules can be accessed through the Auburn Transition Leadership Institute Web site. In addition, SES and ATLI host the annual Transition Conference in Opelika, Alabama, as well as present at the annual Special Education Conference in Mobile, Alabama.

The ALSDE is committed to creating opportunities for special educators to work alongside and in full partnership with general educators as they learn about standards implementation. In December 2014, special education specialists attended EQUIP training with ALSDE staff to learn about developing and evaluating lessons and units of study aligned with CCRS. This collaborative training provided an opportunity for specialists to

learn together in order to support teachers as they co-create lessons and formative assessments that reflect the shifts and rigor of the standards.

Additionally, demonstration sites designed to highlight practices that have shown progress in closing the gap for students with disabilities have been identified. These twelve sites are located in the eleven regional inservice areas and are part of Alabama's State Systemic Improvement Plan (SSIP). The SSIP is designed to close the gap and improve literacy and mathematics outcomes for students with disabilities. This project includes the assignment of one Instructional Coach to work in each region (with two for Region 11), or a total of twelve Instructional Coaches to provide evidence-based professional development in collaborative school environments, collaborative teaching, and collaborative planning to special education and general education teachers and staff in assigned middle schools within the region, as well as follow-up coaching with specific emphasis upon evidence-based instruction delivered with fidelity. The Instructional Coaches for the demonstration sites will be vital members of the RPTs, CCRS quarterly meetings, and other regional meetings. Full implementation of the demonstration sites is slated to begin in Fall 2015 and visits hosted by the demonstration sites are projected to begin during Spring 2016.

### **English Language Learners**

Alabama participated in an alignment process to analyze the linguistic demands of the CCSS for English learners (ELs). In November 2010, World-Class Instructional Design and Assessment (WIDA) provided member states with the results of an alignment study that examined the relationship between the CCSS and the Model Performance Indicators (MPIs) of the WIDA ELP standards. An analysis was presented in a published report, *Alignment Study Between CCSS in English Language Arts and Mathematics and the WIDA ELP Standards, 2007 Edition*. As a member state since 2004, Alabama has been involved in a process to provide additional feedback on a standards amplification project to review and provide feedback on the amplified 2012 version of the *English Language Development (ELD) Standards* (publication—Fall 2012). Classroom teachers integrate these WIDA Consortium English Language Proficiency (ELP) standards with the CCRS to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. In December 2014, EL specialists attended EQUiP training with ALSDE staff to learn about developing and evaluating lessons and units of study aligned with CCRS. This collaborative training provided an opportunity for specialists to learn together in order to support teachers as they co-create lessons and formative assessments that reflect the shifts and rigor of the standards.

Involvement in this analysis process has allowed Alabama to present the most up-to-date information and create a focused effort on providing professional learning opportunities to all educators, but specifically to EL educators. The SAMUEL (School Assistance Meetings for Understanding English Learners) series was implemented during the 2010-11 school year. These quarterly regional sessions were designed for a broad audience including K-12 EL teachers, general education teachers, administrators, counselors, and anyone who had limited knowledge of EL and who desired to advance their understanding and application of recommended instructional and assessment practices for ELs. The ALSDE develops these topics from statewide needs assessments and a variety of data collection tools from the prior year. SAMUEL sessions are presented by EL Coaches, and topics addressed in these sessions include Sheltered Instruction Strategies, Interaction and Differentiated Instruction for EL, and Continuous Improvement Plan Goals/Action Steps.

Additional professional learning opportunities will be developed around the amplified 2012 WIDA Standards using instructional materials aligned with the standards and using data on multiple measures of student performance (e.g., data from formative, benchmark, and summative assessments) to inform instruction. The Alabama Learning Exchange (ALEX) provides a multitude of resources to support K-12 educators in supporting our EL students in classrooms across the state (<http://alex.state.al.us>). Materials are developed and uploaded throughout the year to support teachers in providing academic support to EL students.

EL Coaches provide professional development for districts not making Annual Measurable Achievement Objective (AMAO) and provide sustained support for districts being served. Topics addressed for districts are determined by specific AMAO improvement data and a needs assessment developed with the stakeholders within the community. Professional development is designed to include administrators, EL providers, classroom teachers, counselors, and may include other specific instructional and support personnel, as well as community representatives. District guidance includes information and updates concerning requirements for the education of EL students, supporting English language development, and providing appropriate classroom accommodations, instruction and assessment; meeting CCRS and WIDA Standards for building academic language and content achievement at the students' English proficiency levels. The coaches assist their assigned districts with developing intensive improvement plans for meeting AMAO status during the next assessment cycle.

<b>ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES HAVE THREE PARTS:</b>	
<b><u>Title III Annual Measurable Achievement Objectives</u></b>	<b><u>How Progress is Measured</u></b>
AMAO A: Percent of ELs making Adequate Progress in Language Acquisition (APLA)	ACCESS for ELLs® State English Language Proficiency Test
AMAO B: Percent of ELs attaining English language proficiency	ACCESS for ELLs® State ELP Test
AMAO C: Meeting AMO requirements for the EL subgroup.	<ul style="list-style-type: none"> <li>• 95% participation</li> <li>• % Proficient in Reading, Language Arts and Math</li> <li>• 1 or more high schools that meet state or annual goal</li> </ul>

Alabama's commitment to learn about how to support EL students has resulted in the development of Alabama's Readiness Matters Team. This team was established in April 2014 and is made up of representatives from SEDL (formerly Southwest Educational Development Laboratory), the Department of Children's Affairs/Office of School Readiness, and various sections of the ALSDE. In May 2014, Alabama's Team for Readiness Matters attended the Readiness Matters/State Collaboration for Success event cohosted by The Hunt Institute, the National Council of La Raza, and the Southern Regional Education Board. The team considered demographic and achievement trends for English learners in Alabama, challenges and opportunities as these students transition to new college and career ready standards and assessments, and strategies for communication and

engagement with parents and community members to improve English learner success. Lessons learned from this ongoing collaboration will inform our plan for reaching EL students. As we refine our professional learning opportunities for teachers, the focus on resources for teachers of EL students such as WIDA Can Do Descriptors, eLearning courses, and the EQuIP Rubric for lesson planning and review to ensure access of the CCRS by EL students remains a key component.

### **Advanced Placement**

Alabama’s Advanced Placement component of the College- and Career-Ready Delivery Plan (Attachment 12) specifies the strategies for increasing the number of students that are college- and career-ready with a strong emphasis on increasing the innovative pathways for students as options for acceleration. This acceleration includes an increased emphasis on Advanced Placement courses and dual-enrollment opportunities. The focus of Advanced Placement in Alabama is on increasing rigor in the classroom, promoting equity among the population of successful AP students, and supporting instruction that encourages every child to graduate high school college- and career-ready.

Currently, Alabama’s Advanced Placement (AP) Initiative partners with A+ College Ready, a division of the A+ Education Partnership, to expand access to the College Board’s trademark AP mathematics, science, and English (MSE) courses across the state and to increase the number of qualifying scores on MSE AP exams. Teachers of pre-AP and AP courses have the opportunity to participate in professional learning that includes vertical alignment, accelerated course options, and curriculum training. More than 2,500 Alabama teachers have been trained in Laying the Foundation® (LTF) workshops held the past four years. These lessons and strategies provide concrete ways to fully implement the CCRS. To maximize LTF implementation, A+ College Ready convened teams of teachers from throughout the state to create curriculum documents that align the CCRS in English 9 and Algebra I, LTF lessons and strategies, as well as formative and summative assessments in order to raise the rigor in classes that will prepare students for not only Advanced Placement classes, but also for college and career pathways. A curriculum document for ninth-grade biology was developed as well. During 2012–2013, courses in English 10, Algebra II, and Chemistry will be similarly developed. In addition to these opportunities for middle and high school teachers, this program provides test fee resources, technical support, and after-school study sessions. Also available are student, teacher, and administrator financial incentives for student qualifying scores on MSE AP exams. The initiative continues to expand statewide.

Alabama also supports the International Baccalaureate (IB) program in Alabama school districts that participate in its high-quality education through its three continuously evolving and globally widely respected programs for students aged 3 to 19. The three “programmes”—Primary Years (aged 3-12), Middle Years (aged 11-16), and Diploma (aged 16-19)—offer an integrated model with four core elements: a curriculum framework, rigorous student assessment, professional development, and “programme” authorization and evaluation. Currently, there are 47 school districts and 86 IB middle and high schools participating in Alabama. Approximately 750 students are enrolled in at least one IB course. The program continues to expand statewide.

## Communication

In addition to the extensive professional learning for educators to transition to the CCRS, there is a need for ongoing communication and feedback with the public, professional associations, and IHEs. Alabama's plan includes a targeted effort on the part of various Public Information Officers (PIOs) across the state to use all resources at their disposal to further explain CCRS. Individual school publications, Web sites, on-hold phone messaging, and other forms of communication will be used to get the message out. The ALSDE will issue a common toolkit for all state PIOs that will serve as a template for explaining the importance of CCRS and for answering frequently asked questions (FAQs). The tool kit will include sample Op-ed submissions for local and statewide newspapers, brochures, and letters written to various audiences (parents, educators, business community, etc.). In addition to the static FAQs, the ALSDE is implementing an interactive blog accessible on the main ALSDE Web site that will be available to the public. Entries on this blog will get personal responses from an ALSDE official. Social media (Facebook, Twitter) will be used to keep the public informed. Written positive public support from statewide daily newspapers, third-party verifiers such as external education advocates, noted education organizations, and military personnel shows a broad reach in support of CCRS.

The ALSDE also has a speaker's bureau of individuals who can be sent across the state on request to speak at civic and community organizations, PTA meetings, and other gatherings.

To target the corporate and business community, as well as acquire buy-in from major employers, support from established entities that support CCRS will be promoted. The Business Roundtable, a national collaboration of American companies with specific interests in science, technology, engineering, and math, supports CCRS. The philosophy behind why these companies support these standards that are internationally benchmarked will be used to drive the message from a corporate perspective. The Alabama State Advisory Council for Career and Technical Education is composed of representatives from business and industry sectors, Regional Workforce Development Councils, the 16 National Career Cluster sectors, postsecondary institutions, and associations/organizations. The Advisory Council provides another venue for communicating the role that career and technical education plays in preparing students, through rigorous and relevant course offerings, to master the college- and career-ready standards.

Alabama has moved from simply providing information about the standards to a two way communication approach related to CCRS. We have had varied opportunities to listen to and dialogue with stakeholders. Some examples are listed below.

- Alabama GRIT-Graduate Ready Impact Tomorrow. GRIT is a team of Alabama's local businesses, educators, parents, community organizations, and military leaders who work together to ensure all of Alabama's children have an opportunity to graduate from any of Alabama's schools prepared for life – whether they are beginning college or a career. The ALSDE will continue to partner with GRIT to advocate for higher academic standards, promote policies and efforts that build on the gains our students are making,

and foster honest community conversation about what we want Alabama students to achieve.

- **Standard of the Week:** In 2013, the ALSDE began creating and posting a Standard of the Week for English language arts and mathematics on the ALSDE webpage, Pinterest, Facebook, and Twitter pages. The Standards of the Week are written specifically for parents to help them better understand the standards and to encourage them to become involved in their local school support of the Alabama College- and Career-Ready Standards so that ALL children graduate prepared for college, work, and adulthood in the 21<sup>st</sup> century.
- **Online Standards Review:** On October 6, 2014 the Alabama State Department of Education announced the Public Review of the Alabama College- and Career-Ready English Language Arts and Mathematics Standards. The ALSDE asked for public input specifically related to Alabama’s CCRS in an effort to maintain the highest level of rigor and challenge for the state’s K-12 public school students. The goal of the review was to engage the general public, educators, business and industry, and civic leaders in a general review of the standards, and to increase the depth of understanding of the standards. Upon completion of the review, the feedback generated went to the state Mathematics and English language arts Course of Study Teams. The COS team then provided recommendations to the Alabama State Board of Education in February 2015.
- **Future of Public Education Tour:** During August, September, and October 2014, State Superintendent Dr. Tommy Bice hosted “The Future of Public Education” tour. This was a 12-stop tour across the state of Alabama highlighting important topics for students and families in Alabama, including the Alabama College- and Career-Ready Standards. The tour included stops at schools in each of the eight State Board of Education board districts. During the tour Dr. Bice was joined by business and industry partners and representatives from Alabama’s Community Colleges, as well as other education stakeholders.

### **Alabama’s Work With IHEs**

The ALSDE will continue to work with IHEs to better prepare new teachers to teach all students and new administrators to support teachers as they provide instruction aligned to the CCRS. In 2005, the SBOE adopted the Alabama Standards for Instructional Leaders recommended by the Governor’s Congress on School Leadership. Thirteen (13) Alabama IHEs were deemed to meet the new Class A standards for the preparation of Instructional Leaders. Thus, Alabama has successfully navigated the transition from preparing administrators to preparing instructional leaders. Also, individuals who prepare in other states and wish to earn an Alabama certificate must provide a valid and renewable professional educator certificate from another state along with documentation of at least three years of employment as an assistant principal, principal, assistant/associate superintendent, or superintendent in a P-12 school or school district.

The Alabama Quality Teaching Standards (AQTs), recommended by the Governor’s Commission on Quality Teaching, were adopted by the SBOE in 2007. The AQTs, applicable to all programs, lead to the initial preparation of teachers through IHE-based

programs and include components designed to assist in preparing new teachers to teach all students. (Additional IHE information is contained in Attachment 16.)

With regard to the CCRS, the third AQTS standard pertaining to literacy is of particular importance. IHEs are expected to track each prospective teacher's acquisition of knowledge and abilities, across ALL teaching fields, to ensure literacy with regard to oral and written communication, reading, mathematics, and technology. All 27 Alabama IHEs that prepare teachers at the undergraduate level had to document compliance with the AQTS by July 1, 2007. The 17 Alabama IHEs that provide programs leading to initial certification at the master's degree level had to document compliance with the AQTS for those programs by July 1, 2008. (In the format used to assess teacher preparation programs, the AQTS have been added to Attachment 16.)

The State Superintendent of Education will ask Alabama's 27 educator preparation IHEs to use the Alabama Continuum for Teacher Development (ACTD) in partial fulfillment of the requirement that IHEs assess the abilities of prospective teachers. The information obtained from the standardized statewide assessment will be used by IHEs to improve their own programs and by the ALSDE to determine which programs must be upgraded in order to continue as state-approved programs. The ACTD is based on the AQTS and is the instrument used by almost all Alabama LEAs for teacher self-assessment and the development of professional learning plans for continued growth in concert with local administrators. The ACTD is applicable across teaching fields. Arrangements will be made for data from the assessment of prospective teachers to populate the EDUCATEAlabama database used to capture assessment data for employed teachers. EDUCATEAlabama data are accessible to LEA administrators for the teachers employed in each LEA. Data for prospective teachers will be made accessible to the administrators of the LEA that employs a new teacher.

The State Superintendent of Education will ask Alabama's 13 instructional leader preparation IHEs to use the Alabama Continuum for Instructional Leader Development (ACILD) in partial fulfillment of the requirement that IHEs assess the abilities of prospective instructional leaders. The information obtained from the standardized statewide assessment will be used by IHEs to improve their own programs and by the ALSDE to determine which programs must be upgraded in order to continue as state-approved programs. The ACILD is the instrument used by almost all Alabama LEAs for instructional leader self-assessment and the development of professional learning plans for continued growth in concert with local superintendents. Arrangements will be made for data from the assessment of prospective instructional leaders to populate the LEADAlabama database used to capture assessment data for employed instructional leaders. Data for prospective instructional leaders will be made accessible to the superintendent of the LEA that employs a new instructional leader.

After adoption of the CCRS by the SBOE in November 2010, information about the standards was shared with deans of education on numerous occasions. Early in 2012, a survey was sent to the deans to determine what activities were underway to ensure that prospective teachers and administrators were made aware of the new standards. A range of activities was reported. Several deans of education reported that members of their faculty had participated in designing CCRS training modules or had attended training sessions with their LEA partners.

On July 16, 2012, the ALSDE mathematics specialist spoke to the deans of education about the CCRS for mathematics and the host of resources available to prospective and employed teachers. A similar presentation will be made for ELA at the appropriate time. All materials accessible to employed teachers will be accessible to teacher educators and prospective teachers.

Faculty and staff from IHEs are included on the RPTs to allow for input from higher education faculty and staff. One of the functions of those teams will be focused on facilitating the transition to the new mathematics standards and making sure that the CCRS are being addressed in teacher preparation programs as well as in Alabama schools.

### **Pre-Service Teachers**

Beginning in September 2012, face-to-face meetings in four locations—Mobile, Montgomery, Birmingham, and Athens—provided an opportunity for district leaders and IHE methods teachers to become better prepared for implementing CCRS. The morning meetings were customized for LEA personnel, and an afternoon session was provided at each location for IHE administrators and faculty involved in the preparation of teachers and principals for P-12 schools. The CCRS are the main focus of the meetings.

Resources and instructional materials are posted on the CCRS Website and all of these were made available to IHE. In addition, tools for districts such as the Alabama Insight Tool (unpacking the standards) and the QualityCore were secured for IHE to use with pre-service teachers. Training for these resources was provided at the IHE meetings. Further CCRS training for IHE is being customized for different regions in the state based on their needs and availability. In addition, the Alabama Reading Initiative (ARI) and Alabama Math, Science, & Technology Initiative (AMSTI) provide training for preservice teachers twice a year in ELA and math.

In October 2012, IHE representatives attended EQUiP training with ALSDE staff to learn about developing and evaluating lessons and units of study. This training is being infused into the CCRS Implementation Meetings for districts. In addition, IHE will participate in Quality Core training in January 2013 with teachers and ALSDE staff. They will assist in facilitating CCRS Teaching Academies in summer 2013.

The State Superintendent of Education will ask the President of the Alabama Association of Colleges for Teacher Education (ALACTE) to design a survey to determine what steps were taken during 2012 to ensure that prospective teachers and principals are prepared to teach all students to the new CCRS, disseminate the survey to all 27 Alabama IHEs, and report on the results. Institutions that do not provide evidence of steps taken will be warned that failure to move forward immediately could result in loss of program approval.

**1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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**Timeline for Implementation of Assessments**Alabama College- and Career-Ready Assessment System  
Timeline for Implementation

School Year	Grades K-2	Grades 3-8	Grades 8-12	
			QualityCore End-of-Course Assessments	College- and Career- Ready Assessments
2012-13	Formative/Interim/Benchmark Assessments (LEA Determined)	ARMT+ (Grades 3-8)	English 9 English 10 Algebra I Geometry (AHSGE Grades 11-12)	EXPLORE (Grade 8) Plan (Grade 10)
2013-14	Formative/Interim/Benchmark Assessments (LEA Determined)	ACT Aspire (Grades 3-8) Reading and Math ARMT+ (Grades 5 and 7) Science	English 10 and Algebra I	EXPLORE (Grade 8) Plan (Grade 10) ACT Plus Writing (Grade 11)
2014-15	Formative/Interim/Benchmark Assessments (LEA Determined)	ACT Aspire (Grades 3-8) Reading and Math  ACT Aspire Science (Grades 5 and 7)	English 10 and Algebra I (optional)	EXPLORE (Grade 8) Plan (Grade 10) ACT Plus Writing (Grade 11) WorkKeys (Grade 12)
2015-16	Formative/Interim/Benchmark Assessments (LEA Determined)	ACT Aspire (Grades 3-8)  Reading and Math  ACT Aspire Science (Grades 5 and 7)	English 10 and Algebra I (optional)	ACT Aspire (Grade 10) ACT Plus Writing (Grade 11) WorkKeys (Grade 12)

NOTES: Revised alternate assessments to be administered in Grades 3-12 in English language arts and mathematics in 2014-15 and in science in 2015-16. State-provided formative/interim/benchmark assessments aligned to college- and career-ready standards are available for Grades K-12 at no cost to LEAs.

At the same time that the work on the CCRS was occurring, work on the assessment system began with the goal of increasing rigor and alignment to college- and career-ready standards. On September 10, 2009, the Alabama State Board of Education (SBOE) began phasing in college- and career-ready assessments with the approval of recommendations for a student assessment plan that had as its goal to measure the essential skills and knowledge students need to be ready to succeed in entry-level, credit-bearing academic college courses in two- and four-year institutions and highly skilled careers. The recommendations were made by the Committee for Accountability and Accelerating Student Learning (CAASL), a broad-based committee of stakeholders. The new state testing system is focused on measuring college- and career readiness from Grade 3 to Grade 12 and uses the ACT test as the capstone assessment to determine college readiness. This plan includes a phase-in of ACT's EXPLORE, PLAN, ACT Plus writing, and WorkKeys assessments. The phase-in began with eighth graders of 2010-2011 who were administered EXPLORE in the fall of 2010. These eighth graders will be administered PLAN as tenth graders in the fall of 2012. The ACT Plus Writing will be administered to this same class as eleventh graders in 2013-2014. WorkKeys will be administered to this same class as twelfth graders in 2014-2015. The recommendations also included a phasing out of the current comprehensive high school graduation exam and a phasing in of end-of-course assessments.

In a State Board of Education (SBOE) resolution dated July 12, 2011, the SBOE approved the appointment of an Assessment and Accountability Task Force to review the current student assessment and accountability systems and to make recommendations for needed changes in the current systems that would assure that Alabama is in compliance with federal law, rules, and regulations and to assure that Alabama's assessment and accountability plans meet the needs of Alabama's students, educators, and citizens. This task force also was a broad-based group of stakeholders that included K-12 educators (superintendents, central office staff, principals, and teachers) as well as postsecondary educators, business partners, parents, and representatives from various state educational organizations.

On April 26, 2012, the recommendations of this task force were presented to the SBOE. The recommendations of the task force supported and complemented the recommendations of CAASL and Alabama's newly adopted PLAN 2020 that was designed to ensure that every child would not only graduate, but that every graduate would be prepared for college, work, and adulthood in the 21<sup>st</sup> century. The vision of both the task force and Plan 2020 included a balanced assessment system that integrates formative data, benchmark data, and summative data in making instructional decisions. The proposed plan includes universal screeners, summative assessments, a formative/benchmark/interim assessment repository, project-based assessments, and career interest and aptitude assessments (see Attachment 18).

Alabama's PLAN 2020 provides a college or career indicator that measures the preparedness of students for college or careers upon exiting the Alabama K-12 school system. Alabama defines a student as college- or career-ready if the student earns benchmark scores on any of the sections of the ACT test, earns a qualifying score on an AP or IB exam, earns transcripted college or postsecondary credit while in high school, earns a Silver Level on the ACT WorkKeys, military enlistment, or earns an approved industry credential.

The Assessment and Accountability Task Force met on February 4, 2013, and again on March 6 to complete its recommendations for the Grades 3-8 and 10 component of the new assessment system. The recommendations of the Task Force were presented to the State Board of Education at a work session on March 28, 2013. In its meeting on April 11, 2013,

the Task Force recommendations were adopted by the Alabama State Board of Education. The Task Force recommendations will ensure that the new testing system is linked from Grade 3 to Grade 12 and focuses on college-readiness standards. Students taking the tests from Grades 3 to 12 will know if they are on the path toward college- and career-readiness. The new assessments in Grades 3-8 and 10 will evaluate schools' and individual students' progress toward college- and career-readiness benchmarks. These new assessments will become a part of a cohesive longitudinal assessment system that fully connects student performance from elementary through high school, connecting each grade level to the next as it measures student progress toward college- and career-readiness. The score scales from Grades 3-8 will be linked to the college-readiness benchmark scores used on the ACT, Plan, and Explore. Alabama's new testing system is explained in the narrative that follows.

The ACT Aspire College- and Career-Readiness Assessment system (ACT Aspire) is an innovative series of connected and predictive summative assessments in reading, writing, English, mathematics, and science. They are empirically based, vertically scaled, benchmarked, and standards-based summative assessments. ACT Aspire assessments meet a longstanding need for a connected and predictive assessment system that addresses the gaps between the skills students are learning in school and the skills they will need to succeed in college and careers. Designed from the beginning to meet the challenges of today's demanding and rapidly evolving educational landscape, ACT Aspire enables parents and educators to efficiently gauge student performance and accurately predict readiness throughout the year, starting in grade 3 and continuing through early high school.

ACT Aspire assessments are aligned to ACT's College- and Career-Readiness Standards, reflect the Common Core State Standards (CCSS), and were designed to measure skills and knowledge above, below, and at grade level. The ACT Aspire assessments also incorporate a substantial number of technology-enhanced and constructed-response items that allow for deeper measurement of the critical thinking and problem-solving skills that correlate with college and career readiness indicators.

The ACT Aspire assessment system is outcome-focused, placing the concept of readiness and competency at the forefront of student academic preparedness for future success in multiple post-secondary settings. ACT Aspire assessments address the content domains in which students must have mastery. They do this through key data points that provide road maps for students to achieve great academic growth from elementary through high school and beyond. Beginning in early high school, ACT Aspire will also predict subject and composite score ranges for The ACT assessment itself. The ACT Aspire solution, with results that connect and predict student academic growth from grade 3 through high school, provides stakeholders, educators, parents, students, and community at-large with an opportunity to positively impact their educational landscape.

ACT has carefully and methodically researched the transition to the new ACT Aspire assessments. A concordance study was conducted between the Educational Planning and Assessment System (EPAS®) 1–36 scale, which consists of The ACT (grades 11–12) and two legacy tests, ACT Explore® (grades 8–9) and ACT Plan® (grade 10), and the three-digit ACT Aspire scale. The concordance study established a direct link between scores on EPAS and ACT Aspire. This link was used to facilitate a smooth transition to ACT Aspire for users of ACT Explore and ACT Plan.

EPAS is an integrated series of paper-administered, curriculum-based tests of educational development with selected-response items typically taken by students from grade 8 through high school. ACT Aspire, on the other hand, is offered on paper or online; includes selected-response, constructed-response, and technology enhanced item types; and is a vertically-articulated, benchmarked, and standards based system of assessments that can be taken by students from grades 3 through early high school. The grade 8 through early high school tests in EPAS and ACT Aspire are intended to measure similar constructs but differ in test specifications, which is a circumstance where concordances are an applicable type of scale alignment (Holland and Dorans, 2006).

An additional concordance study was undertaken between the EPAS 1-36 scale and the ACT Aspire three-digit scale to establish ACT Readiness Benchmarks for grades 8-10 using ACT College Readiness Benchmarks that had already been established for EPAS.

The ACT College Readiness Benchmarks are cornerstones of The ACT and the legacy assessments ACT Explore (grades 8 and 9) and ACT Plan (grade 10), which together form EPAS. The ACT Benchmarks were established to reflect college and career readiness. The Benchmark on each of four subject tests of The ACT (English, Mathematics, Reading, and Science) are the score on the 1–36 EPAS scale at which students have a 50% probability of attaining a grade of B or higher or about a 75% chance of obtaining a C or higher in selected credit-bearing first-year college courses (for additional details, see ACT 2007b).

The ACT Readiness Benchmarks used with ACT Aspire were created to be aligned with the ACT College Readiness Benchmarks used with EPAS. Similar to EPAS, each ACT Aspire grade and subject has its own ACT Readiness Benchmark. Students at or above the benchmark are on target to meet the corresponding ACT College Readiness Benchmarks in grade 11.

Details about these studies and the results can be found in the ACT Aspire Summative Assessment Technical Bulletin #2: Norms, Scoring, Scaling, and Psychometrics.

[http://www.discoveractaspire.org/pdf/2014\\_ACT-AspireTechnicalBulletin2.pdf](http://www.discoveractaspire.org/pdf/2014_ACT-AspireTechnicalBulletin2.pdf)

### **High School Testing Model**

#### ACT

The ACT is the capstone test in the new Alabama assessment system and is administered annually to Alabama high school juniors in the spring. ACT is based on more than 50 years of research and provides a measure that shows the probability of student success in the first year of college. ACT has clearly defined standards and benchmarks for the subjects of reading, English, mathematics, and science. ACT was an important player in the development of the Common Core State Standards, and the ACT standards and test are highly aligned with the Common Core work. Students who make the benchmarks are deemed ready for college courses. Students who do not meet benchmarks will receive intervention and assistance to increase their readiness level.

Alabama recognizes that some students may follow a career readiness path that does not include college; however, Alabama also recognizes that many jobs in the workforce call for strong technical and academic skills. Academic skills are measured by meeting a benchmark

on the ACT WorkKeys test. The *Carl D. Perkins Career and Technical Education Act of 2006* mandated that states design an accountability measure that requires students enrolled in career and technical education programs to demonstrate attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards if available and appropriate. A unit, course, or program business-industry credential and/or license may be used to assess student skill attainment in a specified course(s) or program. The credential and/or license must be approved by the ALSDE. A list of approved business-industry credentials and/or license is located on the Alabama SDE Program Grid that is revised quarterly. The current Program Grid can be found at [www.alcareerinfo.org](http://www.alcareerinfo.org). The Career and Technical Education Section of the ALSDE is continuously working with local school systems to identify and approve third-party technical assessments that are aligned with the approved Alabama Courses of Study that do not have an appropriate industry-based credential for career and technical education.

### ACT Plan

In addition to the ACT, beginning in the fall of 2012 all sophomores in Alabama will take the ACT Plan test. The Plan test is statistically linked to the ACT and provides an early prediction of how well a student will perform on the ACT test and provides objective strengths and weaknesses of a student. This early warning test can be used to locate students in the fall of the sophomore year who need additional intervention. ACT is phasing out the Plan assessment and replacing it with ACT Aspire for grade 10. Beginning in the 2015-2016 school year, Alabama will administer the ACT Aspire for grade 10 rather than the ACT Plan.

Alabama has embarked on an ambitious end-of-course testing program. The ACT Quality Core® tests in English 9, English 10, Algebra I, and Geometry will be administered in 2012-13 to all high school students completing these courses. In Alabama, all students must have these courses on their transcript to earn a diploma. The ACT Quality Core® is a comprehensive curriculum-based program measuring standards with a high match to the Common Core Standards. The ACT test scores also can be used as part of the student's final grade, thus providing high motivation for a student to do well in the course. But, more importantly, the test scores are linked to predicting how a student will perform on the ACT or ACT Plan test. The predicted scores create highly rigorous, college-based expectations for high school teachers and students in Alabama.

The Alabama testing program at the high school level has an unbroken chain of links between the ACT capstone test and the ACT Plan and the ACT Quality Core® tests. The ACT Plan predicts an ACT score, and the ACT Quality Core® predicts an ACT or ACT Plan score. These correlations between courses and tests provide Alabama high schools, for the first time, with a common set of definitions and standards for aligning instruction to a rigorous model of college readiness. In order to ensure that students are college- and career-ready when they graduate, the ALSDE intends to monitor students as they progress from elementary school through high school. The QualityCore program assists schools and districts as they evaluate course content for rigor, and the professional development available in all subject areas is still available for Alabama educators. The purpose of the QualityCore End-of-Course assessments is to ensure that each student masters the rigorous course standards. In 2013-2014, lack of funding limited the ALSDE to the administration of English 10 and Algebra I. No QualityCore science assessment was administered; consequently, the ALSDE made the decision to utilize scores from Grade 10 ACT Plan as the assessment to be used for achievement proficiency in public reporting. ACT Plan aligns with ACT Aspire and

provides scores in ELA, math, and science. Fall 2014 was the last administration of ACT Plan. The Grade 10 ACT Aspire, which replaces the ACT Plan, will be used for reporting in 2015-2016.

All students, including students with disabilities and English learners, will participate in the end-of-course testing program for the courses in which the students are enrolled. Students with disabilities and English learners will participate either with or without accommodations. The only exceptions are for those special education students who are significantly cognitively disabled and whose IEP Team determines that these students will be taught the Alabama Extended Standards and will participate in the *Alabama Alternate Assessment*.

### **The Middle School Testing Program**

#### ACT Explore

Beginning in the 2010-11 school year, all Alabama public school students in Grade 8 took the ACT Explore test in October. This will continue as an annual assessment through the fall of 2014. This test, based on a set of curriculum standards with high correlation to the CCSS, provides a predicted score on the ACT Plan test. The ACT Explore measures achievement in reading, English, mathematics, and science. Eighth-grade students are being held to the same rigorous definition of college and career benchmarks that will apply to them as high school students. ACT Explore also includes a career exploration component that assists students in beginning to identify career options that are based on their personal characteristics.

The Assessment and Accountability Task Force recommended assessments be administered in Grades 6-8 in English, writing, mathematics, science, and reading using an assessment that is aligned with Alabama's College- and Career-Ready standards. Beginning in 2013-14, students in Grades 6-8 will take ACT Aspire reading and mathematics. In 2014-2015 students in Grade 7 will also take the ACT Aspire science. The assessment reports will include an indication as to whether or not students are "on track" for being college- and career-ready. The new system of assessments will address the gap between the skills students are learning in school and the skills they will need to succeed in college and careers in the increasingly competitive global economy. ACT research indicates that assessment and intervention provided earlier in students' academic careers improves their chances of succeeding in school and reaching their college and career goals.

These assessments will offer an integrated, multidimensional approach to college- and career-readiness that focuses on measuring achievements and behavior relative to goals. It will fully connect student performance from early elementary to middle school, helping students know exactly where they are and providing insights on how to build on strengths and address weaknesses, both in and out of the classroom. The timeline for implementation of these assessments can be found on the Timeline for Implementation of Assessments.

### **The Elementary School Testing Program**

The Assessment and Accountability Task Force recommended assessments to be administered in Grades K-5 in reading/English language arts, mathematics, science, and writing that are aligned to college- and career-ready standards. Grades K-2 will administer formative/interim/benchmark assessments. Grades 3-5 will administer new assessments in

English, writing, mathematics, science, and reading using an assessment that is aligned with college- and career-ready standards. Beginning in 2013-2014, students in Grades 3-5 will take ACT Aspire reading and mathematics. In 2014-2015, students in Grade 5 will also take the ACT Aspire science. The resulting reports will include benchmarks indicating whether students are on target toward college- and career-readiness. These assessments are addressed in the previous section. The timeline for implementation of these assessments can be found on the Timeline for Implementation of Assessments.

### **Formative Assessment**

As mentioned earlier, the Assessment and Accountability Task Force recommended a more balanced assessment program focused on formative assessment and benchmark assessments. Alabama has contracted with GlobalScholar to provide the formative assessment component of the assessment program through its Achievement Series and Performance Series platforms. GlobalScholar offers a Student Assessment Management and Delivery System (SAMDS) that provides computer-adaptive tests (CAT) covering mathematics and reading, language arts, and science. Math and reading assessments support students in Grade K to 12. Language arts and science assessments support students in Grades 2 through 8. Because it adjusts to a student's level of performance it can provide an accurate diagnostic of student needs independent of grade level. The research-supported validity and reliability of these assessments provide support of these scores contributing to a "Growth Model" measurement of professional performance.

Criterion Referenced Tests (CRT) can also be created and delivered by the SAMDS in any subject. The assessments and items will be aligned to Alabama's College- and Career-Ready Standards, which incorporate the CCSS. The system contains approximately 35,000 test items owned by GlobalScholar. While these items support CRTs in math, language arts, reading, science, and social studies, tests may be developed with items from locally owned and proprietary sources. This component will allow the ALSDE to develop assessments in subject areas not supported by CRTs. The repository of resources for Grades 3-12 will include a pool of aligned items to each standard at each grade level within each assessment content area that will be used to inform instructional practices and include links to instructional resources aligned to the standards.

One provision of this assessment program is CATs that provide a baseline measurement of a student's prior achievement and a final measure of student's growth over the course of an academic year. This diagnostic data is aligned to specific skills as defined by the Alabama CCRS, the CCSS, and ACT College- and Career-Ready measures. These assessments are custom-tailored to the student's ability level, and the results are delivered immediately with a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at or above or below grade level.

The Performance Series provides a pinpoint on a continuum of the learning process. It measures where a student is instead of focusing on where a student is not. Performance Series is more than just a measure of proficiency; it accurately provides educators in the classroom with specific information for targeted intervention. By identifying multiple pinpoints through time, a true measurement of academic growth can be obtained.

The reporting features and capabilities of the Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. The reports can be manipulated to develop custom learning

plans for each student immediately after the first assessment. Users can create groups, such as Free/Reduced Lunch, Before-School/After-School Programs, etc., to measure gains by specific groups. In addition, within the reports the user is able to select students according to specified demographics, such as ethnicity, gender, etc. All Alabama school districts will be provided access to this set of assessment resources.

Alabama currently provides a database management system for teachers to use with their students as they begin to make educational and career decisions about their future. This database assists teachers with connecting directly with students as they make informed, real-time educational program decisions. Students use the data management system to plan their future education and prepare for careers by learning about their interests, skills, and work values and exploring their options using a variety of interactive tools.

### **ACCESS for ELLS**

Alabama has been a member of World-Class Instructional Design and Assessment (WIDA), a consortium of 28 states, since 2005. The role of WIDA is to advance academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. WIDA's English language proficiency assessment, *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)*, has been administered annually to English language learners (ELs) in the state of Alabama since joining the consortium in 2005. During the 2011-12 school year, over 17,000 students were assessed with ACCESS for ELLS.

ACCESS for ELLS is a standards-based, criterion-referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English, as well as the language associated with language arts, mathematics, science, and social studies, within the school context, across four language domains, including reading, writing, speaking and listening. In order for students to demonstrate English language proficiency, a composite proficiency level of 4.8 must be attained. Once a student attains this score, he/she is determined to be English language proficient and will no longer be assessed with ACCESS for ELLS.

WIDA is in the final stages of developing its 2012 Edition of the English Language Development Standards, which include a direct connection to the Common Core English language arts and mathematics standards. In addition, *Alternate ACCESS for ELLs* will be administered in Alabama for the first time this school year. This assessment was developed through an Enhanced Assessment Grant (EAG) and is administered to the most severely, cognitively disabled EL students. WIDA is also the recipient of the ASSETS grant that will allow for the development of the next generation, technology-based English language proficiency tests available for all consortium states in 2016. Alabama will be a part of this effort as well.

### **Alabama Alternate Assessment (AAA)**

ALSDE staff members from assessment and special education are working to revise the Alabama Extended Standards and the *Alabama Alternate Assessment (AAA)*. Plans are to have the Alabama Extended Standards for mathematics and ELA developed by the spring of 2013 for optional implementation during 2013-14 and required implementation of the

standards for both mathematics and ELA during 2014-15. Since the general education science standards are currently under revision and due to be adopted in March 2013 with implementation in fall of 2015, extended standards for science will begin revision immediately following the March 2013 adoption of general standards with implementation of extended standards beginning 2015-2016 with optional implementation for 2014-2015, just as the regular standards are scheduled to be implemented.

The *Alabama Alternate Assessment* will be revised to reflect the new Alabama Extended Standards in ELA and mathematics for implementation in the spring of 2015. Science will follow with implementation in the spring of 2016. New assessments will be as follows:

- Since the new assessments in Grades 3-8 will include English, reading, writing, math, and science, alternates will be developed in those grades and subjects.
- Since the ACT assessments given in Grades 8, 10, and 11 will include English, reading, math, and science, alternates will be developed in those grades and subjects. Writing will also be developed for Grade 11 since writing will be a part of the ACT.
- An alternate assessment will be developed in Grade 9 in English, reading, math, and science. This will give consistency across Grades 3-12.
- Since WorkKeys, scheduled to be given in Grade 12, will include Applied Mathematics, Locating Information, and Reading for Information, alternates will be developed in reading (to include locating information) and mathematics.

#### PLAN FOR REVISION OF ALABAMA ALTERNATE ASSESSMENT

Milestone or Activity	Detailed Timeline	Responsible Parties
Release Invitation To Bid	May 2013	Student Assessment
Written Questions Regarding ITB from Vendors	May 2013	Student Assessment
Answers to Written Questions from Vendors	June 2013	Student Assessment
Written Response and Cost Proposal from Vendors to State Purchasing	June 2013	Student Assessment
Opening of All Proposals	June 2013	Student Assessment
Official Awarding of Bid	July 2013	Student Assessment
Planning Meeting	August 2013	Student Assessment
<b>ELA and Math Timeline</b>		
Development of Testing Materials and Reports for ELA and Math	September 2013	Student Assessment
Professional Development for New ELA and Math Extended Standards/Minimum Evidence	October/November 2013	Student Assessment/SPE
Field Testing Evidence for ELA and Math	January/March 2014	Student Assessment

Development of Anchor Papers for Scoring ELA and Math	May/August 2014	Student Assessment/SPE
Revise Minimum Evidence Based on Field Test	September 2014	Student Assessment/SPE
Professional Development for ELA and Math	October/November 2014	Student Assessment/SPE
Refinement of Anchor Papers for Scoring ELA and Math Based on Field Test	January/February 2015	Student Assessment/SPE
Administration of Test for ELA and Math	April/May 2015	Student Assessment
Scoring for ELA and Math	May/June 2015	Student Assessment
Standard Setting for ELA and Math	June 2015	Student Assessment/SPE
Development of Achievement Descriptors for ELA and Math	June 2015	Student Assessment/SPE
Professional Development for ELA and Math	July 2015	Student Assessment/SPE
Reporting for ELA and Math	August 2015	Student Assessment
Technical Manual	September 2015	Student Assessment
Closeout/Planning Meeting	September 2015	Student Assessment
Professional Development for ELA and Math	September/October 2015	Student Assessment/SPE
<b>Science Timeline</b>		
Development of Testing Materials and Reports for Science	September 2014	Student Assessment
Professional Development for New Science Extended Standards/Minimum Evidence	October/November 2014	Student Assessment/SPE
Field Testing Evidence for Science	January/March 2015	Student Assessment
Development of Anchor Papers for Scoring Science	May/August 2015	Student Assessment/SPE
Revise Minimum Evidence Based on Field Test	September 2015	Student Assessment/SPE
Professional Development for Science	October/November 2015	Student Assessment/SPE
Refinement of Anchor Papers for Scoring Science Based on Field Test	January/February 2016	Student Assessment/SPE

Administration of Test for ELA, Math, and Science	April/May 2016	Student Assessment
Scoring for ELA, Math, and Science	May/June 2016	Student Assessment
Standard Setting for Science	June 2016	Student Assessment/SPE
Development of Achievement Descriptors for Science	June 2016	Student Assessment/SPE
Professional Development for Science	July 2016	Student Assessment/SPE
Scoring for ELA, Math, and Science	August 2016	Student Assessment
Technical Manual	September 2016	Student Assessment
Closeout/Planning Meeting	September 2016	Student Assessment
Professional Development for ELA, Math, and Science	September/October 2016	Student Assessment/SPE

A timeline for the rollout of new assessments, the proposed accountability model, and the rewards and interventions plan can be found in Attachment 19. The AAA will continue to be used in the accountability model for the applicable grades and subjects.

## Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

### 2.A Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Alabama’s Flexibility Request was composed as a strategic next step in a process that would culminate in a comprehensive and child-centered approach to education improvement. The genesis of PLAN 2020 and Alabama’s ESEA Flexibility Request was fashioned with collaboration and partnership between the ALSDE, professional organizations, teachers, administrators, superintendents, students, parents, institutes of higher education, and community members (law makers, community based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations and Indian tribes) as its driving force. After Alabama’s ESEA Flexibility Request was approved in June 2013, the ALSDE began implementation of its approved waiver. The ALSDE began rolling out the accountability model as set forth in its approved ESEA Flexibility Waiver.

During the 2013-2014 school year, the ALSDE collected assessment and academic indicator data, applied pre-determined accountability matrices, analyzed results, solicited input on the accountability system from various stakeholders across the state, and modified business rules based on the calculated results and stakeholder feedback. Training stakeholders about the waiver principles and the accountability model became a vital task. While training stakeholders it was important to ensure the technical assistance provided was high quality and met their needs. Therefore the ALSDE solicited meaningful feedback from stakeholders regarding training activities and the ESEA Flexibility Waiver. While the technical assistance yielded positive feedback regarding the training provided, it also uncovered needed changes to the accountability model in order to best serve the needs of Alabama’s districts, schools, and, ultimately, students.

The ALSDE has studied the new data in a myriad of ways, presented findings to the Accountability Task Force and stakeholders statewide, and collected stakeholder feedback. Several modifications were made throughout Principle 2 relative to the differentiated, recognition, accountability, and support system. Changes impacted were the accountability model indicators, accountability reporting, reward school criteria, exit criteria for priority schools, and identification of focus support for Cohort 2 schools.

In Alabama’s ESEA Renewal Request, Alabama’s ESEA Accountability Model will encompass indicators from Alabama’s 2020 Learners and Alabama’s 2020 Support Systems. These indicators will be the basis of the Annual Measurable Objective (AMO) Report. Alabama’s ESEA Accountability Model will include Achievement, Attendance Rate (for

schools without a grade 12 and districts), and Graduation Rate (for schools with a grade 12 and districts).

In order to increase rigor and establish AMOs that are ambitious but achievable, Alabama proposes to choose Option C for its method of setting AMOs. (See Section 2.B) The ALSDE will continue to meaningfully solicit input on the implementation of ESEA flexibility from superintendents, teachers and their representatives, administrators, students, parents, community organizations, professional organizations, law makers, organizations representing students with disabilities and English Learners, civil rights organizations, business organizations, Indian tribes, and institutions of higher education.

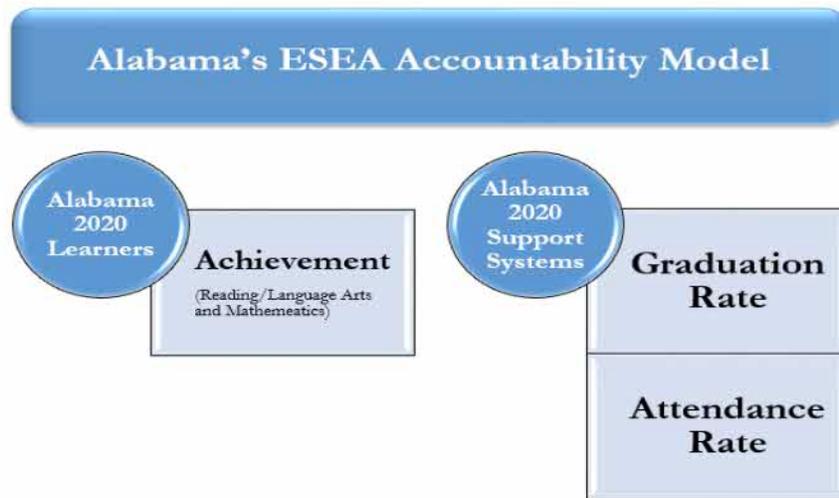
Moving forward, Alabama plans to continue training on Alabama's ESEA Accountability Model offering face-to-face trainings, electronic based trainings, as well as informational brochures as the stakeholder feedback indicated was needed.

Additionally, the ALSDE has made some modifications to the structure and process for providing differentiated support to schools and districts after working in partnership with them over the past year and a half. Regional Support Coordinators were added in each region to coordinate the support and services provided to LEAs. This addition was needed in order to insure that all districts across the state were receiving a consistent level of support. Additionally, it became evident that there needed to be clear expectations at the school, district, regional team, and SDE levels. Expectations were established so everyone would know their role in the school improvement process. There is a more intentional focus on the use and review of CIPs. Priority school CIPs will be monitored for implementation of interventions for the eight Turnaround Principles. The School Intervention Summary is the document that reflects the interventions implemented. A State Intervention Summary is the comprehensive monitoring document that is used to collect the implementation of interventions statewide. Finally, benchmarks were established to monitor progress through reviews of the CIP, 30-60-90 day plans, summative data, formative data, and implementation of college and career ready standards. Annual reflection of priority schools using Alabama's Turnaround Principle Rubric will provide information on the level and impact of interventions implemented. These changes strengthen the processes for providing differentiated support and monitoring progress.

Previously discussed changes will be further explained in the appropriate section of Principle 2.

### **Overview of Alabama ESEA Accountability Model**

The goal of the Alabama State Department of Education (ALSDE) is to develop an accountability model that uses student/school performance data to drive the needed support to schools and districts with focus on two of the four components of Alabama's PLAN 2020; Alabama 2020 Learners and Alabama 2020 Support Systems. The component of the Alabama ESEA Accountability Model relative to Alabama 2020 Learners will be Achievement. The components of the accountability model relative to Alabama 2020 Support Systems will include Attendance Rate and Graduation Rate.



The two priorities of the Alabama ESEA Accountability Model, Alabama 2020 Learners and Alabama 2020 Support Systems, are anchored in college- and career-readiness for all students. This model will continue annual public reporting of disaggregated student outcome measures for all ESEA subgroups in required content areas. In addition, emphasis will be placed on high school graduation rates.

The following chart identifies the indicators and data sources included in the Alabama ESEA Accountability Model. These data sources will be captured to measure the indicators to compile an AMO report.

Grade Range	Achievement	Attendance	Graduation Rate
Elementary	ACT Aspire reading/language arts and mathematics and Alabama Alternate Assessment reading/language arts and mathematics	Attendance Rate	
Secondary	ACT PLAN (2013-2014 and 2014-2015) reading/language arts and mathematics ACT Aspire 10 (beginning 2015-2016) reading/ language arts and mathematics and Alabama Alternate Assessment reading/language arts and mathematics		4-Year Cohort

An Annual Measurable Objective Report displaying the results from these components will be developed for each school, district and the state. The results of the School/District Annual Measurable Objective Report will be the trigger for recognition and support for schools and

districts. The AMO report will indicate if a school/district/state met/not met its target for each indicator in which it has a subgroup. The measures of the AMO report will include Achievement, Attendance Rate (schools without a grade 12 and districts), and Graduation Rate (schools with a grade 12 and districts). (Renewal Attachment 5)

The ALSDE has established a systematic review process for continuous improvement of its accountability system by analyzing assessment and school performance results, examining business rules, and soliciting stakeholder input of the overall model. To this end, the model is reviewed, assessed and revised to make changes as needed based on the collected data.

### **Schools Without Tested Grades**

Schools with no tested grades will be linked with the school into which the students feed since the school has no assessment data of its own. For example, schools with ninth grade only will be linked with the secondary school into which the students feed.

### **Achievement**

Achievement incorporates student performance on state-required assessments in two content areas—reading/language arts and mathematics. Alabama's new assessment system includes ACT Aspire in Grades 3-8; ACT Plan Grade 10; and Alabama Alternate Assessment for Grades 3-12 (where applicable). In 2015-2016, the ACT Aspire 10 will replace the ACT Plan. Therefore, we anticipate our first year of full implementation of the new assessment system to be 2015-2016.

The school, district, and state performance will be determined utilizing results from all three assessments (where applicable). This combination will be used to measure achievement AMO results for all ESEA subgroups. Achievement will be calculated based upon the percent of proficient (or above) students. The lower student performance levels do not receive credit in the accountability model. The percent of proficient students will be compared to the AMO target to determine if goals have been met.

### Accountability ESEA 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	2013-2014	2014-2015	2015-2016

#### Overall Reporting for the Alabama ESEA Accountability Model

**Phase-In of Assessments**—In 2012-13, the mathematics college- and career-readiness standards will be implemented in Grades K-12. In 2013-14, the reading/language arts college- and career-readiness standards will be implemented in Grades K-12. Beginning in 2013-2014 the ACT Aspire in reading/language arts will be administered in Grades 3-8, The ACT Plan will be administered until 2014-2015, and the ACT Aspire 10 will replace the ACT Plan in 2015-2016.

In 2013-2014 the new Alabama ESEA Accountability Model will use new assessment data from 2013-2014 to determine student performance and establish baseline data. This will include the following components: Achievement, Attendance (schools without a grade 12 and districts), and Graduation Rate (schools with a grade 12 and districts). The Annual Measurable Objective Report will be differentiated based on the number of subgroups with 20 or more students for each indicator. A thorough analysis of the data points, calculations, and results will be conducted as we refine and strengthen our understanding of each measure's impact on the model. The state will provide information to the USDOE when it is available in 2014 with regard to how the Annual Measurable Objective Report differentiates among schools along with any changes made based on running the calculations with the 2013-2014 student performance data. In addition, the ALSDE has established a systematic review process for continuous improvement of its accountability system by analyzing assessment and school performance results, examining business rules, and soliciting stakeholder input of the overall model. To this end, the model is reviewed, assessed and revised to make changes as needed based on the collected data.

The results of each measure in each component of the Annual Measurable Objective Report will be part of the public report. An internal AMO Support Report will be compiled and utilized for recognition purposes and to provide needed support to schools and districts. Supports will be differentiated based on identified needs. These detailed results along with each school's progress towards meeting AMOs will be used by schools, districts, and the Regional Planning Teams (RPT) to analyze areas of concern, bright spots, and for writing Continuous

Improvement Plans (CIP) as described later in this section. Addressing any AMO not met will be a required component of the CIP.

Using the results of the individual measures as well as AMOs in subgroups from across all areas including accountability calculations, public reports, differentiated support, and continuous improvement planning will result in teachers and principals identifying and addressing the needs of students in their schools, particularly students with disabilities, EL students, and low-achieving students.

### **Participation**

As a means of recognizing the importance of ensuring that all students participate in the assessment program, participation rates will continue to be reported for the “all students” group and each applicable ESEA subgroup. Schools will be held accountable for participation rates for the “all students” subgroup and all applicable ESEA subgroups. In addition, rates will be included in the Continuous Improvement Plan as a data point. Schools with participation rates below 95% in the “all students” subgroup and all applicable ESEA subgroups must include action steps for improvement in their Continuous Improvement Plan. Schools that do not improve the participation rate to 95% by the second year will be identified and must identify reasons for non-participation. Schools with less than 95% participation in mathematics or reading/language arts will fail to qualify as a Reward School. Also, one of the exiting criteria for Priority and Focus Schools is 95% participation in administered assessments.

### **Alabama 2020 Support Systems**

The Alabama 2020 Support Systems is composed of Graduation Rate and Attendance Rate.

#### **Attendance Rate**

The Attendance Rate for each school without a grade 12 and district will be reported annually as a category of Alabama Support Systems. Attendance Rates will be disaggregated by ESEA subgroups. The ultimate Attendance Rate goal is 90%. The following will be used to determine Attendance Rate performance:

- In 2013-2014 the AMO goal will be established requiring each school and district to meet or exceed the state goal of 90% in order to meet its AMO for each subgroup.
- In 2014-2015 each school and district will be required to meet its AMO goal for each subgroup in one of three ways:
  - Meet or exceed the state goal of 90%.
  - Show improvement from the previous year.
  - Meet or exceed the state goal of 90% based on data from the two most recent years' average for the school/district.
- Beginning 2015-2016 each school and district will be required to meet its AMO goal for each subgroup in one of three ways:
  - Meet or exceed the state goal of 90%.
  - Show improvement from the previous year.
  - Meet or exceed the state goal of 90% based on data from the three most recent years' average for the school/district.

**Graduation Rate**

The Graduation Rate for each school with a grade 12 and district will be reported annually as a category of Alabama Support Systems. The Graduation Rate will be calculated using the four-year cohort graduation rate. Graduation Rates will be disaggregated by ESEA subgroups. Targets will be established using the same methodology as used with AMOs. Graduation rate goals will increase in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each ESEA subgroup who are not proficient within six years.

In addition a Safe Harbor provision has been added. Any subgroup that fails to meet their Graduation Rate AMO target can meet it through Safe Harbor by improving the graduation rate by 2 points from the previous year’s graduation rate.

**Public Reporting**

The Alabama State Department of Education will publish each school’s annual measurable objectives (AMOs) and whether they were met on an annual basis. As part of a system of accountability and performance metrics, these targets will help schools, districts, and community stakeholders more fully understand the performance of the schools by identifying both strengths and areas of improvement (see Principle 2.B. for additional information on AMOs).

Alabama is currently partnering with the Alabama Supercomputer Authority to develop a new state accountability reporting data system. This system will build upon the recently implemented statewide student management system and the Alabama State Department of Education data warehouse system. Alabama’s goal is to report all data in a way that makes the information transparent, understandable, accessible, and useful. Through authentication, districts, schools, and teachers will have access to student-level data across a series of reports.

Data that is currently available on [www.alsde.edu](http://www.alsde.edu) will be enhanced to include all areas of the new accountability system. Users can disaggregate data in a myriad of ways using historical data. The department’s website, [www.alsde.edu](http://www.alsde.edu), is also undergoing a reimaging to be more user-friendly. In addition beginning summer 2015, redesigned report cards, starting with 2013-2014 school year data, will be available annually on the reimaged website. (See Principle 2 Timeline)

Validation of data is critical to the reporting process. Due to the administering of assessments in late spring, assessment results are not received until late July. In order to ensure proper validation of assessment results, additional time is needed to carry out this process. Some school districts begin school as early as the first of August; therefore, it would be impossible to accurately complete the validation process and generate reports prior to the start of the school year. Assessment results and AMO Reports will be provided as soon as the validation process is complete.

All schools, Title I and non-Title I, are eligible to be Reward, Priority, or Focus Schools. Reports will be generated that show Title I and non-Title I Reward, Priority, and Focus Schools.

### **Recognition, Support, and Accountability**

The new state accountability system will prompt all stakeholders to ask difficult questions about increasing academic achievement and raising instructional quality within Alabama's schools. An Accountability Delivery Plan will be developed that focuses on the implementation of the new ESEA Flexibility that will include the following:

1. Recognizing and embracing “collective ownership of the problems/struggles/achievements of public schools” by entire communities.
2. Increasing the transparency of the accountability system so that all stakeholders have access to and an understanding of the metrics utilized to measure system, school, and student success.
3. Creating professional development opportunities for teachers and leaders aligned with and descriptive of the new accountability system.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and career. All ALSDE efforts to support this goal will be customized for each of the districts based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment/instructional audit of the lowest performing districts will determine precise strategies for improvement and support. This assessment will be based on the eight turnaround principles:

1. **School Leadership:** The principal has the ability to lead the turnaround effort.
2. **School Climate and Culture:** A climate conducive to learning and a culture of high expectations are evident.
3. **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students.
4. **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards that have been adopted.
5. **Effective Staffing Practices:** The district and school have skills to better recruit, retain, and develop effective teachers and school leaders.
6. **Enabling the Effective Use of Data:** There is schoolwide use of data focused on improving teaching and learning, as well as climate and culture.
7. **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning.
8. **Effective Family and Community Engagement:** There is a system for increasing academically focused family and community engagement.

Alabama has eleven Regional Inservice Centers (RICs) that have existing relationships with all of the districts within their regions. Regional Planning Teams (RPTs) have been established in each of the RIC areas to plan with LEAs for two purposes: (1) to facilitate transition to the College- and Career-Ready Standards and (2) to provide precise and

differentiated support based on district and school needs as determined by data analysis and joint planning. RPTs are composed of representatives from ALSDE sections, Regional Inservice Centers, institutions of higher education, and the Alabama Department of Children's Affairs' Office of School Readiness (Pre-K). The RPT is led by a regional support coordinator (RSC) who has responsibility for overseeing the data analysis, development of plans, coordination of support and resources, and monitoring of implementation. Other members may be added throughout the year as needed. Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan and the on-site assessment/instructional audit mentioned above. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked in initiatives in the ALSDE supporting specific programs. They have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise. Currently, a website is being developed to provide consistent information and guidance to regional teams, LEAs, and schools regarding differentiated support specifically for priority and focus schools.

The guiding principle is to work in "partnership" with districts and schools. While Alabama has had a long history of school improvement support, it has primarily been a predetermined set of actions for all school situations. Though there may have been some immediate improvement, once the external assistance was removed, the school often reappeared on the school improvement list. Alabama is seeking to provide the kind of assistance that will result in significant and sustainable improvement. Over the last six months, RPTs have participated in training on Jim Knight's *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. Alabama recognizes that transparency of practices and data are imperative for change. Transparency occurs when there is a trusting relationship. This partnership approach to designing, supporting, and monitoring school improvement efforts will foster trust and transparency. The Differentiated Support Component of the Alabama College- and Career-Ready Delivery Plan is found in Attachment 12.

### **Priority Schools**

Priority Schools will be those schools that are the lowest performing schools in the state. In the summer of 2013, the following will be used to identify Priority Schools:

- Currently served Tier I and II SIG schools
- All schools with a Graduation Rate of less than 60% for the "all students" group using 2012 data
- Schools with the lowest ranking achievement that have not shown progress (2010 to 2012)
- Schools will be selected until at least 5% of Title I schools are named

When a Priority School is identified, the RPT will meet with the LEA to make a plan for gathering the data and information needed to make an informed decision about the appropriate improvement model/interventions to be selected. An orientation to the three year process to include expectations and roles/responsibilities will be provided to the LEA leadership and school leadership teams. This process will include a multi-day, on-site assessment/instructional audit designed to evaluate all areas of the eight turnaround

principles, a review of the feeder schools' data to determine whether feeder pattern interventions are needed as opposed to single school interventions, and a more in-depth review of the priority school's data. Recent school improvement research from Leithwood and Harris (2010) indicates the importance of recognition of the interdependence between the elementary and secondary schools that serve the same families. Alabama has some experience in working with feeder patterns in which one or more of the schools were considered low performing. The process to work with Priority Schools will build from that experience and include an assessment of the feeder schools. The RPT will review models of school improvement and interventions that include the eight turnaround principles with district leadership and school leadership. These models/interventions will not be one size fits all and will be customized to meet the specific needs and priorities of the schools. This customized approach will include interventions in all of the turnaround principles.

The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The school level Continuous Improvement Leadership Teams that include teachers and administrators will develop their CIPs. Where needed, the districts and/or schools may develop 30-60-90 day plans to address urgent and immediate concerns from the results of the instructional audits and data review. The teams will use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. ASSIST is an electronic planning and monitoring process supported by the Southern Accreditation for Colleges and Schools (SACS). Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT, LEA, and school, the CIP is submitted to the RPT for approval. The RPT will use the School Interventions Summary to verify interventions for all Turnaround Principles have been determined. (See Renewal Attachment 8) After approval by the RPT, the CIP is submitted to the ALSDE for final approval. The ALSDE will use information from the School Interventions Summary to approve the CIP. This information will be compiled on the Statewide Interventions Summary for documentation and to inform statewide efforts in professional development, support, etc. (See Renewal Attachment 9).

Once approval of interventions and budget is made then appropriate Regional Support Staff (RSS) will be assigned to the district and schools. RSS will be assigned based on the identified needs of the district and/or schools matched with the selected interventions. A three-year commitment of support and monitoring will be required and the plan will be adjusted each year based on data and evaluation. Monthly visits with the LEA leadership will include a review of support and progress of implementing the interventions outlined in the CIP. LEAs and schools will submit mid-year and end of year progress reports. These progress reports will include an assessment of implementation of interventions on the CIP and/or 30-60-90 day plans, and data. The end of year report will include a reflection using the Turnaround Principles Rubric. The LEA leadership, school leadership teams, and RPT/RSS will each do an individual assessment. Then the data will be triangulated for discussion of progress or lack of progress.

### **Focus Schools**

In Summer 2013, Focus Schools will be schools with a within-school/state achievement gap that is among the largest gap between the "all students" group and lowest performing subgroup. Schools are selected from this list until at least 10% of the Title I schools in the

state have been identified. Non-Title I schools with comparable gaps will receive the same level of support and intervention as the Title schools identified.

When a Focus School is identified, the RPT will meet with the LEA to gather the data and information needed to make a plan that includes precise and strategic actions and support. These are schools that do not require a schoolwide change but rather need to focus services to specific ESEA subgroups. Intervention strategies are student-focused and aligned to the needs of the individual students represented in the subgroup. This collaborative effort will include a focused, on-site assessment/instructional audit related to the eight turnaround principles and specific to the identified student groups, a review of the feeder schools' data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention, and a more in depth review of the school's data. The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The school level Continuous Improvement Leadership Teams that include teachers and administrators will develop their CIPs. Where needed, the districts and/or schools may develop 30-60-90 day plans to address urgent and immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT, LEA, and school, the CIP is submitted to the RPT for approval. After approval by the RPT, the CIP is submitted to the ALSDE for final approval. Once approval of interventions and budget is made, then appropriate Regional Support Staff (RSS) will be assigned to the district and/or schools. RSS will be assigned based on the identified needs of the district matched to the interventions determined. Regular visits with the LEA leadership will include a review of support and progress of implementing the interventions outlined in the CIP (See Closing the Achievement Gap Monitoring Rubric, Renewal Attachment 7). LEAs and schools will submit mid-year and end of year progress reports.

### **Reward Schools**

Recognition of effective practices that produce results is critical to the sustainability of improvement efforts. Schools will be identified for specific improvement results such as student growth, closing the achievement gap, and increasing the number of prepared graduates. These Reward Schools will receive a monetary award (if funds are allocated by the state legislature) and be deemed a demonstration site for other schools. The teachers and administrators at the Reward Schools will be tapped to lead professional learning in their areas of expertise for other educators throughout the region and state. Reward Schools will also provide a site for RPT and RSS professional learning. A school may not receive reward/highest performance status in Alabama's differentiated recognition, accountability, and support system if there are achievement or graduation gaps across subgroups that are not closing in the school. (See Section 2.C)

### **Maximum Impact of Differentiated Support**

To make maximum impact, Alabama is requesting a waiver of the following:

- Components in NCLB, Section 1116, including the processes associated with the identification of school districts and Title I schools for improvement, corrective action, or restructuring if they fail to make AYP for the specified number of years; the requirement that 1003(a) funds may only be used for schools identified for improvement, corrective

action, or restructuring; and the requirements regarding how 1003(a) funding may be used.

- Limitations of participation in and use of Title VI REAP funds related to school improvement.
- The requirement that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program.
- The restrictions on the use of rewards funding.

These waivers will allow Alabama the flexibility to combine:

- 1003(a) funds.
- The 20% of the local Title I allocation previously reserved for Supplemental Education Services (SES) and transportation funding.
- Any other available federal funds in accordance with the requirements of those programs.

This will allow services such as:

- Focusing on greater individualization of school plans and differentiation of support as determined through the planning and monitoring tool and on-site assessment/instructional audit.
- Incentivizing and spotlighting effective practices that produce results by identifying and targeting rewards schools as demonstration sites for Priority and Focus Schools.
- Providing additional training and support of teachers and leaders in sustaining change and improvement efforts.
- Supplementing the availability of an electronic formative assessment system that is an integral part of the improvement efforts.

In addition, using this flexibility, Alabama first ensures that all Priority and Focus Schools have sufficient funds to carry out interventions. The Alabama State Department of Education reserves and uses Section 1003(a) funds to implement school improvement services solely at Priority and Focus Schools. Through signed agreements with LEAs, as allowable under Section 1003(b)(2). ALSDE may directly provide these services through appropriate staff. As an alternative, ALSDE may allow Priority and Focus Schools to apply to use these funds as a supplement to other funding sources. Then any remaining section 1003(a) funds may be allocated to LEAs to provide interventions and supports in other low-achieving Title I schools when one or more subgroups miss either AMOs or graduation rate targets, or both, over a number of years.

Alabama plans to use the following federal funding to support implementation of its differentiated accountability, consequences, and support system.

The regional planning teams regularly review the funding needs and funding sources as part of their LEA meetings. Additional team members are asked to participate based on the needs. For example, a Federal Programs team member may spend additional time with the LEA and school to discuss and problem solve how to leverage their funds to support implementation and sustainability of interventions.

For Cohort 2 schools, the on-site instructional audit will include a financial review of use of funds so as interventions are being identified, the funds can be identified and budgeted accordingly.

Below are some additional uses:

- 1003 (a) funds will be targeted toward academic achievement and building capacity in Priority and Focus Schools.
- Any present or future 1003 (g) funds will be awarded to eligible Priority Schools.
- Title I, Part A, 1003(a) state-level “set asides” will be used to support school improvement activities particularly in Priority and Focus Schools under the guidance of the ALSDE and its Districts.
- 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.
- Title II highly-qualified teacher funding will assist in supporting elements of the system relative to teacher retention, recruitment and capacity building.
- Priority and Focus Schools that do not meet the 40% poverty guidelines for eligibility to operate a schoolwide program will be allowed to become schoolwide programs if other requirements are met.
- Title I funding will be allowed for rewards in Title I Reward Schools.

### **Specific Uses of Federal Funds**

Federal funds will be utilized to supplement state and local funds for targeted, precise interventions with an emphasis on building local capacity for sustaining the improvements and changes relative to Priority Schools and extend the results of this work to Focus Schools and other schools in need of assistance. Funds will be used in a targeted way to build capacity and to address low achievement and achievement gaps in the schools and districts of greatest need.

Schools will receive 1003(a) funding based on a per-pupil amount. The funding will be used to implement strategies to address school-specific, data-identified needs. These include:

- Comprehensive on-site assessments/instructional audits to determine the status of schools and districts as related to the principles of school turnaround and their capacity for leading the turnaround.
- Greater individualization of school plans and differentiation of support.
- Additional staffing to support the turnaround processes in Priority and Focus Schools.
- Ongoing training of turnaround specialists in the RICs.
- Training for turnaround schools and follow-up.
- Incentivizing and spotlighting effective practices that produce results by identifying and targeting Rewards Schools as demonstration sites for Priority and Focus Schools.

- Providing additional training and support of teachers and leaders in sustaining change and improvement efforts.
- Supplementing state funds for an electronic formative assessment system for districts and schools to include training, coaching, and follow up.

Other activities specifically focused on improving the performance of English language learners and students with disabilities can be found in the Delivery Plan in Attachment 13. EL Coaches will work with districts not making Annual Measurable Achievement Objective (AMAO) on data analysis, CIP development, and targeted improvement. Beginning in the 2012-2013 school year, Alabama will provide Teacher Compass Suite to AMAO Improvement districts and one to each district statewide. Teacher Compass Suite is designed to increase the academic language and content achievement of ELs and struggling students. The suite is aligned to Alabama's WIDA Consortium English Language Proficiency (ELP) Standards, the Common Core Standards, and research-based instructional strategies to improve academic language and content knowledge of English language learners.

The ASSIST tool will provide a quality planning and monitoring process for districts and schools. Also, it will provide information that will assist the Regional Planning Team in identifying possible professional learning and resources to allow for more individualized and differentiated services to schools and districts. These will be determined through a collaborative process to ensure district ownership and thus increase the likelihood of sustainability. This data will also inform the training and professional learning for the Regional Planning Team members and the Regional Support Staff.

Alabama's Response to Instruction (RTI) process can be found in Attachment 21. Alabama is committed to embedding RTI into the instructional process so that it becomes a regular part of instruction. Professional learning for RTI has been provided and will continue to be a focus in the RIC areas. Intervention strategies for these groups of students will be monitored through the ASSIST tool.

Alabama will use the flexibility to target efforts and differentiate services as well as build capacity of the districts and schools through the RPTs and RSS. Teacher and leader effectiveness will be a focus, and high-quality professional learning will facilitate efforts toward this goal. Alabama believes strongly in building the capacity of districts through a partnership approach to planning, supporting, and monitoring improvement efforts. Student learning is the ultimate goal and will be monitored regularly during this process. A state-funded electronic formative assessment system will be available to all systems in the 2012-2013 school year. All Priority Schools and Focus Schools will be required to use a formative assessment system to monitor the impact of strategies and efforts on student learning. RPTs will review the results with the districts three times during the year. RSS will review the results at more frequent intervals with the schools to continue to differentiate services and support.

The timeline below depicts action steps supporting the development and implementation of the new accountability model relative to Principle 2.

<b>Milestone or Activity</b>	<b>Detailed Timeline</b>	<b>Parties Responsible</b>
Met with Identified Assessment and Accountability Task Force that was Appointed by the Alabama State Board of Education	September 29, 2011, October 12, 2011, November 2, 2011, and December 14, 2011	Alabama State Superintendent of Education
Capacity Review	February 28-29, 2012	Research Information and Data Services
Delivery Organizational Meeting	March 7, 2012	Research Information and Data Services
College- and Career-Ready Delivery Chains Discussion	April 11, 2012	Research Information and Data Services
Delivery Routines and Listening Post	April 25, 2012	Research Information and Data Services
Delivery Overview and Input Meeting with Regional Teams	May 23, 2012	Research Information and Data Services
AMO Waiver Public Comment	May 4, 2012-May 8, 2012	Alabama State Superintendent of Education
AMO Waiver Approval	May 31, 2012	Alabama State Board of Education
Supporting Increased Graduation Rate Listening Post	June 5, 2012	Research Information and Data Services
College- and Career-Readiness Work Session and Listening Post	June 8, 2012	Research Information and Data Services
Supporting Increased Graduation Rate Delivery Chains Discussion	June 12, 2012	Research Information and Data Services
Alabama Super Computer Partnership Meeting	June 19, 2012	Research Information and Data Services
College- and Career-Readiness Work Session and Listening Post	June 26, 2012	Research Information and Data Services
Final Input for College- and Career-Readiness Delivery Plan	July 5-6, 2012	Research Information and Data Services
SBE Presentation: College- and Career-Readiness Delivery Plan	July 10, 2012	Research Information and Data Services
Data and Accountability Meetings with Regional Teams	July 30, 2012-August 2, 2012	Research Information and Data Services

<b>2012-2013</b>		
Meet with Stakeholders	On-Going	Alabama State Department of Education
ALSDE Tech Conference Solicited Feedback	June 13, 2012	Research Information and Data Services
ALSDE Mega Conference Solicited Feedback	July 20, 2012	Research Information and Data Services
Public Comment Solicited for ESEA Flexibility Request	August 7, 2012- August 21, 2012	Alabama State Superintendent of Education
Applied for ESEA Flexibility Request	September 5, 2012	Alabama State Superintendent of Education
Hold Meetings with Identified Assessment and Accountability Task Force Members	November 1, 2012, November 14, 2012, November 29, 2012 and Continuous	Alabama State Superintendent of Education
Alabama Super Computer Meeting for New Data Collection/Accountability System	On-Going	Research Information and Data Services
Priority Schools Named	Summer 2013	Research Information and Data Services
Focus Schools Named	Summer 2013	Research Information and Data Services
Torchbearer Reward Schools Named	Fall 2013	Research Information and Data Services, and Teaching and Learning
<b>2013-2014</b>		
Priority/Focus Schools from Fall 2013 (no new schools named)	Fall 2014	Research Information and Data Services, and Teaching and Learning
Torchbearer Reward Schools Determined and Named	Fall 2014	Research Information and Data Services, and Teaching and Learning
Baseline Data Points Established; AMO Report Published	Fall 2014	Research Information and Data Services, and Teaching and Learning
Annual Public Reports Required by USDOE (Report Cards 2013-2014)	Summer 2015	Research Information and Data Services
<b>2014-2015</b>		
AMO Report Published	Fall 2015	Research Information and Data Services
Reward Schools Named Under New Criteria	Fall 2015	Research Information and Data Services
Annual Public Report Required by USDOE (Report Cards 2014-2015)	Spring 2016	Research Information and Data Services

<b>2015-2016</b>		
Set High School AMOs Under New Accountability Model	Fall 2016	Research Information and Data Services
AMO Report Published	Fall 2016	Research Information and Data Services
Reward Schools Named	Fall 2016	Research Information and Data Services and Teaching and Learning
Annual Public Reports Required by USDOE (Report Cards 2015-2016)	Spring 2017	Research Information and Data Services
<b>2016-2017</b>		
AMO Report Published	Fall 2017	Research Information and Data Services and Teaching and Learning
Reward Schools Named	Fall 2017	Research Information and Data Services and Teaching and Learning
Cohort 2 Priority Schools Named	January 2017	Research Information and Data Services and Teaching and Learning
Cohort 2 Focus Schools Named	January 2017	Research Information and Data Services and Teaching and Learning
Annual Public Report Required by USDOE (Report Cards 2016-2017)	Spring 2018	Research Information and Data Services
<b>2017-2018</b>		
AMO Report Published	Fall 2018	Research Information and Data Services and Teaching and Learning
Reward Schools Named	Fall 2018	Research Information and Data Services and Teaching and Learning
Annual Public Report Required by USDOE (Report Cards 2017-2018)	Spring 2019	Research Information and Data Services and Teaching and Learning

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p><b>Option B</b></p> <p>a. <input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <p>b.</p> <p>c. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>d. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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Insert text for Option B here.

**2.B Set Ambitious but Achievable Annual Measurable Objectives**

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p>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. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><b>Option C</b></p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8).</p>
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ACT Aspire, ACT Plan and the Alabama Alternate Assessment will be administered in the 2013-2014 school year. Based on stakeholder feedback, Alabama replaced the high school end of course assessments with the ACT Plan that was administered during the 2013-2014 school year. As a result, the baseline year was changed to 2013-2014 for all tested grade levels. Furthermore, high schools will administer another new assessment in spring 2016 because the ACT Plan will no longer be available. It will be replaced by the ACT Aspire 10. This will align all

tested grade levels to testing the same subject areas (reading and mathematics). The shift in assessments dictates the necessity for a new establishment of baseline data for high schools. Therefore, baselines for high schools will be reset using the 2015-2016 assessment data that will allow for a seamless of progression targets.

To take into account the much higher standards, the ALSDE proposes AMOs that are rigorous while remaining attainable. This essentially sets forth a manner in which schools can demonstrate performance towards goals. With data from the current assessments, the ALSDE met with its Accountability Task Force to determine a method to establish AMOs that are rigorous yet attainable. Alabama will use Option C to set AMOs.

See the chart below for Achievement AMO and baseline establishment.

GRADES	YEAR TEST ADMINISTERED	AMO BASELINE	AMOS IN YEAR TEST ADMINISTERED
3-8	2012-2013	2011-2012	Cut the gap in ½ method
	2013-2014	2013-2014	Use 2013-2014 state average for reporting met/not met
	2014-2015	2013-2014	Cut the gap in ½ method
	2015-2016	2013-2014	Cut the gap in ½ method
	2016-2017	2013-2014	Cut the gap in ½ method
	2017-2018	2013-2014	Cut the gap in ½ method
High School	2012-2013	2011-2012	Cut the gap in ½ method
	2013-2014	2013-2014	Use 2013-2014 state average for reporting met/not met
	2014-2015	2013-2014	Cut the gap in ½ method
	2015-2016	2015-2016	Use 2015-2016 state average for reporting met/not met
	2016-2017	2015-2016	Cut the gap in ½ method
	2017-2018	2015-2016	Cut the gap in ½ method

## Achievement

Using 2013-2014 baselines, Alabama will set AMOs in annual equal increments towards the goal of reducing by half the difference between the baseline year (2013-2014) and a performance proficiency goal, which represents the 90th percentile of performance for the “all students” group in 2013-2014. In addition, the ALSDE analyzed historical data using the former assessment system. As a result, it was determined in English language arts there was an average proficiency growth of 6 percentage points over a period of six years. In mathematics there was an average proficiency growth of twelve points over a period of six years. Therefore, to determine the new performance proficiency goals, the average increase for each subject area was added to the 90th percentile performance for grades 3-8 to ensure each target set was rigorous. The following methodology was used:

1. Establish the 90th percentile of performance by schools for the “all students” group. Add the average increase for the subject area (add six for reading and twelve for math). This will establish the performance proficiency goal.
2. Establish subgroups with n-count greater than or equal to 20.
3. Establish actual percent proficiency of the identified subgroups.
4. Subtract actual percent proficiency from the goal established in step #1.
5. Divide the answer from step #4 by two.
6. Divide the answer from step #5 by six.
7. The answer from step #6 is the annual proficiency improvement target.

Below is an example of the 3-8 AMO targets:

3-8 Math								
Subgroup	Performance Proficiency Goal	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	70.00	41.02	43.44	45.85	48.27	50.68	53.10	55.51
American Indian	70.00	47.98	49.82	51.65	53.49	55.32	57.16	58.99
Asian/Pacific Islander	70.00	71.41	72.81	74.21	75.61	77.01	78.41	79.81
Black	70.00	23.69	27.55	31.41	35.27	39.13	42.99	46.85
Hispanic	70.00	32.48	35.61	38.73	41.86	44.99	48.11	51.24
LEP	70.00	24.29	28.10	31.91	35.72	39.53	43.34	47.15
Multi-Race	70.00	42.94	45.20	47.45	49.71	51.96	54.22	56.47
Poverty	70.00	29.57	32.94	36.31	39.68	43.05	46.42	49.79
Special Education	70.00	18.78	23.05	27.32	31.59	35.85	40.12	44.39
White	70.00	50.68	52.29	53.90	55.51	57.12	58.73	60.34

3-8 ELA								
Subgroup	Performance Proficiency Goal	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	62.00	39.78	41.63	43.48	45.34	47.19	49.04	50.89
American Indian	62.00	47.28	48.51	49.73	50.96	52.19	53.41	54.64
Asian/Pacific Islander	62.00	61.82	61.84	61.85	61.87	61.88	61.90	61.91
Black	62.00	23.98	27.15	30.32	33.49	36.65	39.82	42.99
Hispanic	62.00	25.87	28.88	31.89	34.90	37.91	40.92	43.94
LEP	62.00	10.25	14.56	18.88	23.19	27.50	31.81	36.13
Multi-Race	62.00	39.75	41.60	43.46	45.31	47.17	49.02	50.88
Poverty	62.00	28.00	30.83	33.67	36.50	39.33	42.17	45.00
Special Education	62.00	15.66	19.52	23.38	27.25	31.11	34.97	38.83
White	62.00	49.36	50.41	51.47	52.52	53.57	54.63	55.68

If the proficiency rate is above the performance proficiency goal (90th percentile plus average proficiency growth), the expectation is to improve by 2% of the performance proficiency goal from the previous year's proficiency rate. This increase will be expected on an annual basis for the six years. For an example, the Asian/Pacific Islander subgroup in 3-8 mathematics is above 70%; therefore, this subgroup should improve 1.40 points per year.

High school AMOs were set using the same method described above. However, high school AMOs in reading and mathematics will be reset beginning school year 2015-2016 to accommodate a shift in assessments from the *ACT Plan* to the *ACT Aspire 10*. In 2015-2016, the first year of new assessments for high schools, high school targets will be measured against the state average. In subsequent years, targets will be set using the method outlined above.

Below is an example of the high school AMO targets:

High School Math								
Subgroup	Performance Proficiency Goal	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	35.00	22.07	23.15	<b>AMO targets to be reset using data from new assessments in 2015-2016.</b>				
American Indian	35.00	23.49	24.45					
Asian/Pacific Islander	35.00	54.00	55.00					
Black	35.00	7.52	9.81					
Hispanic	35.00	13.25	15.06					
LEP	35.00	5.35	7.82					
Multi-Race	35.00	29.59	30.04					
Poverty	35.00	10.66	12.69					
Special Education	35.00	11.38	13.35					
White	35.00	29.47	29.93					

High School ELA								
Subgroup	Performance Proficiency Goal	Baseline	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	80.00	64.21	65.53	<b>AMO targets to be reset using data from new assessments in 2015-2016.</b>				
American Indian	80.00	71.72	72.41					
Asian/Pacific Islander	80.00	79.26	79.32					
Black	80.00	44.11	47.10					
Hispanic	80.00	50.20	52.68					
LEP	80.00	15.18	20.58					
Multi-Race	80.00	63.79	65.14					
Poverty	80.00	49.95	52.45					
Special Education	80.00	16.32	21.63					
White	80.00	75.21	75.61					

Safe harbor will be calculated if the “all students” group or any applicable subgroup does not meet its AMO. Safe harbor may be met by reducing the percentage of non-proficient students by ten percent from the previous year’s data for each subgroup that does not meet its AMO target.

**AMO Differentiation**

AMOs will be set for the state and individually by districts and schools beginning in the 2014-2015 school year, using Option C methodology. Alabama will report AMOs by ESEA subgroup at the state, district, and school levels. In alignment with current practices for reporting, any subgroup results will be noted as ID (insufficient data) if the N-size does not meet or exceed 20.

Insert text for Option C here.

## 2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### **Identification of Reward Schools**

Reward Schools will be identified using the existing Torchbearer Reward School criteria for Fall 2013. Beginning Fall 2015, Reward Schools will be identified using the new Reward criteria. See criteria below.

Determination of Torchbearer Reward Schools, Fall of 2013:

- Not a Priority School.
- Not a Focus School.
- Have at least 95% Participation Rate in the “all students” subgroup and all applicable ESEA subgroups.
- Have a Graduation Rate above the state average.
- Be in existence at the time of the award.
- Have at least 80% poverty rate (percent free/reduced meals).
- Have above state average of students scoring Level IV on both the reading and the mathematics sections of the ARMT+.
- Have at least 95% of Grade 12 students pass all required subjects of the AHSGE.
- Must be among the top 20% band of the state using proficiency of ARMT+, AHSGE, and Alabama Alternate Assessment from 2012-13 for Level III and for Level IV.

The following process will be applied:

The following criteria will be used to determine eligibility for Torchbearer Reward Schools. If a school meets all the criteria below, it will become a Torchbearer School.

Using the 2012 and 2013 assessment databases;

1. Eliminate all Priority Schools.
2. Eliminate Focus Schools.
3. Eliminate all schools with less than 95% Participation Rate for the “all student” and ESEA subgroups.
4. Eliminate all schools with a Graduation Rate below the state average.
5. Eliminate all schools that are not in existence.
6. Eliminate all schools with a poverty rate less than 80% (poverty rate—percent free/reduced meals).

7. Eliminate all schools that do not have an average above the state average of students scoring Level IV on both the reading and the mathematics sections of the ARMT+.
8. Eliminate all schools with less than 95% of Grade 12 students passing all required subjects of the AHSGE.
9. Eliminate all schools below the top 20% band of the state using proficiency of ARMT+, AHSGE, and Alabama Alternate Assessment from 2012-13 for Level III and Level IV.

For the fall of 2014 Torchbearer Schools will be named based upon the same process used for determination in Fall 2013 with the exception of the assessment results. The ACT Aspire and ACT Plan will be used in place of the ARMT+ and AHSGE.

Beginning in Fall 2015 Reward Schools shall be:

1. High Performing Schools—Schools that have demonstrated high performance over multiple years.  
 Schools that are 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.  
 A school with an achievement gap that is not closing in a school may not be classified as a “High Performing School.”  
 A list of schools meeting the “High Performing Schools” definition will be generated.  
 Scores will be rank ordered from top to bottom.  
 Schools will be selected until 5% of Title I schools in the state have been identified. A school must meet AMOs for the “all students” group and the ESEA subgroups with an n-count of 20 or more.
  - Eliminate all Priority Schools
  - Eliminate all Focus Schools
  - Eliminate all schools with less than 95% Participation Rate for the “all student” and ESEA subgroups.
  - Eliminate all schools with a Graduation Rate below state average or 90% whichever is lowest.
  - Eliminate all schools that are not in existence.
  - Eliminate all schools below the top 20% band of poverty schools.
  - Eliminate all schools that do not have an average above the state average of students scoring Level IV on both the reading and mathematics sections of the ACT Aspire or ACT Plan.
  - Eliminate all schools below the top 20% band of the state using proficiency of ACT Aspire, ACT Plan, and Alabama Alternate Assessment for Level III and Level IV.
2. High Progress Schools—Schools that have demonstrated the most progress in improving the performance of the “all students” subgroup over multiple years.
  - A school with an achievement gap that is not closing, may not be classified as a “High Progress School”.

- High schools must also make the most progress in increasing graduation rates.
- A school must meet AMOs for the “all students” group and the ESEA subgroups with an n-count of 20 or more.
- A school may not be a Priority or Focus School.
- A list of schools meeting the “High Progress Schools” definition will be generated. Scores will be rank ordered from top to bottom based on improvement.
- Schools will be selected until at least 10% of Title I schools in the state have been identified.

All Reward Schools must maintain a participation rate of 95% or higher in the “all students” subgroup and all applicable ESEA subgroups.

Reward Schools will be named in the Fall of 2013 using the existing Torchbearer Reward criteria. Fall 2014 Reward Schools will be named using this same criteria with the new assessments and proficiency measures. Reward Schools will be named beginning Fall 2015 under the new criteria listed above.

- 2.C.ii Provide the SEA’s list of reward schools in Table 2. (Did the SEA’s request identify both highest-performing and high-progress schools as part of its first set of identified reward schools? (Table 2)

See Attachment #24. Highest performing and highest progress schools will be named fall 2015.

- 2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Using the support and recognition system previously identified under priority schools. Recognition for schools will include:

1. Promotion of announcement with statewide media.
2. Special Certificate of Recognition.
3. Prominent display on the ALSDE Web site.
4. Recognition as a demonstration site.
5. Opportunity to provide mentoring to low-performing schools.
6. Recognition as a “best practice” school.
7. Increased opportunities to serve on teams and committees.
8. Financial Rewards (subject to availability of funds).
9. A state-approved Web logo that reflects the category of recognition.

## 2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Identification of Priority

In the Summer of 2013 the following will be used to identify Priority Schools:

1. Currently served Tier I and II SIG schools.
2. All schools with a Graduation Rate of less than 60% (using 2012 data).
3. Schools with the lowest ranking achievement that have not shown progress (2010 to 2012).
4. Schools will be selected until at least 5% of Title I schools are named.

The following process will be applied:

1. Use the AYP after appeals database for 2010, 2011, and 2012.
2. Determine the bottom 5% of Alabama schools utilizing the following rules:
  - Determine the number of students scoring in Levels 3 and 4 for both reading and mathematics in 2010, 2011, and 2012.
  - Determine the number of students who participated in the test for 2010, 2011, and 2012.
  - Use the number of students that scored in Levels 3 and 4 as the numerator and the number of students that participated in the assessments as the denominator.
  - Take the three-year average percentages and rank-order them from highest to lowest.
  - Indicate the bottom 5% cutoff based upon the number of schools ranked (minimum of 47 Title I schools).

In January 2017 Priority Schools will be the classification for:

1. Any school that is a currently served Tier I or Tier II school improvement grant (SIG) school as of September 30, 2012, if applicable.
  2. Any school with a graduation rate of less than 60% for two or more consecutive years.
- OR**
3. Schools with the lowest ranking achievement.

Schools are selected from this list until at least 5% of the Title I schools are classified as Priority.

2.D.ii Provide the SEA’s list of priority schools in Table 2?

See Attachment 24 for Priority School list. See Renewal Attachment 15. Cohort 2 Priority Schools will be named January 2017.

- 2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and careers. All ALSDE efforts to support this goal will be customized for each of the districts and schools based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment/instructional audit of the lowest-performing schools will determine precise strategies for improvement and support. The revised audit includes an opportunity gap assessment as well as a financial review.

### **Priority Schools**

The intervention process for Priority Schools mirrors the process outlined in the *Code of Alabama (1975)*. The *Code of Alabama (1975)*, 16-6B-3 (Attachment 30), requires the State Superintendent of Education to designate a team of practicing professionals to visit the school, conduct a study, consult with parents of students in the school, analyze causes of poor student achievement, and make specific recommendations that shall become a part of a continuous improvement plan for the succeeding year. In some instances, Priority Schools may not make the necessary progress after full implementation of the interventions described. When a school fails to make improvement after a three-year period, the State Superintendent of Education may intervene and assume the direct management and day-to-day operation of the school. The State Superintendent and/or senior leadership staff from the Alabama State Department of Education (ALSDE) will meet with the school and district leadership team to identify specific intensive actions to be taken and to develop a continuation plan for those actions. Outside consultants will be assigned as needed to assist with the development and implementation of the plan. Demographic studies, facility utilization evaluation, feeder pattern studies, and partnerships with outside entities with proven success in school turnaround are examples of actions that will be taken to guide development and implementation of intensive and systemic improvement plans.

The intervention process is managed through the 11 Regional Inservice Centers. They are located throughout the state at institutions of higher education (IHEs) to provide local support and professional learning. A Regional Planning Team (RPT) has been established in each of the 11 regions. RPTs are composed of representatives from ALSDE sections; Regional Inservice Centers; institutions of higher education; and the Alabama Department of Children's Affairs, Office of School Readiness (pre-K). The RPT is lead by a regional support coordinator (RSC) who has responsibility for overseeing the data analysis, development of plans, coordination of support resources, and monitoring of implementation. Training has begun for a core group of turnaround specialists to assist each of the RPTs in planning with the Priority Schools.

When a Priority School is identified, the RPT will meet with the LEA to make a plan for gathering the data and information needed to make an informed decision about the appropriate improvement model/interventions to be selected. An orientation to the three year process to include expectations and roles/responsibilities will be provided to the LEA leadership and school leadership teams. A comprehensive assessment/instructional audit will

be conducted through a multi-day on-site instructional review process. The audit provides an opportunity to assess current efforts that reflect all eight of the Turnaround Principles. A summary report that outlines the results of the comprehensive assessment includes areas where certain interventions are working or have promise as well as areas that require a more intensive focus to be successful. Since the audit includes a review of school and district leadership, the results will provide information that will be considered to determine whether the schools and district have the capacity to lead the intervention process. The ALSDE is committed to providing the level of intervention needed to ensure students have an optimal learning environment and, therefore, reviews all audit results to determine if there is sufficient evidence that the district and school leadership can lead the interventions. The audit is currently being revised to include “opportunity gaps” to identify gaps in equitable access to courses, supports, and early learning programs, etc., as well as a financial review to ensure funds are being leveraged to support interventions.

Audit results that outline the specific needs of the school will be shared with district and school leadership teams following the on-site visit so that precise strategies, resources, and support can be identified and activated. The RPT along with the RSC will plan with the district to identify gaps in foundational elements that can be addressed fairly quickly. If needed, these urgent and immediate concerns will be reflected in 30-60-90 day plans. Concurrently, a broader range of stakeholders/partners will engage in a deeper study to begin thinking innovatively about the school and feeder pattern and the ideal vision for the school and community. This collaborative effort will include a review of the feeder schools’ data to determine whether a feeder pattern intervention is needed as opposed to a single school intervention. This inclusive approach addresses immediate needs during the 2013-2014 school year while planning for full implementation of interventions aligned with the turnaround principles during the 2014-2015 school year. The ALSDE is committed to working in partnership with districts and schools to provide customized support of innovative continuous improvement practices. The RPT will review models/interventions of school improvement that reflect the eight turnaround principles (listed in 2.A.i.) with district, school, and feeder school leaders. These models/interventions will be customized to meet the specific needs and priorities of the schools. The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and administrators will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning (ACIP). Alabama has had a continuous improvement planning process in place for many years, and the schools and districts are accustomed to this process. Modules to support the development of the different elements of the CIP are available on the Alabama Learning Exchange (ALEX) website at <http://alex.state.al.us>. The RPT will use this planning process with districts to analyze data, identify areas of priority, and develop specific strategies for improvement. Common requirements of the CIP are:

- Conducting a comprehensive analysis of student achievement, student growth, culture, and climate data.
- Aligning curricular targets to the Alabama College-and Career-Ready Standards.
- Establishing time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.

- Identifying professional learning opportunities based on the identified needs reflected in the data.
- Engaging family and community.
- Developing goals and strategies to target areas of need for students and teachers.
- Addressing non-academic factors including safety and discipline.
- Identifying resources and technical assistance needed to accomplish goals.

An added element for priority schools is that their CIPs include interventions for each of the turnaround principles. Some of the interventions may be on the 30-60-90 day plans if they are areas of immediate focus identified through the instructional audit (the 30-60-90 day plans are uploaded as part of the CIP). Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT, LEA, and school, the CIP is submitted to the RPT. The RPT will use the School Interventions Summary to verify interventions for all Turnaround Principles have been determined. (See Renewal Attachment 8). After approval by the RPT, the CIP is submitted to the ALSDE for final verification. This information will be compiled on the Statewide Interventions Summary for documentation and to inform statewide efforts in professional development, support, etc.

The table below includes some proposed research-based interventions aligned with the turnaround principles that Priority Schools may implement to meet their specific needs and priorities. The table provides guidance to ensure priority schools implement a comprehensive plan that address all turnaround principles.

<b>Intervention Strategies for Priority Schools</b>	
<b>Turnaround Principle</b>	<b>Strategic Interventions</b>
School Leadership	Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace current principal if indicated; and connect the principal with a mentor
School Climate and Culture	Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students
Effective Instruction	Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies
Curriculum, Assessment, and Intervention System	Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students
Effective Staffing Practices	Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive system to support teachers struggling with meeting the instructional needs

	of students with disabilities, low achievement, and ELS; realign and retain staff as needed
Enabling the Effective Use of Data	Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data
Effective Use of Time	Design and/or redesign time to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning
Effective Family and Community Engagement	Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention model; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students

In addition to the more general research-based interventions included above, the ALSDE provides specific supports and professional development aligned with the turnaround principles to address the needs of all students. Additionally, the ALSDE ensures that targeted support opportunities are provided to ESEA subgroups typically associated with high risk (i.e., English Learners, students with disabilities, and low-achieving students) whose needs are often not adequately met in Priority Schools.

#### School Climate and Culture:

- Alabama educators are trained on and have access to Positive Behavior Supports, a collection of strategies that emphasize a schoolwide system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

#### Effective Instruction:

- State reading coaches and instructional partners are trained to be instructional coaches of effective instructional strategies and best practices for all content in every grade.
- Alabama educators are trained on and have access to *Makes Sense Strategies* (MSS) software that provides strategies designed for use in diverse-ability classrooms and reflects an extensive body of evidence-based scientific research on pedagogy.
- A 2010-2011 pilot by the Alabama State Personnel Development Grant (SPDG) and Alabama Reading Initiative (ARI) provided job-embedded professional development and coaching for special education and general education teachers in an Alabama district feeder pattern. Student performance was significantly impacted by this collaborative pilot and is being replicated in other feeder patterns in Alabama.
- Districts are required to select a research-based core EL program based on student needs; teachers in all academic areas understand the core EL program and are trained on research-based EL instructional strategies; teachers are trained on the WIDA Standards so they can use them at the ELs' language proficiency level to make content comprehensible; teachers use EL accommodations at the students' specific language proficiency levels during lesson delivery to review and assess learning.

### Curriculum, Assessment, and Intervention System:

- A resource for professional development, *Models of Collaboration: Elementary, Middle and High School*, offers training and demonstration modules for districts to use to provide training for collaborative/co-teaching teams of general and special education teachers on delivering instruction using the five common co-teaching models. The focus on this professional development is to improve instruction for students with disabilities in the regular classroom setting and to ensure that all students have access to the general education curriculum with appropriate supports and services.
- The ALSDE Instructional Strategies Project (ISP) is designed to be the tiered instruction model that is central to Alabama's Response to Instruction (RtI) implementation that provides resources and support to positively impact instruction across all grade spans and content areas for all children. This process makes the strategic thinking behind effective instruction visible. Student engagement and formative assessment are the pillars of the lesson framework.
- Response to Instruction (RtI) is Alabama's core support for all students. RtI uses the four core RtI Principles to ensure high-quality instruction:
  1. Students receive high-quality, research-based instruction by qualified staff in their general education setting.
  2. Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
  3. Movement between tiers should be guided by a data-driven decision-making process.
  4. Universal screening and progress monitoring are the basis for instructional decisions.
- Global Scholar and ACT QualityCore formative assessment instruments are available from the ALSDE to inform instruction and assist teachers in meeting the needs of all students.

External providers can sometimes offer specific support that Priority Schools may find of benefit when planning for school improvement. Partnerships among external entities to obtain technical assistance, professional development, management advice, data analysis support, and any other support that will help address school and district needs are retained. The RPT will assist in evaluation of external providers to ensure focus is on the interventions selected.

Once approval of interventions (CIP, 30-60-90 day plan) is made, then appropriate Regional Support Staff (RSS) will be assigned to the district and/or schools. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked within initiatives in the ALSDE supporting specific programs. The RSS have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

Monthly visits with the LEA leadership will include a review of support and progress of implementing the interventions outlined in the CIP and/or 30-60-90 day plans. The plans (ASSIST) will be reviewed regularly in order to adjust and revise strategies. A three-year commitment will be required in order to build capacity and ensure sustainability. The plan will be adjusted each year based on data and evaluation. The three years of implementation will not begin until the priority school is implementing interventions aligned with all turnaround

principles. As such the priority schools' first year of implementation will include implementing interventions that align with all turnaround principles. Our expectation is that any Cohort I school not yet fully implementing interventions will do so by the 2015-2016 school year.

LEAs and schools will submit mid-year and end of year progress reports on implementation of interventions in CIP, formative assessment (January) and summative assessment data (end of year). In addition, the end of year progress report will include self-assessments using the Turnaround Principles Rubric. The LEA leadership, school leadership teams, and RPT/RSS will each do an individual self-assessment using the rubric. Then the data will be triangulated for discussion of progress or lack of progress.

### **Monitoring Expectations**

The Alabama State Department of Education is committed to partnering with LEAs and schools for precise support. In addition, the ALSDE is committed to ensuring LEAs and schools have monitoring processes in place to assess their progress in implementing their plans and their impact on student outcomes. The ALSDE also has responsibility to ensure the monitoring processes are producing the necessary changes and provide additional support when the LEA's and school's efforts are not resulting in significant improvement. Below is a description of the expectations, roles, and responsibilities of the school, LEA, RPT, RSS, and ALSDE staff. (Renewal Attachment 13)

#### **School**

- Participate in an orientation to the Priority School Support and Monitoring Process
- Conduct a research review of effective schools including a review of the turnaround principles and examples of interventions
- Provide necessary information to the ALSDE for the on-site instructional audit
- The school's Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- A 30-60-90 day plan may be developed if there are urgent and immediate actions needed for some of the turnaround principles
- School leadership participates in monthly progress check meetings
- Submit mid-year and end of year progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to self-assess progress
- CILT participates in summer planning/networking with other priority school teams when offered
- Teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

LEA

- Participate in an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Provide necessary information to ALSDE for the on-site instructional audit and participate in the interviews
- Provide evidence that the principal has the capacity, support, and operational flexibility to lead the turnaround effort
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Review and approve the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation
- If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s)
- LEA leadership participates in monthly progress check meetings with the school leadership and RPT and makes changes as needed
- Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to reflect on progress of school
- Ensure that the school's CILT participates in summer planning/networking with other priority school teams when offered
- Ensure that teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

RSC and RPT

- Conduct an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Conduct an on-site instructional audit
- RSC reviews evidence from the LEA that the principal has the capacity, support, and operational flexibility to lead the turnaround effort
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes

the results of the on-site instructional audit that will include interventions for all turnaround principles

- Receive approved CIP from LEA leadership. Review using the School Interventions Summary to ensure interventions reflect all turnaround principles and that the needed resources are provided for successful implementation. Submit CIP with School Interventions Summary to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools
- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct monthly progress check meetings with the LEA and school leadership and make changes as needed
- Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Participate in mid-year and end of year progress checks. Receive progress reports from LEA and school leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE
- Annually, use the Turnaround Principles Rubric to reflect on progress of school and lead discussion of the triangulated data
- Lead or participate in summer planning/networking with priority school teams when offered
- Lead or participate in summer professional learning with priority school teachers when offered
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

### RSS

- Participate in an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Participate in an on-site instructional audit
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Once approved CIP is received from ALSDE, meet with RPT to determine on-site support
- Frequent and regular targeted support to schools based on CIP

- Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed)
- Participate in mid-year and end of year progress checks
- Lead or participate in summer planning/networking with priority school teams when offered
- Lead or participate in summer professional learning with priority school teachers when offered

### ALSDE

- Receives approved CIP from RPT. Using the School Interventions Summary, reviews and approves the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation.
- Completes the Statewide Interventions Summary to document information regarding statewide implementation of interventions
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs
- Intervenes if school is not making progress

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Priority Schools will be those schools that are the lowest performing schools in the state. During the 2013-2014 school year, schools identified as Priority Schools will be currently served Tier I and II SIG schools, high schools with a graduation rate below 60% and schools with the lowest ranking achievement scores until at least 5% of Title I schools have been identified.

Cohort 2 Priority Schools will be those schools that are the lowest performing schools in the state or Cohort 1 Priority Schools who failed to meet the exit criteria. In January 2017, schools identified as Priority Schools will be currently served Tier I and Tier II SIG schools, high schools with a Graduation Rate below 60% and schools with lowest ranking achievement scores until at least 5% of Title I schools have been identified.

The ALSDE plans for early identification of Priority Schools so support and interventions can be implemented early in the school year in order to quickly respond to student learning needs. SIG schools will continue to implement their SIG models. In the event that the principal's ability to lead the turnaround effort of a non-SIG Priority School cannot be assessed before the beginning of the school year, immediate needs will be addressed during the 2013-2014 school year while planning for full implementation of interventions aligned with the turnaround principles during the 2014-2015 school year.

The following table outlines the steps and timeline the Non-SIG Priority Schools will follow for implementation of intervention.

Timeline	Action	Person(s) Responsible
Prior to the beginning of 2013-2014 school year	Priority Schools Named	ALSDE Leadership
2013-2014 school year	Comprehensive Assessment/Instructional Audit; compile, review, and communicate Audit Summary Report; collaboratively develop and activate 30-60-90 day plans and/or CIP to address immediate needs; assess principal's ability to lead turnaround; review data of feeder schools; engage broad range of stakeholders/partners; develop ideal vision for school and community; plan for sustainability of continuous improvement	LEA, RPT, Regional Support Coordinators, ALSDE Staff, External Providers
Summer 2014	Phase II Kickoff to review progress of interventions and plan for full implementation  Teaching Academies for math, ELA, and Science Teachers	RSC, RPT, LEA, and ALSDE
2014-2015 school year	Full implementation of interventions aligned with the turnaround principles; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability will be paramount	LEA, RPT, Regional Support Coordinators, ALSDE Staff, External Providers

Following implementation of 30-day plan	Evaluate progress and adjust plan as needed	Regional Support Coordinators, RPT and LEA
Following implementation of 60-day plan	Evaluate progress and adjust plan as needed	Regional Support Coordinators, RPT and LEA
Following implementation of 90-day plan	Evaluate progress and adjust plan as needed	Regional Support Coordinators, RPT and LEA
January-February 2015	Mid-year review of progress using CIP, School Interventions Summary, and formative assessment  Mid-year report due	Regional Support Coordinator, RPT, LEA and ALSDE
Spring 2015	Identification of exemplar classrooms in priority schools	RSC, RPT, and LEA
May – Summer 2015	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  Self- assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review to determine if changes are needed to interventions.  End of year report due.	RSC, RPT, LEA, and ALSDE
Summer 2015	Phase II Follow Up to discuss progress  Teaching Academies for math, ELA, and Science teachers	RSC, RPT, LEA, and ALSDE
Fall 2015	Schools not making progress will have an on-site instructional audit	RSC, RPT, LEA, and ALSDE
February 2016	Mid-year review of progress toward goals and impact of efforts will be conducted. A sustainability plan will be developed for those who are projected to exit priority school status.	RSC, RPT, LEA, and ALSDE

	A continuation plan will be developed for those who are not projected to exit priority school status. This plan may include more severe measures of state intervention.  Mid-year report due.	
May 2016	Exit/sustainability plan for schools who meet the criteria (minimum of three monitoring visits in 2016-2017 school year) Continuation plan for schools who do not meet the criteria (more severe measures if needed – takeover, removal of leadership, etc.)  End of year report due	RSC, RPT, LEA, ALSDE, and State Superintendent

For Cohort 2 Priority Schools (named in 2017), the timeline is as follows:

Timeline	Action	Person(s) Responsible
January 2017	Cohort 2 priority schools named.	ALSDE Leadership
Spring 2017	Orientation to process and review of Response and Support Plan. Self-assessment using the Turnaround Principles Rubric.	RSC, RPT, LEA, and School
Spring of 2017	Conduct an instructional audit (that includes an Opportunity Gap Analysis), a formal review of data to include feeder schools, and a financial review as related to supporting implementation of interventions for new priority schools.	RSC, LEA, RPT, School
Summer 2017	Development of CIP and/or 30-60-90 day plans to support full implementation of interventions aligned with	LEA, RPT, RSC, ALSDE Staff, External Providers

	all of the turnaround principles.	
August 2017	CIPs and/or 30-60-90 plans due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.	LEA, RPT, RSC, School, and ALSDE
September 2017	ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.	ALSDE
2017-2018	Full implementation of interventions.  Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed. Evaluate progress and adjust plan as needed.	RSC, RPT and LEA
February 2018	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May-Summer 2018	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  Self-assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review to determine if changes are needed to interventions.  End of year report submitted.	LEA, RSC, RPT, School

Summer 2018	<p>Year 2 Kickoff – School teams to include the principal, teachers, a district representative, and a community leader will meet to review CIP, reflect on progress and plan for greater engagement of the community in improving educational opportunities for students.</p> <p>Teaching Academies for teachers in priority middle and high schools (if funds are available).</p>	LEA, RSC, RPT, School, and ALSDE
August 2018	Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.	LEA, RPT, RSC, School, and ALSDE
September 2018	ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.	ALSDE
2018-2019 school year	Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.	LEA, RPT, RSC, ALSDE Staff, External Providers
February 2019	<p>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).</p> <p>Mid-year report due.</p>	LEA, School, RSC, RPT and ALSDE
Spring 2019	For schools that are not making progress, an instructional audit will be	LEA, School, RSC, RPT and ALSDE

	<p>conducted (this may be a full audit or a partial audit based on circumstances). The audit results along with student data will be used to mobilize additional support which may be the assignment of an SEA facilitator to oversee implementation of interventions.</p> <p>Identification of exemplar classrooms in priority schools and/or entire priority schools based on successful implementation of interventions and positive impact on student learning. These classrooms and schools will provide opportunity for other schools to visit and learn.</p>	
May – Summer 2019	<p>End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).</p> <p>Self-assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review.</p> <p>End of year report due.</p>	LEA, School, RSC, RPT and ALSDE
Summer 2019	<p>Teaching Academies for teachers in priority middle and high schools (if funds are available).</p> <p>Year 3 Kickoff– Priority School Teams (includes principals, teachers, a district representative and a community leader representative) will meet to</p>	LEA, School, RSC, RPT and ALSDE

	<p>review progress of plans and impact on student learning. This joint meeting of all priority school teams will provide opportunity to gauge progress, revise efforts, and network with other priority schools. The schools' continuous improvement plans will be adjusted based on student data and progress toward goals.</p>	
August 2019	<p>Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.</p>	<p>LEA, RPT, RSC, School, and ALSDE</p>
September 2019	<p>ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.</p>	<p>ALSDE</p>
2019-2020 school year	<p>Continued implementation of CIPs (interventions aligned with the turnaround principles); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.</p>	<p>LEA, RPT, RSC, School, ALSDE Staff, External Providers.</p>
February 2020	<p>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).</p> <p>A sustainability plan will be developed for those who are projected to exit priority school status.</p>	<p>LEA, RPT, RSC, School, and ALSDE</p>

	<p>A continuation plan will be developed for those who are not projected to exit priority school status. This plan may include more severe measures of state intervention.</p> <p>Mid-year report due.</p>	
May-July 2020	<p>A formal exit plan to include a monitoring plan of a minimum of three visits in the 2020-2021 school year by the RPT will be developed for those priority schools who meet exit criteria.</p> <p>For those who do not meet the criteria, the continuation plan will be reviewed and revised to reflect more support and possibly more severe measures of state intervention.</p>	ALSDE Accountability, RPT

The process for identifying schools that have not made sufficient progress to exit priority school status is as follows:

1. An end of year review of progress toward implementation of interventions aligned with all Turnaround Principles will be conducted at the end of the 2014-2015. District and School Teams will review progress using the Turnaround Principles Rubric. RPTs will also use the rubric to assess progress. The results will be triangulated and used to guide support.
2. The district, school, and regional planning teams will also review student data from the state administered summative assessments as well as local formative assessments.
3. The exit criteria for priority schools will be used to develop a list of schools that are projected to exit and those who may need additional support in order to exit.
4. For schools that are not projected to exit, a continuation plan will be enacted that includes more severe measures of intervention that may include the assignment of SEA personnel to the school or district site to ensure implementation of interventions. The contents of the continuation plan will be determined by a thorough review of the interventions, level of implementation, barriers to implementation, and capacity of leadership. New or revised strategies for interventions will be reviewed from sources such as the *What Works Clearinghouse*.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

To exit Priority School status, a school must:

1. Implement intervention services for a minimum of three consecutive years;
2. Rank higher than the lowest 5 percent 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.

To exit Priority School status high schools with a graduation rate of 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.

If a high school is identified as a priority school for low achievement (not for having a low graduation rate), it will be required to show improvement in achievement.

If a Priority School has failed to make significant improvement after three years:

1. The school may lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to ensure that the CIP is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.

## 2.E Focus Schools

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

### Identification of Focus Schools

Determination of Focus Schools Summer 2013:

- Use proficiency of ARMT+, AHSGE and AAA from 2011-12 assessments for elementary middle and high schools where applicable.

The following process will be applied.

1. Use the AYP after appeals database for 2010, 2011, and 2012.
2. Within-school/state gap will be determined based on the gap between the ESEA subgroup and the “all students” subgroup.
3. Perform the following steps to determine Percent Proficient within-school/state gap:
  - a. Determine 2011 and 2012 Percent Proficient for “ALL STUDENTS” group and each ESEA subgroup. Then perform the following calculations:
    - i. 2011 ESEA Subgroup Percent Proficient—2011 “ALL STUDENTS” Percent Proficient = 2011 Proficient Gap
    - ii. 2012 ESEA Subgroup Percent Proficient—2012 “ALL STUDENTS” Percent Proficient = 2012 Proficient Gap
    - iii. 2012 Proficient Gap—2011 Proficient Gap = Within-School/State Percent Proficient Gap
4. Rank-order gaps until at least 10% of Title I schools are identified (minimum of 94 Title I schools).

In the summer of 2013, Focus Schools will be identified based upon assessment results from 2011 and 2012. Schools will be rank-ordered based upon “within-school/state-gaps” between subgroups (all students vs. subgroup) over the two-year period. Schools will be identified until at least 10% of Title I schools are named. Schools that have been named Priority will be removed from the list.

Determination of Focus Schools January 2017:

- Use the reading and math proficiency of the two lowest performing subgroups in each school on new assessments from 2013 through 2016.
- Average proficiency of the two lowest performing subgroups from 2013 through 2016.
- Rank order until at least 10% of Title I schools are named.
- Schools that have been named priority will be removed from the list.

Schools are selected from this list until at least 10% of the Title I schools in the state have been identified as Focus.

2.E.ii Provide the SEA’s list of focus schools in Table 2. See Attachment 24. See Renewal Attachment 14. Cohort 2 Focus Schools will be named January 2017.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and careers. All ALSDE efforts to support this goal will be customized for each of the districts

and schools based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment/instructional audit of the lowest-performing schools will determine precise strategies for improvement and support.

**Focus Schools**

Focus Schools are schools that do not require a school-wide systemic change but rather need to focus on services and support to one or more ESEA subgroups. Upon identification as a Focus School, a data review and root cause analysis will be conducted that is precise in nature to identify factors contributing to the disproportionate gap(s). Additionally, feeder pattern data will be reviewed with district and school leaders to determine if the disproportionate gap(s) is replicated in the feeder schools. The trends in gap data will determine where intensive support should be targeted. Once the contributing factors are identified, a summary report that outlines the results of the root cause analysis will be used to determine precise strategies, resources, and support. An improvement plan will be developed to implement interventions aligned with one or more of the turnaround principles.

The intervention process is managed through the 11 Regional Inservice Centers. They are located throughout the state at institutions of higher education (IHEs) to provide local support and professional learning. A Regional Planning Team (RPT) has been established in each of the 11 regions. RPTs are composed of representatives from ALSDE sections; Regional Inservice Centers; institutions of higher education; and the Alabama Department of Children’s Affairs, Office of School Readiness (pre-K). The RPT is lead by a Regional Support Coordinator (RSC) who has responsibility for overseeing the data analysis, development of plans, coordination of supporting resources, and monitoring of implementation. A core group of turnaround specialists have been trained to assist each of the RPTs in planning with Focus Schools. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked within initiatives in the ALSDE supporting specific programs. The RSS have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise. The RSS will focus support on the school and district plans.

External providers can sometimes offer specific support that Focus Schools may find of benefit when planning for school improvement. Partnerships among external entities to obtain technical assistance, professional development, management advice, data analysis support, and any other support that will help address school and district needs are retained. The following table outlines the steps and timeline the Focus Schools will follow for implementation of intervention.

Timeline	Action	Person(s) Responsible
Prior to the beginning of	Focus Schools identified	ALSDE Leadership

2013-2014 school year		
Beginning 2013-2014 school year and ongoing	Data review and root cause analysis; review data of feeder schools; compile, review, and communicate Data Review/Analyze Summary Report; collaboratively develop and activate targeted 30-60-90 day plans to address gap; implement targeted interventions aligned with one or more turnaround principles; ensure support for implementation of interventions; conduct timely and comprehensive monitoring; adjust and revise improvement plans as needed; plan for sustainability of continuous improvement	LEA, RPT, School Turnaround Team, ALSDE staff, external providers
2014-2015	Implementation of interventions for specific student groups	RSC, RPT, LEA, School
January-February 2015	Mid-year review of progress using CIP and formative assessment  Mid-year report due	Regional Support Coordinator, RPT, LEA and ALSDE
Spring 2015	Identification of exemplar classrooms in focus schools	RSC, RPT, and LEA
May – Summer 2015	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  End of year report due.	RSC, RPT, LEA, and ALSDE
Summer 2015	Teaching Academies for math, ELA, and Science teachers	RSC, RPT, LEA, and ALSDE
Fall 2015	Schools not making progress will have a focused on site instructional audit .	RSC, RPT, LEA, and ALSDE
February 2016	Mid-year review of progress toward goals and impact of efforts will be conducted. A sustainability plan will be	RSC, RPT, LEA, and ALSDE

	<p>developed for those who are projected to exit focus school status.</p> <p>A continuation plan will be developed for those who are not projected to exit focus school status. This plan may include more severe measures of state intervention.</p> <p>Mid-year report due.</p>	
May 2016	<p>Exit/sustainability plan for schools who meet the criteria (minimum of three monitoring visits in 2016-2017 school year)</p> <p>Continuation plan for schools who do not meet the criteria (more severe measures if needed – takeover, removal of leadership, etc.)</p> <p>End of year report due</p>	RSC, RPT, LEA, ALSDE, and State Superintendent

For Cohort 2 Focus Schools (named in 2017), the timeline is as follows:

Timeline	Action	Person(s) Responsible
January 2017	Cohort 2 focus schools named.	ALSDE Leadership
Spring 2017	Orientation to process and review of Response and Support Plan.	RSC, RPT, LEA, and School
Spring 2017	Conduct a focused instructional audit .	RSC, LEA, RPT, School
Summer 2017	Development of CIP and/or 30-60-90 day plans to support full implementation of interventions for identified student groups	LEA, RPT, RSC, ALSDE Staff, External Providers
August 2017	CIPs and/or 30-60-90 plans due to RPT. RPT reviews	LEA, RPT, RSC, School, and ALSDE

	plans to ensure interventions for specified student groups	
September 2017	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
2017-2018 school year	Full implementation of interventions.  Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed. Evaluate progress and adjust plan as needed.	RSC, RPT and LEA
February 2018	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May-Summer 2018	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  End of year report submitted.	LEA, RSC, RPT, School
Summer 2018	Teaching Academies for teachers in focus middle and high schools (if funds are available).	LEA, RSC, RPT, School, and ALSDE
2018-2019 school year	Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.	LEA, RPT, RSC, ALSDE Staff, External Providers
August 2018	Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups.	LEA, RPT, RSC, School, and ALSDE

September 2018	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
February 2019	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May – Summer 2019	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  End of year report due.	RSC, RPT, LEA, and ALSDE
Summer 2019	Teaching Academies for teachers in focus middle and high schools (if funds are available).	LEA, School, RSC, RPT and ALSDE
2019-2020 school year	Continued implementation of CIPs (interventions); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.	LEA, RPT, RSC, School, ALSDE Staff, External Providers
August 2019	Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups.	LEA, RPT, RSC, School, and ALSDE
September 2019	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
February 2020	Mid-year review of progress toward goals and impact of efforts will be conducted. A sustainability plan will be developed for those who are projected to exit focus school status.	LEA, RPT, RSC, School, and ALSDE

	<p>A continuation plan will be developed for those who are not projected to exit focus school status. This plan may include more severe measures of state intervention.</p> <p>Mid-year report due.</p>	
May-July 2020	<p>A formal exit plan to include a monitoring plan of a minimum of three visits in the 2020-2021 school year by the RPT will be developed for those focus schools who meet exit criteria.</p> <p>For those who do not meet the criteria, the continuation plan will be reviewed and revised to reflect more support and possibly more severe measures of state intervention.</p>	ALSDE Accountability, RPT

The process for identifying schools that have not made sufficient progress to exit focus school status is as follows:

1. An end of year review of progress toward implementation of interventions will be conducted at the end of the 2014-2015 school year. District and School Teams will review progress using the Turnaround Principles Rubric focusing on the specific principle that is related to their specific interventions. RPTs will also use the rubric to assess progress. The results will be triangulated and used to guide support.
2. The district, school, and regional planning teams will also review student data from the state administered summative assessments as well as local formative assessments for the specified student groups.
3. The exit criteria for focus schools will be used to develop a list of schools that are projected to exit and those who may need additional support in order to exit.
4. For schools that are not projected to exit, a continuation plan will be enacted that includes more severe measures of intervention that may include the assignment of SEA personnel to the school or district site to ensure implementation of interventions. The contents of the continuation plan will be determined by a thorough review of the interventions, level of implementation, barriers to implementation, and capacity of leadership. New or revised strategies for interventions will be reviewed from sources such as the *What Works Clearinghouse*.

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing data and needs. After review of the data and root cause analysis, the Focus Schools will have 30 days to assemble their Continuous Improvement Leadership Teams that include teachers and administrators. If needed, they will develop 30-60-90 day plans to address urgent and immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning (CIPs). Alabama has had a continuous improvement planning process in place for many years, and the schools and districts are accustomed to this process. Modules to support the development of the different elements of the CIP are available on the Alabama Learning Exchange (ALEX) Web site at <http://alex.state.al.us/si>. The RPT will use this planning process with the districts to analyze data, identify areas of priority, and develop specific strategies for improvement. Common requirements of the CIP are:

- Conducting a comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligning curricular targets to the Alabama College- and Career-Ready Standards.
- Establishing time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identifying professional learning opportunities based on the identified needs reflected in the data.
- Engaging family and community.
- Developing goals and strategies to target areas of need for students and teachers.
- Addressing non-academic factors including safety and discipline.
- Identifying resources and technical assistance needed to accomplish goals.

Once the specific and precise intervention strategies are determined by the collaborative planning of the RPT, LEA and school, the CIP is submitted to the RPT. The RPT will verify interventions reflect the identified student group data. After approval by the RPT, the CIP is submitted to the ALSDE for final verification. Then appropriate Regional Support Staff (RSS) will immediately be assigned to the district and/or schools. RSS will focus support on the CIP and/or 30-60-90 day plans. The RPT and district will meet regularly throughout the year to assess progress and make adjustments. The CIP (ASSIST) will be reviewed regularly in order to adjust and revise strategies. LEAs and schools will submit CIP mid-year and end of year progress reports using formative assessment (January) and summative assessment data (end of year). A three-year commitment will be required in order to build capacity and ensure sustainability. The plan will be adjusted each year based on data and evaluation.

## **MONITORING EXPECTATIONS**

### School

- Participate in an orientation to the Focus School Support and Monitoring Process
- The school's Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes a root cause analysis related to the identified student group
- A 30-60-90 day plan may be developed if there are urgent and immediate actions needed

- School leadership participates in regular progress check meetings
- Submit mid-year and end of year progress reports of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Teachers participate in summer professional learning with other focus school teachers when offered
- In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

### LEA

- Participate in an orientation to the Focus School Support and Monitoring Process
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis
- Review and approve the CIP to ensure interventions for identified student groups and that the needed resources are provided for successful implementation
- If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s)
- LEA leadership participates in regular progress check meetings with the school leadership and RPT and makes changes as needed
- Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Ensure that teachers participate in summer professional learning with other focus school teachers when offered
- In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit plan to the RPT.

### RSC and RPT

- Conduct an orientation to the Focus School Support and Monitoring Process
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
- Receive approved CIP from LEA leadership. Review to ensure interventions reflect the identified student group and that the needed resources are provided for successful implementation. Submit CIP to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools

- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct regular progress check meetings with the LEA and school leadership and make changes as needed
- Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Receive mid-year and end of year reports from LEA leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE
- Lead or participate in summer professional learning with focus school teachers when offered
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

### RSS

- Participate in an orientation to the Focus School Support and Monitoring Process.
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
- Once approved CIP is received from ALSDE, meet with RPT to determine on-site support
- Frequent and regular targeted support to schools based on CIP
- Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed)
- Lead or participate in summer professional learning with focus school teachers when offered

### ALSDE

- Receives approved CIP from RPT. Reviews and approves the CIP to ensure interventions for identified student groups
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs.

Intervenes as needed with more severe measures.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

In order for a school to exit Cohort 1 Focus School status, the school must:

#### Achievement

1. Meet or exceed the AMO goals for the applicable gap subgroup(s) performance for two consecutive years.
2. Rank higher than the lowest 10% of the Title I schools in the state.
3. Maintain a participation rate of 95% or more on administered assessments.

In order for a school to exit Cohort 2 Focus School status, the school must:

#### Achievement

1. Meet or exceed the achievement AMO goals for the two lowest performing subgroups for two consecutive years;
2. Rank higher than the lowest 10% of the Title I schools in the state; and
3. Maintain a participation rate of 95% or more on administered assessments.

Alabama has a plan and process for providing differentiated support to all schools and districts. The process involves Regional Planning Teams (RPTs) working in partnership with districts to identify priorities for improvement based on comprehensive data analysis. This partnership approach for improvement includes analyzing data, identifying priorities for improvement, implementing effective strategies, monitoring progress, and evaluating outcomes. This model of differentiated support will be the process of support for Focus Schools. Additional support and resources will be available to Focus Schools from the School Turnaround Program.

If a school continues to meet the requirements to be identified as a Focus School or has failed to make significant improvement after two years:

1. The school will lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the CIP plan is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.

## 2.F Provide Incentives and Supports for other Title I Schools

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Alabama’s new ESEA accountability model is designed to provide all schools with a framework needed to stay on course for curriculum rigor and relevance while transitioning to the College- and Career-Ready Standards. Each school will have a set of targets for all ESEA subgroups across all indicators to ensure that schools are accountable for the college- and career-readiness of all students. Alabama’s new model will hold schools accountable for all new college- and career-ready indicators. The results of each measure in each component of the Accountability Report will be part of the public report. These detailed results along with every schools progress towards meeting AMOs will be used by schools, districts, and the Regional Planning Teams (RPT) to analyze areas of concern, bright spots, and for writing Continuous Improvement Plans (CIP) as described later in this section. Addressing any AMO not met will be a required component of the CIP. Schools will also have the ability to drill down in the data to individual student reports.

Using the results of the individual measures as well as AMOs in ESEA subgroups from the Accountability Report across all areas including accountability calculations, public reports, differentiated support, and continuous improvement planning will result in teachers and principals identifying and addressing the needs of students in their schools, particularly students with disabilities and low-achieving students.

Both Title I and non-Title I schools will benefit from a cross-discipline network of ALSDE education professionals designed to build capacity at both the district and school levels. Network activities planned will help engage districts and schools in learning effective practices proven to positively impact student achievement, reduce achievement gaps in ESEA subgroups, promote student engagement, and increase the number of graduates prepared for real work and world experiences. The overarching goal of the ALSDE is to build capacity at the district levels by differentiating its support to all districts. District-level strategies include involving central offices in a variety of positive actions designed to build the case for support for instructional change, if needed, and helping districts in planning for implementing change and motivating students, parents, teachers, and other staff for change.

The ALSDE efforts to support this goal will be customized for each of the districts and schools based on their current data and capacity to deliver support for schools, thereby differentiating the impact. The common expectation for all districts and schools will be continuous and sustainable improvement. All Alabama schools will write an annual Continuous Improvement Plan (CIP) reflecting their data-determined school needs. The school stakeholders involved in developing the CIP includes administrators, faculty, staff, parents, community members, and students. The CIP outlines a summary of needs based on a comprehensive review of data and includes: goals to address the academic needs of all students with particular emphasis on English proficiency needs; strategies to address school safety, classroom management/discipline, and supportive learning environments; additional components that when addressed positively impact student achievement; and professional learning needs related to academic challenges, English language proficiency, school safety, discipline, and

supportive learning environments. A comprehensive review of graduation, participation and attendance rate data are essential components of the data analysis process for all schools. Districts will concentrate on strategies to ensure that schools in the feeder pattern have vertically aligned and strengthened their curricula and professional learning. Specific goals with strategies and interventions for subgroups that miss graduation, participation, and attendance rate targets must be included in the school's CIP. Schools that miss graduation rate targets for the All Students group and applicable ESEA subgroups must include explicit actions on the CIP to positively impact the graduation rate.

The CIPs of all Title I schools continue to have the required federal components. Non-Title I schools have flexibility in the CIP format, but models used in Alabama provide comparable information and serve to provide a process for setting goals, monitoring progress, and evaluating results for continuous improvement in all schools.

The Regional Planning Team (RPT) for each of the 11 Regional Inservice Centers (RICs) will collaboratively plan with the districts and schools in the region to determine the effectiveness of the transition to the College- and Career-Ready Standards and to provide precise and differentiated support based on district and school priority needs. Differentiated support for delivering services will be based on the district's/school's priorities as determined from a review and analysis of the continuous improvement plan and the on-site collaboration described above. The regional support staff (RSS), consisting of more than 300 specialists/coaches with individual expertise and experience, will be able to provide professional learning. Some examples might include teaching effective techniques for mastery of content; improving classroom and school culture; and creating and sustaining caring, safe, and supportive learning environments. Again, the RSS support will be matched with specific schools and/or districts based on their needs and capitalizing on the areas of strengths of the regional support staff.

Using this partnership approach to work with districts and schools, the ALSDE is seeking to provide assistance for all districts and schools that will result in significant and sustainable improvements.

Districts achieving their goals may receive recognition that includes:

- Being published on a list of districts and schools to be released in accordance with the Department's methods and procedures for public notifications.
- Receiving financial rewards, as funds are available, for "closing the gap" between ESEA subgroups related to AMOs.

Districts failing to improve school and student performance will be supported by Regional Planning Teams to assist with:

- Strengthening each school's instructional program based on student needs and ensuring that the instructional program is evidence-based, rigorous, and aligned with the state's CCRS.
- Using data to inform instruction for continuous improvement.
- Establishing an environment in each school that emphasizes safety and discipline, addresses social and emotional needs of students, and provides tools for increasing family and community engagement.

- Providing the principal and school leadership with support in effective staffing, curriculum design, and budgeting.
- Providing job-embedded, long-term professional learning opportunities that will be reflected in successful teacher performance evaluations.
- Demonstrating to the ALSDE that districts have effective systems in place to support principals in their efforts to bring about turnaround in failing schools.

Support for Title I schools not identified as Focus or Priority will be provided by Regional Planning Teams (RPTs). Initial visits to local education agencies (LEAs) have been completed and RPTs have better ideas about what districts want and actually have requested. Schools and districts will be held accountable for improvement strategies and their implementation and monitored through a combination of plans:

- The Continuous Improvement Plan (CIP).
- The LEA Improvement Plan for districts identified as priority for support.
- Analyses of baseline and mid-year student assessment data through formative assessments.
- School Improvement Grant (SIG) Monitoring.

All Title I schools were required to develop a CIP in the ASSIST platform beginning the fall of 2014. The CIPs are written to address the specific needs of the individual schools, which are based on the state's AMOs that are not being met and other measures that affect student achievement. The RPT will be directed to review CIPs to determine whether the contents reflect intervention strategies designed to assist schools in meeting the state's AMOs, graduation rate, and/or other missed targets. The school CIPs to be reviewed will be selected using a weighted system that will put schools in a rank order based on their AMO Support Report results.

Other Title I schools have an opportunity to be selected as a Torchbearer School (previously defined in Section 2.C, of the ESEA Waiver). Annually, these Torchbearer Schools are screened for designation as a Title I Distinguished School. Schools chosen for this honor exhibit exceptional student performance for two or more consecutive years, or they close the achievement gap between student groups.

Additional support for other Title I schools is provided through summer MEGA Conference where teachers, principals, and other school staff receive professional development activities that support ongoing school improvement. During the MEGA Conference other Title I schools are identified and invited to showcase best practices for whole-school improvement activities. The Federal Programs Section hosts an annual Fall Conference for coordinators to provide additional support for new and existing central office staff whose responsibilities include the management and oversight of federal funding as it relates to school improvement activities. Eleven Regional Specialists are assigned to Regional Support Teams to provide assistance to individual LEAs. These specialists are responsible for providing technical assistance and the review and approval process during the electronic grant application process (eGAP). Continuous Improvement Plans (CIPs) are reviewed during on-site Compliance Assistance visits or as needed. The chart below maps out continuous professional learning opportunities:

Other Title I Schools	Type	Funding Source(s)
Professional Development Opportunities	Conferences (MEGA Conference each July; Multiple training sessions for teachers/coaches in School Assistance Meetings for Understanding English Learners; Academies for Focus and Priority Schools; School teams meeting with RPT Teams; Quarterly meetings with the CCRS Teams/curriculum supervisors/instructional coaches	Title I Special Education Vendors State Funds
Capacity-Building Activities for Administrators	Multiple training sessions for teachers/coaches in School Assistance Meetings for Understanding English Learners;	State ESL Funds State At-Risk Funds Title I
Regional Support from Title I Program Specialists	Eleven Federal Program Regional Specialists are assigned to provide support to individual LEA Federal Program Coordinators in the development and implementation of the Consolidated Application for funds.	Title I, II, III, Migrant State ESL Funds
Programmatic Approval for the Electronic Grant application Process ( <a href="http://www.alsde.edu/egap">www.alsde.edu/egap</a> )	Eleven Federal Program Regional Specialists are assigned to provide support to individual LEA Federal Program Coordinators in the development and implementation of the Consolidated Application for funds.	Title I, II, III, Migrant State ESL Funds
Other Title I School Plan Implementation Protocol	RPT/RSS/CCRS/LEA Leadership Teams use the protocol to monitor the implementation of plans in schools not meeting goals	State Funds Federal Funds

Additionally, there is a monitoring protocol for state teams to use as they meet in regions.

For students with disabilities, the College and Career Readiness Standards (CCRS) quarterly meetings are organized around the 11 inservice regions. An ALSDE special education specialist is assigned to each regional team. In addition, each LEA was asked to appoint a special education representative to its CCRS Implementation Team.

LEA special education representatives (including special education directors, other special education central office staff, and special education teachers) are attending the CCRS quarterly meetings. Special education specialists from the ALSDE co-developed the content for the first two quarterly meetings and in some cases co-presented and/or co-facilitated with content specialists.

Currently the focus has been on implementing the new standards with students with disabilities who are working toward general education standards. The Alabama Extended Standards for students taking the *Alabama Alternate Assessment* are currently under revision to align with the new general education standards for Mathematics and English Language

Arts. Teachers of students with significant cognitive disabilities will receive regional training on the new Alabama Extended Standards once they are released.

The CCRS quarterly meetings are designed as a train-the-trainer model with each LEA special education designee responsible for conveying the information to others in his or her school system. The first two quarterly meetings focused on gaining a deeper understanding of the new standards and generating ideas for local professional learning. There are plans for the future to include information related to supports and services for students with disabilities (e.g., instructional supports, instructional accommodations, assistive technology devices).

Job-alike sessions are part of the quarterly meetings where special educators can voice concerns and share ideas related to the implementation of the new standards. Sharing questions, concerns, and ideas with special educators from other districts has created unique opportunities for encouragement and learning.

In addition, to prepare all LEAs to provide services to English Learners (ELs), the ALSDE will provide support through: Providing information and training to school personnel on research-based programs such as Specifically Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP); providing State ESL Coaches to work with LEAs not making their Annual Measurable Achievement Objectives (AMAOs) for ELs who also conduct regional School Assistance Meetings for Understanding English Learners (SAMUELS) professional learning sessions. These SAMUEL sessions concentrate on increasing the knowledge base for classroom teachers, LEA EL coaches, and administrators related to the acquisition of academic language, student assessment, federal laws, and instructional accommodations needed for the effective implementation of their EL programs.

Importantly, members of the ALSDE on RPTs have participated in professional learning activities based on Jim Knight's book *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. This partnership approach for designing, supporting, and monitoring school improvement efforts will foster the trusting relationships and transparency needed for change. The Differentiated Support Component of the College- and Career-Ready Delivery Plan is found in Attachment 12.

## 2.G Build SEA, LEA, and School Capacity to Improve Student Learning

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
  - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

The Alabama State Department of Education (ALSDE) has undergone a major reorganization to provide aligned, coordinated, and differentiated accountability, support, and recognition for districts and schools. Alabama's new PLAN 2020 describes the goals and multiple indicators to measure progress in the areas of Alabama's Learners, Alabama's Support Systems, Alabama's Professionals, and Alabama's Schools/Systems. An AMO Report will be the trigger for recognition and support for schools and districts. The overall indicators incorporate a robust set of success factors but remains strongly focused on closing achievement gaps. PLAN 2020 has led to a cross-sectional effort in the ALSDE to develop a system that matches the needs of districts and schools to the skills and knowledge of state and regional support staff, therefore providing targeted and specific support.

As a result, a new planning, support, and accountability process has been developed. Rather than individual departmental sections operating as independent units, they have been reorganized into Regional Planning Teams (RPTs). Each section is represented on the team allowing for a comprehensive support system to districts and schools within a small regional area. Alabama has 11 Regional Inservice Centers (RICs) that have existing relationships with all of the districts within their regions. The Regional Planning Teams have been established in each of the RIC areas to plan with LEAs for two purposes: (1) to facilitate transition to the College- and Career-Ready Standards and (2) to provide precise and differentiated support based on district and school needs as determined by data analysis and joint planning. In addition to ALSDE staff, RPTs include representatives from the Regional Inservice Centers, Institutions of Higher Education, and the Department of Children's Affairs' Office of School Readiness (Pre-K). Other members may be added throughout the year as needed. The RPTs will plan with the LEAs within their region to determine areas of need and priorities for the greatest impact. The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and career. Joint planning by the RPTs and LEAs will foster shared accountability and ownership of the identified areas of need and plans of action and therefore have a greater likelihood of being sustained.

Differentiated support will be based on the districts' priorities as determined from a review and analysis of each school's continuous improvement plan. Additionally, Priority Schools will receive a comprehensive on-site assessment/instructional audit. The ALSDE has a combined regional support staff (RSS) of over 300 specialists/coaches. These specialists/coaches have individual expertise and experience in specific curriculum content, instruction, data analysis, leadership, engaging parents, and effective school practices. Previously, the RSS worked in initiatives in the ALSDE supporting specific programs. They have reorganized into instructional partners and will support specific schools and/or districts based on the need of the school/district matched to their areas of expertise.

The guiding principle is to work in "partnership" with districts and schools. While Alabama has had a long history of school improvement support, it has primarily been a predetermined set of actions for all school situations. Though there may have been some immediate improvement, once the external assistance was removed, the school often reappeared on the school improvement list. Alabama is seeking to provide the kind of assistance that will result in significant and sustainable improvement. Over the last six months, RPTs have participated

in training on Jim Knight's *Unmistakable Impact*, which outlines the partnership principles that have proven to be effective in working with schools and districts to sustain improvement efforts. Alabama recognizes that transparency of practices and data are imperative for change. Transparency occurs when there is a trusting relationship. This partnership approach to designing, supporting, and monitoring school improvement efforts will foster trust and transparency. The Differentiated Support Component of the College- and Career-Ready Delivery Plan is found in Attachment 12.

The goal of the ALSDE is to build school and district capacity to sustain continuous improvement following the removal of external support. The partnership framework allows schools and districts to be partners in the decision making, implementation, and evaluation process. Gradual release of responsibility will be the model that members of the RPTs, RSS, Turnaround Office, and ALSDE leaders employ to facilitate the schools and districts' sustainability of improvement practices. Sustaining improvement depends on generating and supporting an organizational culture that can maintain development and change (Harris, 2009).

RPTs will work in partnership with district and Priority and Focus Schools to build capacity to support the improvement process. Embedded in this structure is a plan to assist districts and schools in assessing progress of implementation and impact of interventions. The frequency and structure for assessing progress will be conducted in a differentiated manner based on the capacity and needs of the district. RPT, RSS, and members of the School Turnaround Program may assume roles of leader, observer, or consultant in the progress monitoring process based on the district's capacity to recognize evidence of progress of implementation and impact of interventions on student achievement and school improvement. This structure supported by RPTs and the School Turnaround Program for checking progress and improvement will be part of an on-going process reflected in the district's Continuous Improvement Plan.

Within the improvement/turnaround plan, the school and/or district must demonstrate that it has the capacity to plan for, implement, and monitor turnaround efforts. In addition, the school/district must:

- Clearly describe what its approach will be to result in rapid, systemic change in its Priority/Focus School within three years. This must include a theory of action guiding its strategies and school-level interventions.
- Provide a description of the district's planning process, including descriptions of teams, working groups, and stakeholder groups involved in the planning process, especially the process used by district- and school-level teams to identify the interventions selected for the Priority/Focus School.
- Describe how the district will recruit, screen, and select any external providers to provide the expertise, support, and assistance to the district or to schools.
- Describe the district's systems and processes for ongoing planning, supporting, and monitoring the implementation of planned efforts, including the teaming structures or other processes, such as the use of liaisons, coaches, or networks, that will be used to support and monitor implementation of school-level effort.
- Describe current district policies and practices that may either promote or serve as barriers to the implementation of the proposed plans and the actions they have taken or will take to modify policies and practices to enable schools to implement the interventions fully and effectively.

- Describe how the district will ensure that the identified school(s) receive ongoing, intensive technical assistance and related support from the state, district, or designated external partner organizations.
- Describe how the district will monitor the implementation of the selected intervention at each identified school and how the district will know that planned interventions and strategies are working.

Though support will be customized for each of the districts based on their current data and capacity, there are common expectations for all districts and schools to plan for continuous improvement. The Continuous Improvement Plan (CIP) is the means for collecting, reviewing, and prioritizing data and needs. The Continuous Improvement Leadership Teams that include teachers and administrators will develop 30-60-90 day plans to address immediate concerns and will be able to use the Adaptive System of School Improvement Support Tools (ASSIST) process to develop long-range plans that include strategies for measuring levels of implementation and impact on student learning. Alabama has had a continuous improvement planning process for many years to which the districts and schools are accustomed. Online modules to support district and school planning are available on the Alabama Learning Exchange website (<http://alex.state.al.us>). The RPT will use this process with districts to analyze data, identify areas of priority, develop specific strategies for support, and a plan for monitoring progress.

In August 2012, the School Turnaround Program was developed for the primary purpose of coordinating support for and monitoring progress of Priority and Focus Schools. The School Turnaround Program, in partnership with Regional Planning Teams and Regional Support Staff, will provide precise and differentiated support to Alabama's lowest performing schools/districts. Intensive intervention will focus on priorities identified by the schools/districts, results of the comprehensive needs assessment/instructional audit, and data analysis. This collaborative effort will also include a review of the feeder schools' data to determine whether feeder pattern intervention is needed. The goal of this partnership is to build capacity within the schools/districts to sustain continuous improvement. This new reorganization and focus has garnered much enthusiasm and optimism both at the ALSDE and in the local districts. Under the guidance of a new State Superintendent of Education, every policy and practice is being evaluated to foster shared accountability. The ALSDE plans to take this opportunity to consolidate and target federal funding to ensure districts and schools can successfully implement the interventions needed to improve and turnaround their schools.

Support and accountability for Priority and Focus Schools are explained in 2.D and 2.E.

A further explanation of differentiated support offered through the turnaround program is explained in Attachment 33. An updated plan can be found in Renewal Attachment 6.

Alabama plans to use the following federal funding to support implementation of its differentiated accountability, consequences, and support system.

The regional planning teams regularly review the funding needs and funding sources as part of their LEA meetings. Additional team members are asked to participate based on the needs. For example, a Federal Programs team member may spend additional time with the LEA and school to discuss and problem solve how to leverage their funds to support implementation and sustainability of interventions.

For Cohort 2 schools, the on-site instructional audit will include a financial review of use of funds so as interventions are being identified, the funds can be identified and budgeted accordingly.

Below are some additional uses:

- 1003 (a) funds will be targeted toward academic achievement and building capacity in Priority and Focus Schools.
- Any present 1003 (g) funds will be awarded to Priority Schools using 1003(g) criteria.
- Title I, Part A, 1003(a) state-level “set asides” will be used to support school improvement activities particularly in Priority and Focus Schools under the guidance of the ALSDE and its Districts.
- 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.
- Title II highly-qualified teacher funding will assist in supporting elements of the system relative to teacher retention, recruitment and capacity building.
- Priority and Focus Schools that do not meet the 40% poverty guidelines for eligibility to operate a schoolwide program will be allowed to become schoolwide programs if other requirements are met.
- Title I funding will be allowed for rewards in Title I Reward Schools.

### **Specific Uses of Federal Funds**

Federal funds will be utilized to supplement state and local funds for targeted, precise interventions with an emphasis on building local capacity for sustaining the improvements and changes relative to Priority Schools and extend the results of this work to Focus Schools and others schools in need of assistance. Funds will be used in a targeted way to build capacity and to address low achievement and achievement gaps in the schools and districts of greatest need.

Schools will receive 1003(a) funding based on a per-pupil amount. The funding will be used to implement strategies to address school-specific, data-identified needs. These include:

- Comprehensive on-site assessments/instructional audits to determine the status of schools and districts as related to the principles of school turnaround and their capacity for leading the turnaround.
- Greater individualization of school plans and differentiation of support.
- Additional staffing to support the turnaround processes in Priority and Focus Schools.
- Ongoing training of turnaround specialists in the RICs.
- Training for turnaround schools and follow-up.
- Incentivizing and spotlighting effective practices that produce results by identifying and targeting Rewards Schools as demonstration sites for Priority and Focus Schools.
- Providing additional training and support of teachers and leaders in sustaining change and improvement efforts.
- Supplementing state funds for an electronic formative assessment system for districts and schools to include training, coaching, and follow up.

**Support to Assure Successful Interventions**

Alabama is working closely with the EDI (Education Delivery Institute) to ensure PLAN 2020 is a living document that holds the ALSDE accountable for goals, plans, and results. Delivery plans for the strategies described in this waiver are included in Attachments 12 and 13. “Stocktake” meetings are held regularly with the State Superintendent to ensure that the plans are being implemented and monitored. The Regional Planning Teams are part of a structure that provides support but also communicates progress between the LEAs and the ALSDE. Accountability for actions and monitoring results is at the core of this support system.

The ASSIST tool will also provide a real-time assessment of each district's progress. Through regular monitoring by the RPT, immediate intervention and support can be provided.

The goal of the ALSDE is to build capacity at the district and school level to engage in continual improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and careers. All ALSDE efforts to support this goal will be customized for each of the districts and schools based on their current data and capacity. There are common expectations for all districts and schools to plan for continuous improvement. However, when it comes to interventions and supports, one size does not fit all. An accurate and comprehensive on-site assessment/instructional audit of the lowest-performing schools will determine precise strategies for improvement and support. The Alabama State Department of Education is committed to partnering with LEAs and schools for precise support. In addition, the ALSDE is committed to ensuring LEAs and schools have monitoring processes in place to assess their progress in implementing their plans and their impact on student outcomes. The ALSDE has responsibility to ensure the monitoring processes are producing the necessary changes and provide additional support when the LEA's and school's efforts are not resulting in significant improvement. Within the monitoring expectations, found in sections 2.D.iii and 2.E.iii, Alabama's system of differentiated recognition, accountability and support as well as processes for holding LEAs accountable for student performance can be found.

### Principle 3: Supporting Effective Instruction and Leadership

#### 3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;</li> <li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li> <li>iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).</li> </ul>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> <li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li> <li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li> <li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li> </ul>
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Refer to Page 10 for Option 15C

#### Introduction and Background

##### Governor’s Congress on School Leadership

The Governor’s Congress on School Leadership was convened by Governor Bob Riley and State Superintendent Dr. Joseph B. Morton in November 2004. The Governor’s Congress included 100 delegates from K-12 education, higher education, the State Department of Education, education foundations and agencies, professional associations, businesses, and communities. The Congress was responsible for researching best practices and for making recommendations regarding leadership standards, principal preparation, certification, evaluation, and working conditions. Supported by the work of the Wallace Foundation and the Southern Regional Education Board, two results of the Congress were the *Alabama Standards for Instructional Leaders*, a set of eight standards with explanatory indicators adopted by the State Board of Education in 2005, and *The Alabama Continuum for Instructional Leader Development*, which describes leadership practice for each standard indicator across a continuum of five practice levels: Pre-Service Leadership, Developing Leadership, Collaborative Leadership, Accomplished Leadership, and Distinguished Leadership.

The Governor’s Commission on Quality Teaching (GCQT) commenced its work in January 2006 with a charge to 90 representative stakeholders from Governor Bob Riley “to examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama’s public schools” and to “promote the aggressive recruitment, preparation, support, retention, and growth of quality teachers in order to raise student achievement in Alabama.” From the Commission’s work, *The Alabama Quality Teaching Standards* were adopted by the Alabama State Board of Education in 2006, and provide the framework for the *Alabama Continuum for Teacher Development*.

The Commission’s work was informed by research on the relationship between teaching quality and increased student achievement. Early initiatives of the Commission focused on two critical pieces of its overall mission:

- Improving the readiness of new teachers coming into the profession.
- Promoting the continual learning, growth, and effectiveness of teachers throughout their careers.

In conjunction with the New Teacher Center, a research and best practices organization founded in 1998 as part of the University of California at Santa Cruz whose primary focus is improving the effectiveness of teachers across the country, the Commission created the *Alabama Continuum for Teacher Development* to help address and provide support for increased teacher learning and development through informed self-reflection. The *Alabama Continuum for Teacher Development* describes teaching practice for each standard indicator across a continuum of five practice levels: Pre-Service and Beginning, Emerging, Applying, Integrating, and Innovating.

### **PLAN 2020**

Alabama’s State Board of Education adopted a strategic plan for each area of educational improvement for students. The goal of this plan, PLAN 2020, is to prepare all students to be successful in college and/or career upon graduation from high school. PLAN 2020 seeks to improve student growth and achievement, close the achievement gap, increase the graduation rate, and increase the number of students graduating high school that are college and career ready and prepared to be successful in our global society. PLAN 2020 gives specific strategic direction for educational professionals in Alabama by proposing that every child be taught by a well-prepared, resourced, supported, and effective teacher, and that every school is led by a well-prepared, resourced, supported, and effective leader.

In 2012, the Alabama State Board of Education adopted PLAN 2020, which is a map of the future for education in Alabama (<https://docs.alsde.edu/documents/55/plan%202020.pdf>). Among the goals for insuring teacher and leader effectiveness, PLAN 2020 requires the following:

- Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
- Provide research-based professional growth opportunities for Alabama’s teachers and leaders based on their individual and collective professional learning plans.

### **Development of the Educator Evaluation System**

As a result of this plan, Dr. Bice, Alabama State Superintendent, assembled the Alabama Professional Evaluation Design Committee to develop the guidance, process, and components to help Alabama teachers grow professionally to best serve the needs of students. The Design Committee was composed of teachers, school-based administrators, central office administrators, college faculty, state department of education employees, and state board members. As this group began to study the complexity of teacher and leader evaluation, they requested the formation of a secondary work group that would be charged with the creation of the evaluation system. The work group was comprised of 60 educators composed of teachers, school-based administrators, central office administrators, college faculty, state education agency employees, association stakeholders, and state board members. All of the teachers were Nationally Board Certified teachers from around the state, two of whom were former State Teacher of the Year. The associations represented during the design included Alabama Education Association, Council for Leaders in Alabama Schools, School Superintendents of Alabama, A+ Education Partnership, and Alabama Association of School Boards.

In order to supply the design team with information, the ALSDE sent a survey to all teachers and leaders with the sole purpose to understand their beliefs on teacher and leader evaluation. The goal was to provide the team with data that could be used in the development of an evaluation system.

The Design Committee recommended effectiveness results that would differentiate educator performance into four effectiveness groups: *exemplary, effective, developing and ineffective*. The goal of the educator effectiveness process is to provide both quantitative and qualitative measures to ensure quality data to inform and guide educator development. The team also collaborated on the final weighting for each component of the process. The final use of the effectiveness results will be determined at the local level and may be used to help inform personnel decisions, including but not limited to professional development plans, hiring, assignment, recruitment, promotion, removal, and incentives.

The Teaching Effectiveness Team determined that the process should include three sections: I. Professional Commitment, II. Professional Practice, and III. Impact on Student Engagement and Growth.

Professional Commitment will include a teacher self-assessment, the creation of a Professional Learning Plan, and the collection of evidence for the individualized learning plan. Professional Practice includes two observations, an analysis of instructional design, and a professional showcase. Impact on Student Engagement and Growth includes student/ parent surveys and student growth data from assessments. Student growth will include but not be limited to state assessment data. State assessment growth will be measured using Student Growth Percentiles (SGPs) on the ACT Aspire. SGPs will be determined based on the relative standing of a student's current achievement compared to others with similar prior achievement. ACT Aspire SGPs measure growth over one-year time intervals. ACT Aspire SGPs will be used to classify students' growth into the following categories: "Low", "Average", or "High". Scores reflecting SGPs will be included on the student score reports. The educator effectiveness system will be conducted on an annual basis for leaders and non-tenured teachers. Tenured teachers will go through the complete process at least once every three years but will go through Section I every year.

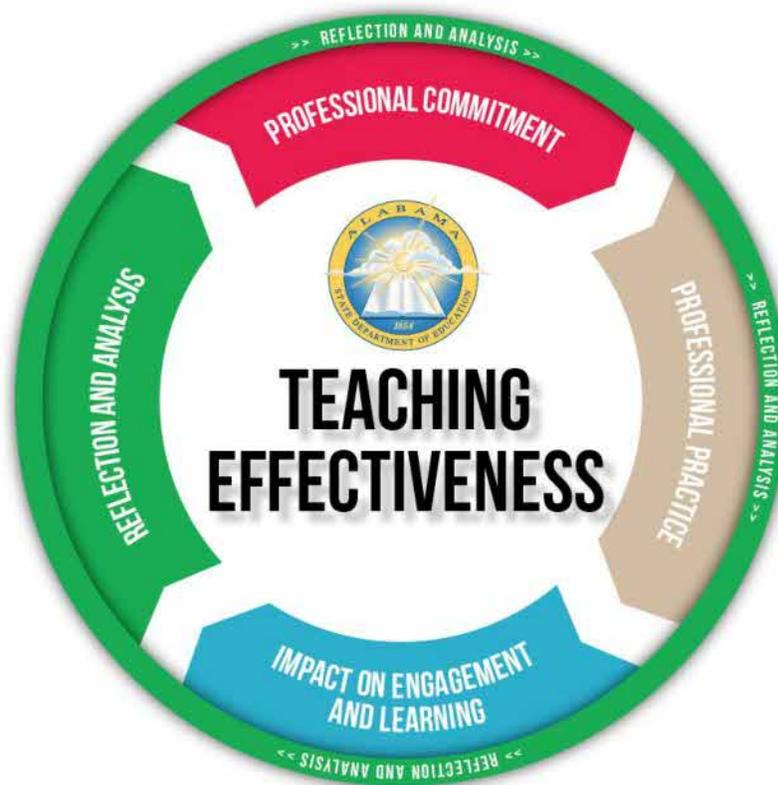
The *Alabama Continuum for Teacher Development* developed in the Governor's commissions created a teacher evaluation process that required a teacher self-assessment, a professional dialogue with a school leader, the creation of a Professional Learning Plan, and the collection of evidence supporting the year's professional learning. This process has been implemented statewide since the 2010-2011 school year. The Educator Effectiveness process will build on the success of the current process by providing a framework for the collection and analysis of important data points associated with teaching effectiveness that will help to inform not only the self-assessment but also the collaborative conversation with the school-based leader. The overall purpose is to design a framework that will complement an existing educator self-assessment model, which has been operating successfully for the last four years in Alabama. The existing systems of EDUCATE has given educators a tool for self-assessment aligned to the existing state standards. The new framework will ask LEAs to build upon this existing process by integrating other data points to better inform practice and growth for teachers and leaders. Each teacher's Professional Learning Plan will be aligned with the areas of growth that emerged through the analysis of multiple data points, creating a more complete picture of teacher practice and specific pathways for teacher growth.

The team recognized the importance of continual feedback that helps in the creation of a seamless cycle: Self Assessment → Conversation → Professional Learning Plan → Observations of Multiple Aspects of Practice ↔ Collaborative Feedback → Synthesis and Analysis of Multiple Data Points → Conversation, Goal Setting, Identification of Support Structures → Self Assessment. Effectiveness categories will be monitored by the Alabama State Department of Education (ALSDE) through a web-based application. When applicable, the prior year's effectiveness results will be used to compare progress.

The Alabama Educator Effectiveness Model is designed to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performance. The model includes multiple measures, both qualitative and quantitative, to ensure that various aspects of an educator practice are measured and can provide evaluators with pertinent information about the work. Multiple measures will be used to determine performance levels. Data sources will include student growth as a significant factor.

This process has potential for true commitment to teacher and leader growth. The organic nature of its creation will provide districts an opportunity to assess the aspects of practice that they believe have the greatest impact on the growth of their students, teachers, and leaders. When district personnel collaboratively develop an evaluation system that aligns with the state's framework and their core beliefs, it creates an ownership of the tools, thus, making evaluation an integral part of an ongoing conversation around growth rather than a matter of compliance.

The SEA goal is that the state's overall process for Educator Effectiveness will be a driving force in a school's continuous improvement plan. The goal of the process is for teachers to have opportunities for professional growth through the compilation of multiple data points that will help to assess and refine practice. The process is designed to encourage collaboration about instructional design, reflection on the impact of instruction, and conversations about areas for growth as indicated by observational data. This structure, when implemented with the intent of growing all teachers, should be an integral component of a school's overall improvement plan.



## Teaching Effectiveness Overview

### **Overall Intent**

The focus of the teacher effectiveness process is to aide teachers in the identification of areas in need of growth and to provide them with the structures necessary to increase effectiveness. The primary purpose of the educator effectiveness process is to support growth in instructional practice that will ultimately lead to continuous improvement and increases in student performance.

Teacher learning and improvement is the focus of the overall framework and design. The overall goal is to create opportunities for teachers and leaders to discuss strengths and weaknesses of practice in order to collaboratively create a plan for improvement. Effectiveness results will differentiate educator performance into four effectiveness groups: *exemplary, effective, developing, and ineffective*. The purpose of the classifications is neither to rank nor sort but to have a clear identification of a teacher's current level of practice. This will become a core component of the system because open and honest identification of practice is fundamental to the creation of a meaningful plan for growth.

The process will provide both quantitative and qualitative measures to ensure quality data to inform and guide educator development. The process includes multiple measures to ensure that various aspects of educator practice are considered, including student growth as a significant factor.

In each of these components, districts may choose to design their own instruments that they believe to align with the intended purpose to better serve their teachers and students. These instruments must be submitted to the ALSDE for approval prior to implementation.

The Educator Effectiveness process encourages LEA innovation and the engagement of teachers' voices. LEAs have the option to develop their own tools that will support the process and provide contextually significant information to inform teaching and learning in their districts. The overall goal in the design is to give teachers and districts ownership of their own growth and choice in factors that will help to achieve this growth. When teachers and leaders are part of core conversation, leaders will conduct evaluations because they believe in the process as a vehicle to increase teacher effectiveness not as a checklist towards overall compliance. When teachers and leaders work collaboratively in design, the end product is focused on trust in the process, conversations about craft, and growth in practice.

The ALSDE's role is to support LEAs in the development of their processes and to ensure that all plans utilize multiple measures as defined by the framework.

*The Alabama State Department of Education will serve as a facilitator and a guide and will offer additional training and support to districts/schools whose qualitative and quantitative scores do not correlate. This process will ensure comparability within LEAs and adherence to the nature and intent of qualitative measures used. Each LEA must determine how teachers' and principals' evaluation classifications will best inform personnel decisions and must develop personnel policies accordingly.*

The Teacher Effectiveness Model will use multiple data sources to evaluate performance against the approved qualitative instrument. Each component will have the following weights:

I. Professional Commitment-	30%
II. Professional Practice -	35%
III. Impact on Engagement and Learning -	35%

### ***Standards-Based Process***

#### **Alabama Quality Teaching Standards**

The Alabama Quality Teaching Standards are the standards upon which the Alabama Effectiveness Educator Model has been built. Each tool within the effectiveness process measures the standards and provides support for teachers to grow in their effectiveness with regard to the established framework. The standards should be the foundation of all rubrics and components of a district's final process.

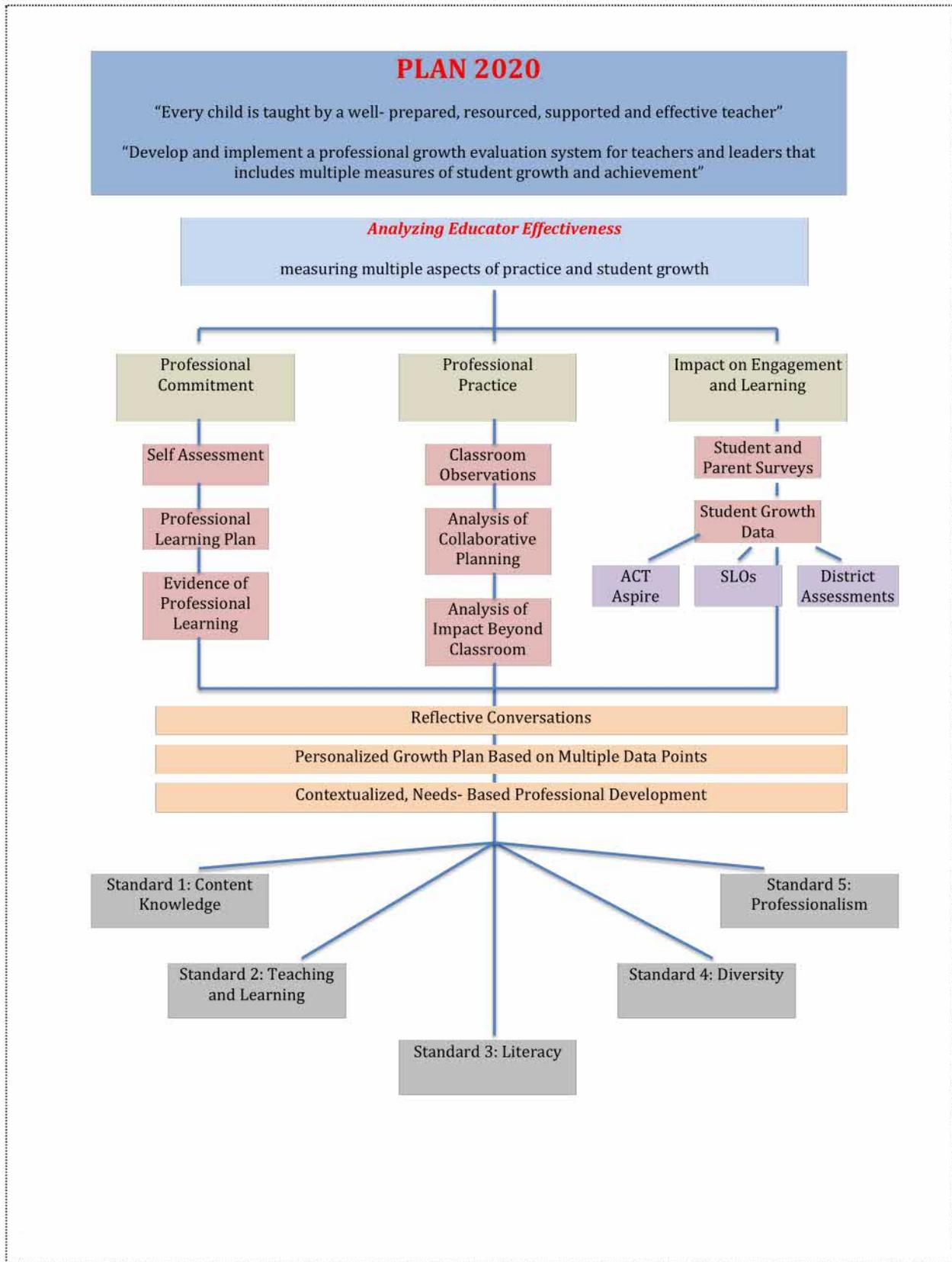
- Professional Commitment
  - Self Assessment aligned to standards
  - Identification of strengths and weaknesses
  - Recognition of opportunities for growth
  - Professional Learning Plan indicating standards of focus for the year
- Professional Practice
  - Assessment of implementation of standards in classroom teaching
  - Assessment of implementation of standards in collaborative lesson design
  - Assessment of implementation of standards in professional activities

- Analysis of classroom teaching, collaboration with colleagues, and artifacts
- Impact on Student Engagement and Growth
  - Assessment of practice alignment to standards using outside data from both surveys and student growth data

Based on the standards and the continuum, the design team created definitions for the classifications that supported the various Teaching Performance Levels.

<b>Teaching Performance Levels</b>	
<b>Level</b>	<b>Definition</b>
Exemplary	Exemplary teachers establish and meet high expectations for both students and themselves, resulting in accelerated levels of student learning. They model student engagement and purposeful assessment practices that produce higher levels of learning and growth. They are reflective in their own practice and that of their peers; they initiate, design, and/or implement professional learning experiences and curriculum. Exemplary teachers advocate for student learning by supporting colleagues to improve content knowledge, strengthen instructional strategies, and foster a positive school environment.
Effective	Effective teachers establish high expectations for both students and themselves. They purposefully assess the needs of individual learners and engage all students to achieve higher levels of learning and growth. They are reflective in practice and intentional about their own professional development. Effective teachers promote student learning by collaborating with colleagues to improve content knowledge, strengthen instructional strategies, and foster a positive school environment.
Developing	Developing teachers work to set goals for both themselves and their students, but the goals may be unclear or may lack rigor. They use assessment to identify gaps in understanding for large numbers of students and design lessons but struggle to gain an understanding of students' individual needs. They reflect on their impact on student achievement but struggle to identify weaknesses in practice or connect them to their own professional learning. Developing teachers collaborate with colleagues to improve practice but rarely contribute to the overall school environment.
Ineffective	Ineffective teachers have expectations that are unclear, unchallenging, and/or inconsistent with respect to student learning and/or their own professional growth. Ineffective fail to use assessment to drive instruction, regularly teaching to the whole class with little concern for the individual needs of all students. Ineffective teachers rarely reflect on their own practice and its impact on student achievement. Their

	professional learning activities are disconnected from their own professional needs as well as those of their students. Ineffective teachers fail to collaborate as a means to transform their own practice, their own knowledge, and their school culture.
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## **Overview of Process**

### **Process Frequency**

The process will focus on three key areas: Professional Commitment, Professional Practice, and Impact on Student Engagement and Growth; all of these areas comprise the full educator effectiveness process. At least 1/3 of tenured teachers in a school and all non-tenured teachers should be completing the requirements of these three sections in a given school year. If a tenured teacher's performance is determined as ineffective, the full educator effectiveness process must be implemented the following year. All teachers, regardless of cycle, will create the Professional Commitment Section on a yearly basis, ensuring that all teachers have yearly growth plans.

### **Section I: Professional Commitment (30%):**

**Self-Assessment:** The EDUCATEAlabama Self-Assessment is completed and used to focus a conversation with the instructional leader about professional practice and areas needing improvement. When data are available, the self-assessment should reflect concerns over student growth data (online and interactive).

**Collaborative Dialogue:** A conversation with the instructional leader is completed to inform the Professional Learning Plan. The teacher and instructional leader determine the content of the Professional Learning Plan. When data are available, the Collaborative Dialogue should reflect concerns over student growth data (online and interactive).

**Professional Learning Plan (PLP):** This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Quality Teaching Standard Indicators needing improvement. When data are available, the PLP should reflect concerns over student growth data. All PLPs should focus on goals and activities that will improve educator practice. Numerous online professional development opportunities are attached to every indicator to support teacher professional growth. These online opportunities include modules from the IRIS Center at Vanderbilt University (online and interactive). (Renewal Attachment 12)

**Evidence:** A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved student growth is the evidence (online and interactive).

### **Section II: Professional Practice (35%)**

All non-tenured teachers and at least 1/3 of tenured teachers will collaborate with administrators and colleagues to identify strengths and weaknesses in practice aligned to the Alabama Quality Teaching Standards. Teachers and administrators will analyze multiple components of practice utilizing LEA developed rubrics that not only differentiate for quality but also clearly describe pathways for teacher growth. Conversations will be centered on data collected from two observations, analysis of instructional design, and a teacher's professional showcase.

- Classroom Observations of LEA or Teacher Choice
  - Announced observation with pre and post conference
  - Analysis of walk-through data
  - Videotape with reflection and analysis
  - Unannounced observation
- Analysis of Instructional Design of LEA or Teacher Choice
  - Lesson development through vertical teaming
  - Lesson development through professional learning communities
  - Lesson development through action research
  - Lesson development through response to data team meetings
  - Lesson development through response to progress monitoring
- Professional Showcase
  - Demonstration of ongoing teacher leadership
  - Demonstration of ongoing learning
  - Demonstration of professional accomplishment
  - Demonstration of student honors resulting from teacher's practice

Two Observations	Instructional Design and Impact	Professional Showcase	Total
20%	10%	5%	35%

**Section III: Impact on Engagement and Learning (35%)**

Quantitative data for all non-tenured teachers and at least 1/3 of tenured teachers will be combined with data from Professional Practice and Professional Commitment to create a multi-dimensional picture of teaching effectiveness. This will include data on student engagement from observations, survey data from parents and/or students, and student growth data from various assessments. Growth will be measured using Student Growth Percentiles (SGPs) on the ACT Aspire. SGPs will be determined based on the relative standing of a student's current achievement compared to others with similar prior achievement. ACT Aspire SGPs measure growth over one-year time intervals. ACT Aspire SGPs, will be used to classify students' growth into the following categories: "Low", "Average", or "High". Scores reflecting SGPs will be included on the student score reports.

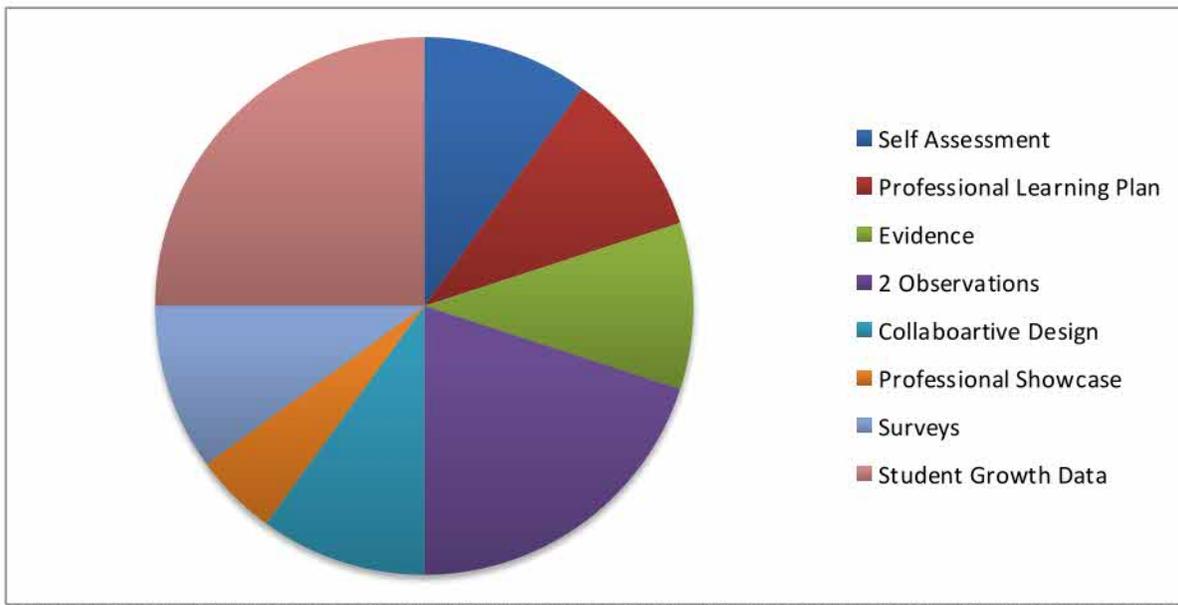
In addition to SGPs from ACT Aspire, districts should use the design phase to discuss what additional student data is meaningful in determining student growth. What measures do teachers and leaders want to use to help inform not only practice but also evaluate the impact of teaching on student growth.

Surveys	Student Growth Data	Total
10%	25%	35%

Student Growth Data for Teachers (25%)				
	State Assessments Reading/Math	Benchmark Assessments	Student Learning Objectives (SLOs)	School/District Common Assessments
State Tested Teachers	Required (20%)	Choose 1 of 3 Above (5%)		
PK-3 Teachers		Choose 2 of 3 Above (25%)		
Teachers in Non-Assessed Courses		Choose 2 of 3 Above (25%)		

**Reflection and Analysis**

Professional growth can be supported through opportunities for teachers to reflect on practice. Reflective practitioners consider multiple components of practice to determine levels of effectiveness and overall impact. During this process teachers and administrators are encouraged to discuss the multiple data points and connect teacher practice to student learning. Reflection begins with the self-assessment, collaborative conversation, and the creation of the professional learning plan at the beginning of the school year. Throughout the year, additional opportunities for reflection and collaboration arise during the collection of data from observations, analysis of instructional design, and professional showcase. In culmination, teachers and leaders can synthesize self-perception data as well as qualitative data points and consider how this data aligns with quantitative data collected from surveys as well as various student assessments.



**3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems**

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

**District Development**

LEAs form district-level design teams that are comprised of teachers, principals, and central office personnel. Districts engage collaborative teams to build an evaluation system that is in compliance with the state-developed framework. The team will create their own protocol for observations where they can more clearly define goals and outcomes and, more specifically, differentiate for quality among indicators that they choose to observe in multiple aspects of practice. The SEA provides districts with the framework as well as a list of guiding questions that are designed to help them to analyze the overall development. For districts that desire more guidance, the ALSDE will provide a facilitator who will guide the design team through conversations that will help them to:

- a) define their core beliefs about effectiveness,
- b) choose indicators for observation in multiple aspects of practice, and
- c) develop 4-level rubrics that define differentiation of quality for each identified indicator
- d) field test and refine tools

One goal is that teachers and leaders will build a deeper understanding of the process and the framework so that they can engage in ongoing conversations around teacher growth. Districts will explore their beliefs around effectiveness and develop systems that support their core beliefs. The creation of the plans will help systems to build capacity so that their overall evaluation systems can evolve and grow with the district.

**Overall Monitoring**

The effectiveness of monitoring will be determined by timelines that will be implemented during full implementation. Districts will have benchmarks that will be monitored by the ALSDE. A suggested timeline for districts to adopt is as follows:

<b>Educator Effectiveness Component</b>	<b>Participants</b>	<b>Submit Prior To</b>	<b>Monitoring Piece</b>
Overview of Process and Calendar	All Teachers Administrators	August 30 <sup>th</sup>	Check Box in EDUCATE platform
Show Intention Video from ALSDE	All Teachers Administrators	August 30 <sup>th</sup>	Sign in sheet uploaded in platform
Teacher Self Assessment	All Teachers	September 10 <sup>th</sup>	Submission in EDUCATE
Conversations	All Teachers Administrator	October 5 <sup>th</sup>	Administrators upload sign-in sheet
Professional Learning Plans	All Teachers	October 31 <sup>st</sup>	Submission in EDUCATE

Sign off on PLPs	Administrators	November 15 <sup>th</sup>	Submission in EDUCATE
1 <sup>st</sup> Observation	Non-tenured 1/3 of tenured Administrator	December 19 <sup>th</sup>	Uploaded classification in platform
Submission of 2 <sup>nd</sup> Semester P.D. plans based on aggregate PLP data	Administrator	December 19 <sup>th</sup>	Submit to Educator Effectiveness section
Instructional Design	Non-tenured 1/3 of tenured Administrator	March 25 <sup>th</sup>	Uploaded classification in platform
Second Observation	Non-tenured 1/3 of tenured Administrator	April 15 <sup>th</sup>	Uploaded classification in platform
Professional Showcase Evidence	Non-tenured 1/3 of tenured	April 30 <sup>th</sup>	Link provided to administrator in platform
Professional Showcase Assessment	Administrators	May 20 <sup>th</sup>	Uploaded score in platform
Evidence	All Teachers	May 20 <sup>th</sup>	Submission in EDUCATE
Final Year Conversation	All Teachers Administrator	May 31 <sup>st</sup>	Analysis of all available data collected throughout the year, including teacher's evidence
Student/ Parent Survey Data	Administrators	July 1 <sup>st</sup>	Upload information in platform
Confirm all information and close out EDUCATE	Administrator	July 31 <sup>st</sup>	EDUCATE and Professional Practice Platform
Conversations about student-growth data with teachers and the alignment of Section II and Section III	Non-tenured 1/3 of tenured Administrator	September 1 <sup>st</sup>	Administrators upload sign-in sheet

ALSDE will measure success by the percentage of districts that meet all benchmarks and will provide additional support for districts who are struggling to meet the established dates. As ALSDE receives student growth data and the data is implemented into the overall process, the student data will be a good determination for the effectiveness of the other tools. The extent to which the qualitative and quantitative data align will help the ALSDE to not only support schools but also assess the effectiveness of the process.



### LEADERSHIP EFFECTIVENESS

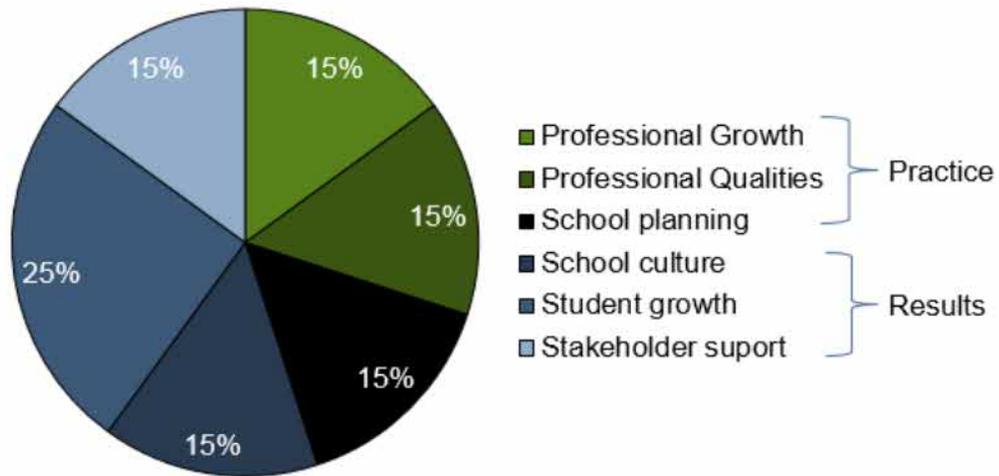
The basis of the leader effectiveness component is to improve practice to serve the instructional needs of students. An effective leader is a visionary who clearly prioritizes and communicates expectations for performance and growth. He/she facilitates a positive culture of learning and empowers others by developing shared beliefs and relationships of trust with all stakeholders through collaboration, communication, and reflection. The effective leader builds leadership capacity among the staff to lead instruction, support student learning and facilitate innovation. The leaders will complete the full leader effectiveness process every year.

The non- negotiable items will be:

- A survey of teachers measuring shared leadership, instructional leadership, school culture, collaboration and communication
- Student/parent/community survey
- Continuous and ongoing feedback (two or more conferences with supporting artifacts and feedback each year)
- Professional learning plan and supporting artifacts
- Observations - a minimum of two observations/walkthroughs are required.
  - One of the two must be a formal unannounced observation.
  - Leaders have the option to select the second observation type from the following:
    - Formal announced observation
    - Multiple walkthroughs with feedback and reflection
    - Peer observation

- Self-Assessment and Reflection
- Student growth data

Student Growth Component for Leaders (25%)				
	State Assessments Reading/Math	Benchmark Assessments	Student Learning Objectives (SLOs)	School/District Common Assessments
Schools with Tested Grades	Required (20%)	Choose 1 of 3 Above (5%)		
PK-3 Schools		Choose 2 of 3 Above (25%)		
Schools with Non-Assessed Courses		Choose 2 of 3 Above (25%)		



The leader effectiveness model combines the six domains (identified in NASSP & NAESP research) with the Alabama Instructional Leadership Standards.

**Plan to create, adopt, and implement professional evaluation systems including formative and summative assessments yielding teacher and leader effectiveness definitions**

Milestone or Activity	Detailed timeline	Parties Responsible	Evidence	Resources Needed/ Utilized	Significant Obstacles
State Board of Education retires former evaluation system for teachers (PEPE) and adopts EDUCATEAlabama	Done	State Superintendent of Education	Board Resolution May 14, 2009		Accomplished
State Board of Education retires former evaluation system for leaders and adopts LEADAlabama	Done	State Superintendent of Education	Board Resolution June 28, 2012		Accomplished
Implementation of technology-driven self-assessment and professional growth systems, EDUCATEAlabama and LEADAlabama	Done	Alabama Supercomputer Authority, ALSDE Evaluation Section	Full implementation August, 2012 evidence by online system and data and evaluation data for all teachers and leaders in Alabama		Accomplished
Approval of 5 requested LEA-developed evaluation systems	Done	State Superintendent of Education	Full implementation August, 2012. Documentation on file		Accomplished
State Board of Education approval to create a teacher and leader effectiveness definition based on multiple measures	Done	State Superintendent of Education	Board resolution, May 27, 2010		Accomplished
Convening of SIG Professional Evaluation Committee to determine multiple measures for a pilot in SIG schools	Convened July 12, 2012	ALSDE Federal Programs	Committee members list, meeting agenda and sign-in sheets	Data from the SIG pilot will be used to inform state-wide effectiveness definitions	Determination of assessments to be used for growth model
Members of the Alabama Professional Evaluation Design Committee (APEDC) approved	Completed June 2013 Letter sent July 2013	State Superintendent of Education	Member list	Nominations from professional organizations	Accomplished
Executive committee meeting to set agenda for APEDC	Completed September 2013	Deputy State Superintendent, 4 SEA Employees, 2 Outside Collaborative Partners	APEDC Agenda		Accomplished

USDOE Great Teachers and Leaders	Completed October 2013	SEA team			Accomplished
Convening of APEDC	Completed November 2013	Teachers Leaders LEA Board Members Professional Associations	Meeting agenda, minutes, member sign-in	Multiple states evaluation research; Review of MET; Proposed summative designs	Accomplished
Task Forces report recommendations for Multiple Measures; Guidelines to the USDOE; Request for appointment of "Work Group"	Completed November 2013	Task Force Members, ALSDE Evaluation Section	Report delivered to State Superintendent of Education		Accomplished
Appointment of a developmental "Work Group" to design sections created by APEDC	Completed January 2014  Letters sent January 2014	Teachers, School-based leaders, LEA Superintendents, LEA and State Board Members, Professional Associations, Teacher Education University Partners, SEA appointees	Invited members		Accomplished
APEDC "Work Group" Meetings	Completed February 2014	"Work Group" Members defined above	Meeting agenda, minutes, member sign-in	Multiple states evaluation research. Proposed summative designs	Accomplished
Meeting of APEDC to approve design of "Work Groups"	Completed March 2014	Selected Work Group Members, Selected SEA staff, APEDC Task Force	Meeting agenda, minutes, member sign-in		Accomplished
SREB Conference on Educator Effectiveness	Completed April 2014				Accomplished
CCSSO National Summit on Educator Effectiveness	Completed May 2014				Accomplished
Reorganization of Organizational Chart to support Educator Effectiveness work	Completed May 2014		SEA Org Chart		Accomplished

SEDL/SECC Alabama/ Mississippi Community of Practice on Educator Evaluation	Completed May 2014				Accomplished
Re- convening of Teacher and Leader “Work Groups”	Completed June 9-10, 2014	“Work Group” Members defined above	Meeting agenda, minutes, member sign-in		Accomplished
Update of APEDC work to State Board of Education	Completed June 12, 2014	State Superintendent of Education	Board Minutes		Accomplished
Submit Guidance to USDOE	Completed June 27, 2014				Accomplished
Re-Convening of Leader Work Group	Completed July 8, 2014	Members of the Leader “Work Group”; specified SEA members	Meeting agenda, minutes, member sign-in		Accomplished
Update of APEDC work to State Board of Education	July 9, 2014	Coordinator of Educator Effectiveness	Powerpoint and Board Minutes		Accomplished
Submit updated form to USDOE for approval	Completed July 10, 2014				Accomplished
Re-Convening of Teacher Work Group	Completed July 22, 2014	Members of the Teacher “Work Group”; specified SEA members	Meeting agenda, minutes, member sign-in		Accomplished
Meetings with LEAs, stakeholders outlining the process addressing components of the pilot	July 29 – September 19, 2014	Educator Effectiveness Specialist, Educator Effectiveness Coordinator, LEA Superintendents			Accomplished
Full Implementation of Section I of Framework	2014-2015 school year	ALL LEAs	EDUCATE reports	All district currently use the EDUCATE_ ALABAMA system for self-assessment, PLP, and evidence	Accomplished
Full implementation of Section I and Section II of framework	2015-2016 school year	Selected LEAs			
Submission to USDOE for Principle 3 Review and Submission for Peer Review	Completed September 2014				Accomplished

Training session with Central Office Teams with selected districts	Completed September 15, 2014	Educator Effectiveness Specialist, Educator Effectiveness Coordinator, LEA Superintendents, LEA appointees, SREB representative	Meeting agenda, minutes, member sign-in, powerpoints		Accomplished
Intense work with pilot districts in the establishment of effectiveness definitions, consensus of indicators for observation, creation of rubrics for differentiation of quality and full implementation of Section II	October 2014- June 2015	Educator Effectiveness Specialist, Educator Effectiveness Coordinator, LEA Superintendents, LEA teachers, LEA school-based administrators			Ongoing
Meeting to review comments from Peer Review Principle 3	Completed January 6, 2015	Educator Effectiveness Specialist, Educator Effectiveness Coordinator			Accomplished
SREB meeting on Educator Effectiveness	Completed February 19-20, 2015	Educator Effectiveness Specialist, Educator Effectiveness Coordinator	Meeting Agenda and Emails		Accomplished
Waiver renewal submitted to State Board of Education for approval	March 2015				
Evaluation of pilot developmental process by SEA and outside agency	February 2015- April 2015	Educator Effectiveness Specialist, Educator Effectiveness Coordinator, SREB			
State Consortium on Educator Effectiveness CCSSO	April 14-16, 2015	Deputy State Superintendent, Educator Effectiveness Specialist, Educator Effectiveness Coordinator, Accountability Coordinator,	Meeting Agenda and Emails		

		Executive Director of CLAS			
Meeting with LEA superintendents in 20 regional meetings to outline developmental process and implementation of Section II	March 2015- May 2015	Educator Effectiveness Specialist, Educator Effectiveness Coordinator, LEA Superintendents, Selected Central Office Staff Members	Agendas Powerpoints Sign In sheets		
Support and monitor individual LEA developmental processes and full implementation of Section I and Section II	June 2015- June 2016	All LEAs			
Full implementation of Section I, Section II, and Section III of framework	2015-2016 school year	Selected LEAs			
Support and monitor individual LEA full implementation of Section I, Section II, and Section III of framework	2016-2017 school year	ALL LEAs			
Support and monitor individual LEA full implementation of Section I, Section II, and Section III of framework	2017-2018 school year	ALL LEAs			

**Technical Support in Development**

*Development*

The Educator Effectiveness Section of the Alabama State Department of Education seeks to support districts in the development, implementation, and monitoring of an Educator Effectiveness Process that honors the unique characteristics of the district while simultaneously aligning to guidelines set forth by the state. The developmental phase should be a collaborative process that respects the voices of both teachers and leaders as the team identifies data points and creates rubrics that will help in the measurement of teaching effectiveness. The intent of the process is to identify strengths and weaknesses in practice through the compilation of both qualitative and quantitative data for the purpose of supporting individual teacher growth over time.

The members of the Educator Effectiveness team are prepared to lead districts through activities and conversations that help teachers and leaders to make decisions about an

effectiveness model that aims at supporting teacher growth as they nurture students to grow and achieve. The members of the team have a developed training that leads districts through the development of the system through a facilitation of collaborative and consensus-building conversations.

### **Monitoring and Technical Assistance after Implementation**

The current EDUCATE process will continue to serve as Section I: Professional Commitment in the Educator Effectiveness Process. This is an online system that allows teachers to conduct a self-assessment using the *Alabama Continuum for Teacher Development*, which describes teaching practice for each standard indicator in the Alabama Quality Teaching Standards across a continuum of five practice levels: Pre-Service and Beginning, Emerging, Applying, Integrating, and Innovating. After a conversation with an administrator, a teacher can use the online platform to identify areas of focus for the year aligned to particular indicators within the Alabama Quality Teaching Standards. Throughout the year, the platform allows both the teacher and administrator to enter evidence of observations, conversations, and activities that support goal achievement. At the end of the year, the teacher outlines activities to support the yearly goals as well as analysis of achievement of goals. Section I: Professional Commitment is a requirement for all teachers, every year.

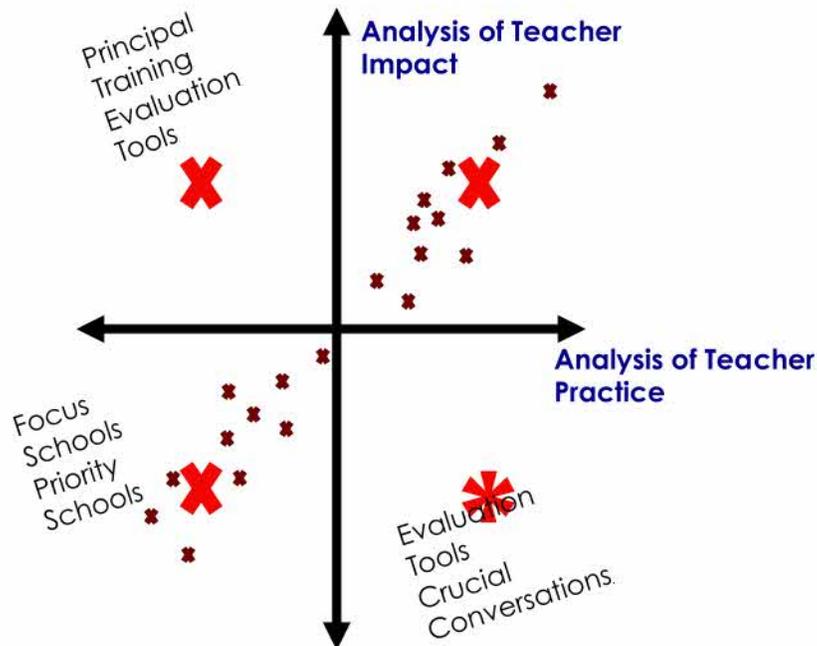
This system allows the state to view all data in aggregate form by state, district or school as well as the data provided by each individual teacher. The strength of this system is that the SEA can look at the indicators and their frequency on PLPs in the planning of topics for professional development offerings as well as Regional Planning Team meetings. In addition, when a principal is in the EDUCATE platform, he/she can access the reports in the menu and generate the school's data, particularly the Goal Indicators that have been added to teachers PLPs. This is separated by indicator and recorded in aggregate form. This analysis can aid a principal in the development of school-wide professional development for the year.

Schools will also report number and percentage of teachers in each classification area overall. This data will be used to analyze data at the school, LEA, and state level and will help in conversations and decisions concerning equity. In addition, schools will report the correlation of classifications with respect to the analysis of teacher practice and the analysis of teacher impact. Specifically, schools will also report the percentage of teachers whose Section II: Professional Practice classification matched Section III: Impact and Engagement on Student Growth.

- a. If a district has majority of teachers measuring as effective or exemplary in Section II and the data from Section III matches this assessment, the district will receive support upon request
- b. If a district has majority of teachers measuring as developing or ineffective in Section II and the data from Section III indicates effective growth, then the state will provide administrators with training on the recognition of high-level student engagement
- c. If a district has majority of teachers measuring as developing or ineffective in Section II and the data from Section III matches this assessment, the state will offer them assistance from existing structures that support priority and focus schools.
- d. If a district has majority of teachers measuring as effective or exemplary in Section II but the data from Section III indicates below average student growth, the team will work with the administrators on an analysis of tools, rubrics, and offer additional

training on assessing qualitative data.

The graphic below helps to give a visual representation to the support from the SEA.



**Graphic Explanation:**

**Quadrant I:** If the data gathered from the analysis of practice indicates that a teacher is effective or exemplary and the analysis of impact also indicates the same level, then the tools are good and the teacher is performing at expected levels. The growth plan should focus on not only opportunities for growth but also opportunities for teacher leadership.

**Quadrant III:** If the data gathered from the analysis of practice indicates that a teacher is developing or ineffective and the analysis of impact also indicates the same level, then the tools are good but the teacher is performing below expected levels. The growth plan should focus on specific pathways for growth and meaningful professional development. In addition, if the school has large numbers in this quadrant, the SEA could offer assistance using some of the regional coordinators and the strategies that have been helping priority and focus schools.

If the teachers are in Quadrant I or Quadrant III, the process is working. The goal is to identify areas to help the teacher to grow professionally.

**Quadrant II:** If the data gathered from the analysis of practice indicates that a teacher is developing or ineffective but the analysis of impact shows the teacher to be effective or exemplary, then there could potentially be a disconnect. If large numbers of teachers are in

this quadrant there could be an issue with the tool, and the SEA needs to support the district in refining the tool or additional opportunities for training. If this is not an issue at other schools within the LEA, the principal could need additional training on student engagement or research-based teaching strategies.

**Quadrant IV:** If the data gathered from the analysis of practice indicates that a teacher is effective or exemplary but the analysis of impact shows the teacher to be developing or ineffective, then there could potentially be a disconnect. If large numbers of teachers are in this quadrant there could be an issue with the tool, and the SEA needs to support the district in refining the tool or additional opportunities for training. If this is not an issue at other schools within the LEA, the principal could need additional training on research-based teaching strategies or potentially conducting crucial conversations about practice.

Overall, Quadrant IV has been the outcome of many evaluation systems in the past. Little to no identification of practice levels has happened in compliance-based systems. The individualization of this process at the LEA level should help districts to have the buy-in necessary to have authentic systems that encompass the core belief of the district.

In addition, the Effectiveness Section in the ALSDE will continue to provide assistance with technological difficulties. We have an existing team member that focuses on the technological troubleshooting that is necessary with any platform that supports 136 LEAs consisting of 50,000 teachers.

Staff in the office of Educator Effectiveness will have oversight responsibility for ensuring that personnel in the 138 LEAs are trained in the framework and develop a system that aligns to the overall guidelines. This training has been and will continue to be a collaborative effort with the 11 Alabama Regional Inservice Centers, the Council for Leaders in Alabama Schools, the School Superintendents of Alabama, the Alabama Association of School Boards, and the Alabama Education Association. Training will consist of initial regional face-to-face trainings for key LEA staff supported by online training and information on the overall process outlined on the section's Web site. In addition, each LEA has an evaluation coordinator whose job is to ensure appropriate development and evaluation training at the local level. Staff in the Office of Educator Effectiveness are in constant communication with the 136 evaluation coordinators. The Regional Planning Teams will also be a conduit for information related to the needs of LEAs concerning the effective use of the formative and summative elements of the evaluation systems. In addition, the Educator Effectiveness office has personnel that will travel to LEAs and assist with the facilitation of development and implementation. Moreover, the Educator Effectiveness office has a person whose primary job is to help in technical difficulties as well as monitoring usage and generating reports for the department.

The SEA will offer trainings on a yearly basis on topics that are related to Educator Effectiveness. The section will provide training for administrators on conducting crucial conversations with teachers. The section will provide training for LEA liaisons, school-based leaders, and/or teachers on EDUCATE. This will be a focus on the ongoing self-assessment, PLP, and evidence as well as components that are linked to the technological component.



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Thomas R. Bice  
State Superintendent of Education

January 20, 2015

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Thomas R. Bice   
State Superintendent of Education

**RE:** ESEA Waiver Renewal

This is to inform you that we are currently in the process of submitting the ESEA Waiver Renewal. Over the next few months we will be soliciting feedback in various ways from stakeholders through meetings, conferences, and surveys.

If you have comments or suggestions for improvements as we start this process, please contact Dr. Melinda Maddox via e-mail at [mmaddox@alsde.edu](mailto:mmaddox@alsde.edu) or by telephone at 334-242-9716.

TRB:MM:ATB

FY15-3013

Alabama  
State Board  
of Education

Governor  
Robert Bentley  
President

Al Thompson  
District I

Betty Peters  
District II

Stephanie Bell  
District III

Yvette M.  
Richardson, Ed.D.  
District IV

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District V  
Vice President

Cynthia McCarty, Ph.D.  
District VI

Jeff Newman  
District VII  
President Pro Tem

Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

## Washington Shanthia

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**From:** Valdes-Hubert Malissa  
**Sent:** Tuesday, March 17, 2015 1:27 PM  
**To:** ALLCALL  
**Subject:** Notice of Draft Renewal of the Elementary and Secondary Education Act Flexibility Waiver Request



State of Alabama  
Department of Education  
Thomas R. Bice, Ed.D.  
State Superintendent of Education



Alabama  
State Board  
of Education

**Media Advisory:**

Governor  
Robert Bentley  
President

Contact: Malissa Valdes-Hubert  
334-242-9950  
[mvaldes@alsde.edu](mailto:mvaldes@alsde.edu)

Al Thompson  
District I

**Notice of Draft Renewal of the Elementary and  
Secondary Education Act Flexibility Waiver  
Request**

Betty Peters  
District II

Stephanie Bell  
District III

Yvette M. Richardson, Ed.D.  
District IV

**Montgomery, Ala.** - On behalf of all of its school districts in the state, the Alabama State Department of Education has posted the Draft Renewal of the ESEA Flexibility Waiver Request that was originally submitted May 3, 2013.

Ella B. Bell  
District V  
Vice President

Cynthia McCarty, Ph.D.  
District VI

To view the document, click [here](#). The purpose of posting the proposed draft renewal is to allow time for public comment prior to the submission.

Jeff Newman  
District VII  
President Pro Tem

Written comments may be emailed to [esearenewal@alsde.edu](mailto:esearenewal@alsde.edu) by Tuesday, March 31, 2015.

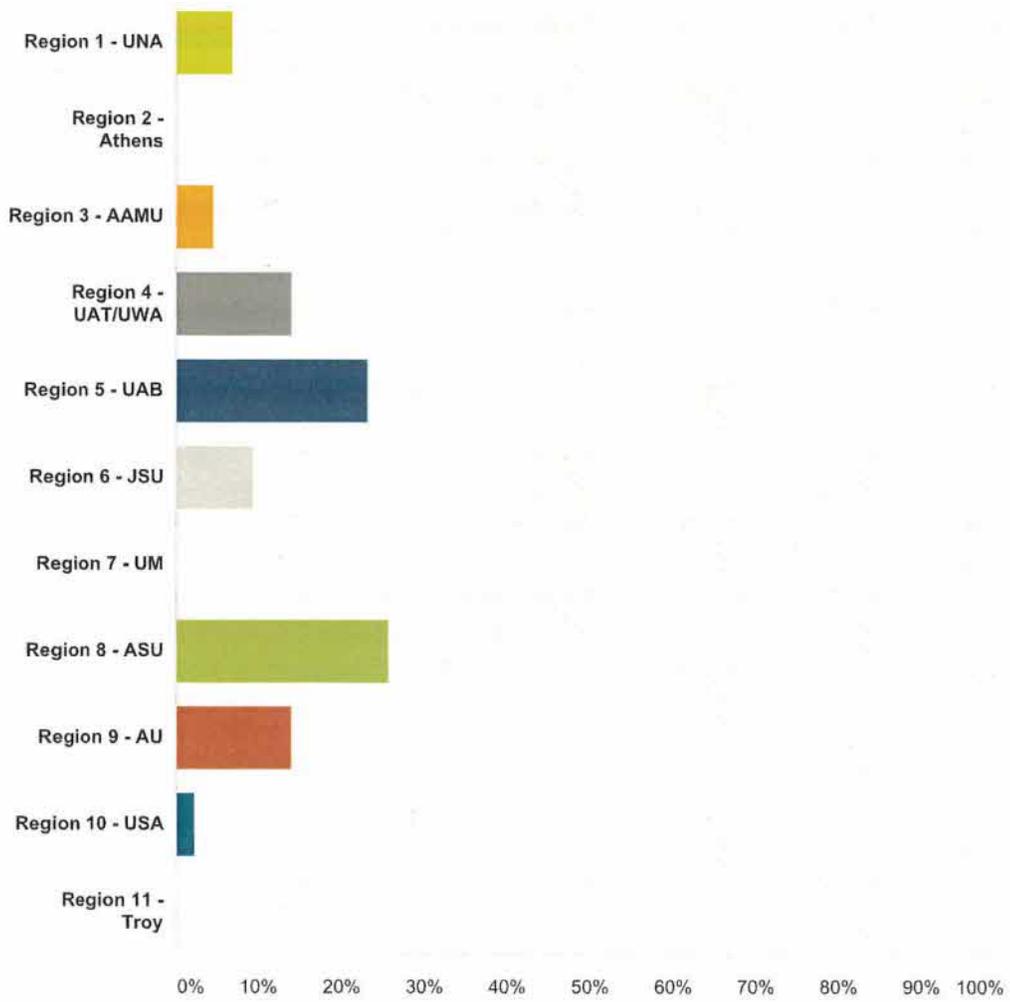
Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

###

### Q1 Select your Area Regional Inservice Center

Answered: 43 Skipped: 0



Answer Choices	Responses
Region 1 - UNA	6.98% 3
Region 2 - Athens	0.00% 0
Region 3 - AAMU	4.65% 2
Region 4 - UAT/UWA	13.95% 6
Region 5 - UAB	23.26% 10
Region 6 - JSU	9.30% 4
Region 7 - UM	0.00% 0
Region 8 - ASU	25.58% 11

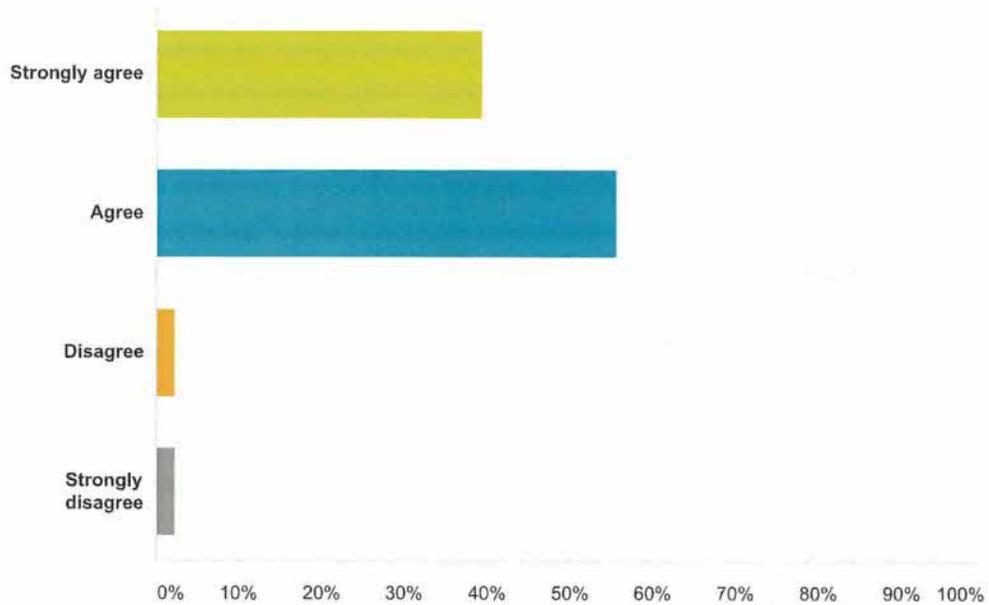
## Differentiated Support #1

Region 9 - AU	13.95%	6
Region 10 - USA	2.33%	1
Region 11 - Troy	0.00%	0
<b>Total</b>		<b>43</b>

Differentiated Support #1

**Q2 The frequency of meetings with the Regional Planning Team was beneficial to my district/school.**

Answered: 43 Skipped: 0

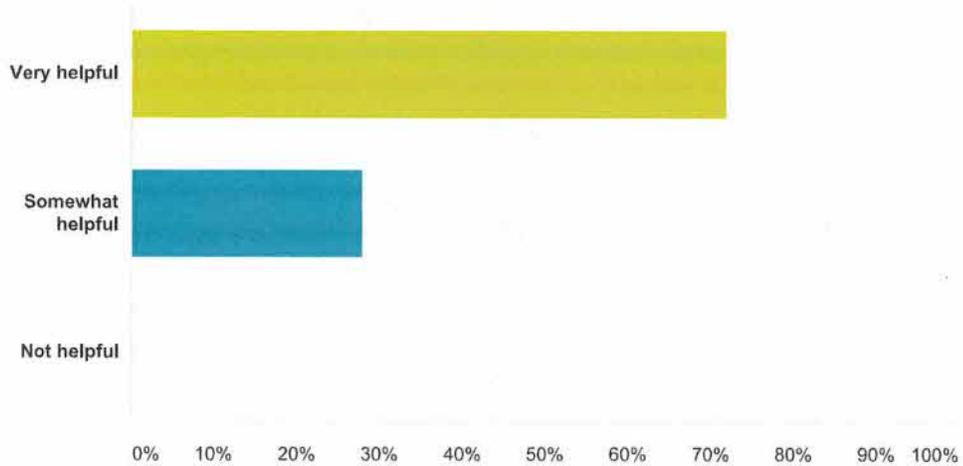


Answer Choices	Responses	
Strongly agree	39.53%	17
Agree	55.81%	24
Disagree	2.33%	1
Strongly disagree	2.33%	1
<b>Total Respondents: 43</b>		

#	Comments	Date
1	Moving into year 3 I don't think we need to meet every month unless we are going to conduct observations or bring in additional staff. Sometimes we are a bit repetitious in meetings.	1/26/2015 11:39 AM
2	Bi-monthly meetings have worked well for our district.	1/22/2015 8:38 AM
3	Develop into a working relationship	1/21/2015 3:33 PM
4	I think one regional meeting per quarter can be substituted for one individual meeting. This will allow to share Best Practices.	1/20/2015 11:33 AM
5	I think a component where the Team talks to the teachers apart from the administration would be helpful. This would help to emphasize the seriousness of getting the scores up to standard.	1/19/2015 6:48 PM

### Q3 Were conversations with the Regional Planning Team helpful in assisting the district/school to identify needs and develop a plan for improvement?

Answered: 43 Skipped: 0



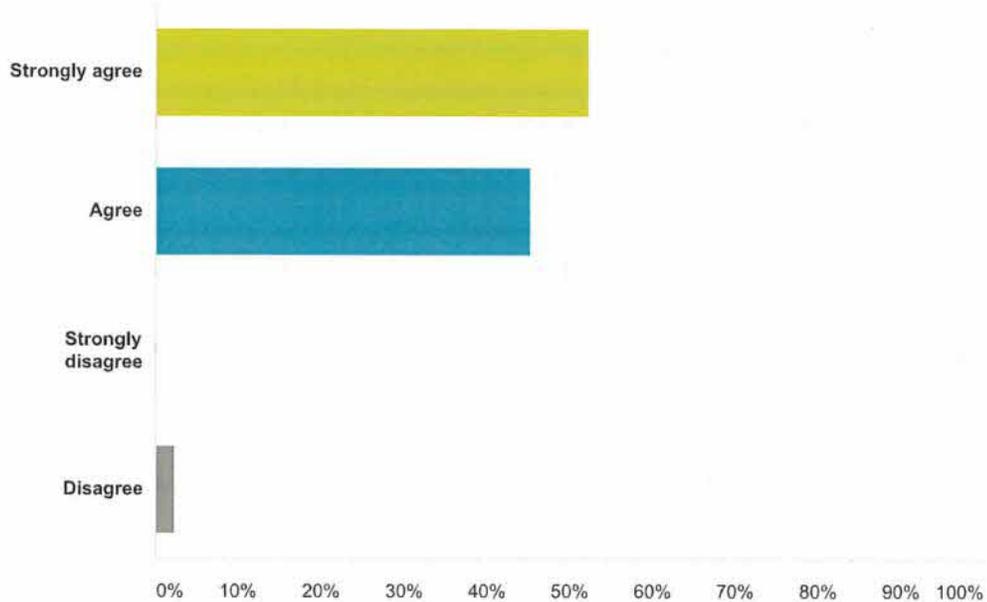
Answer Choices	Responses	Count
Very helpful	72.09%	31
Somewhat helpful	27.91%	12
Not helpful	0.00%	0
<b>Total</b>		<b>43</b>

#	Comments	Date
1	We understood our needs for improvement, but the team helped us to identify strategies.	1/22/2015 8:38 AM
2	They help us prioritize and think through what we are really trying to do.	1/21/2015 5:27 PM
3	The conversations change the directions of the school tremendously.	1/21/2015 3:33 PM
4	I really appreciate being able to get ideas for leading from the members of the Team.	1/21/2015 2:05 PM
5	She was always true to the game. She never wavered in her professional judgment. She wasn't afraid to address the uncomfortable issues head on. She is a friend to the principal.	1/21/2015 8:42 AM
6	Collaboration and feedback is very beneficial.	1/20/2015 9:36 AM
7	I think that the suggestions were timely and well thought out.	1/19/2015 6:48 PM

## Differentiated Support #1

### Q4 I received sufficient support from the Regional Support Staff during the year to support the needs of my district/school.

Answered: 42 Skipped: 1



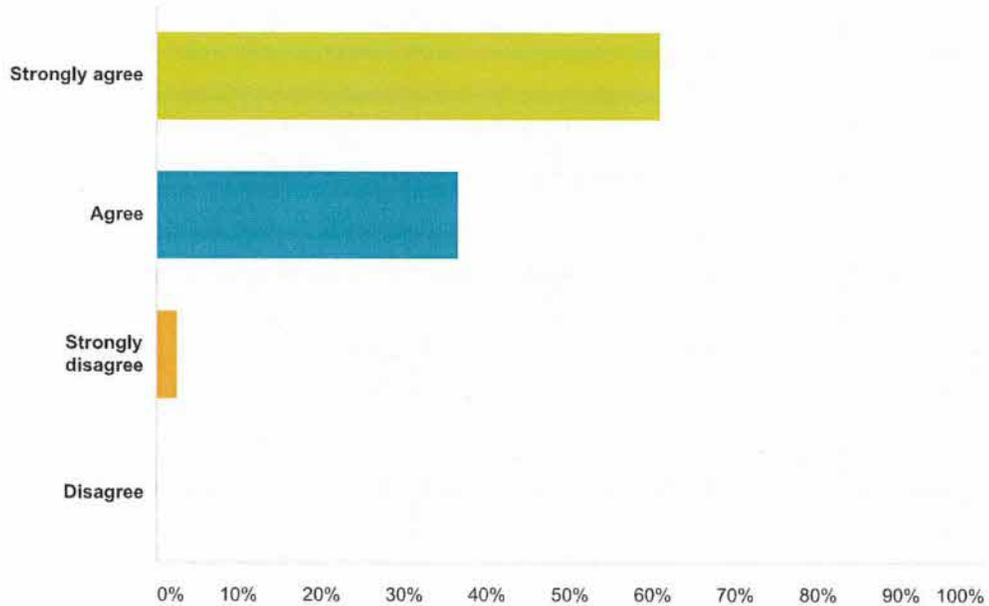
Answer Choices	Responses	
Strongly agree	52.38%	22
Agree	45.24%	19
Strongly disagree	0.00%	0
Disagree	2.38%	1
<b>Total Respondents: 42</b>		

#	Comments	Date
1	I have been impressed with the individual team members' willingness to help and how quickly they did what they promised.	1/22/2015 9:24 AM
2	Very supportive; ideas generated for consideration as resources to help schools improve. Follow-up on any question asked was excellent.	1/22/2015 6:47 AM
3	The Support team assistance grew as the process and the partnership developed.	1/21/2015 3:33 PM
4	_____ made herself available 24 hrs/7 days week..... _____ is a true leader. She is not afraid to ask to hard question without being biased. _____ allowed "reality" to guide her next steps. _____ is a game-changer!!	1/21/2015 8:42 AM
5	The SDE and Regional Inservice staff are wonderful. They are very supportive and they have great follow-up.	1/20/2015 11:33 AM

Differentiated Support #1

**Q5 I look forward to working with the Regional Planning Team during the 2015-2016 school year.**

Answered: 41 Skipped: 2



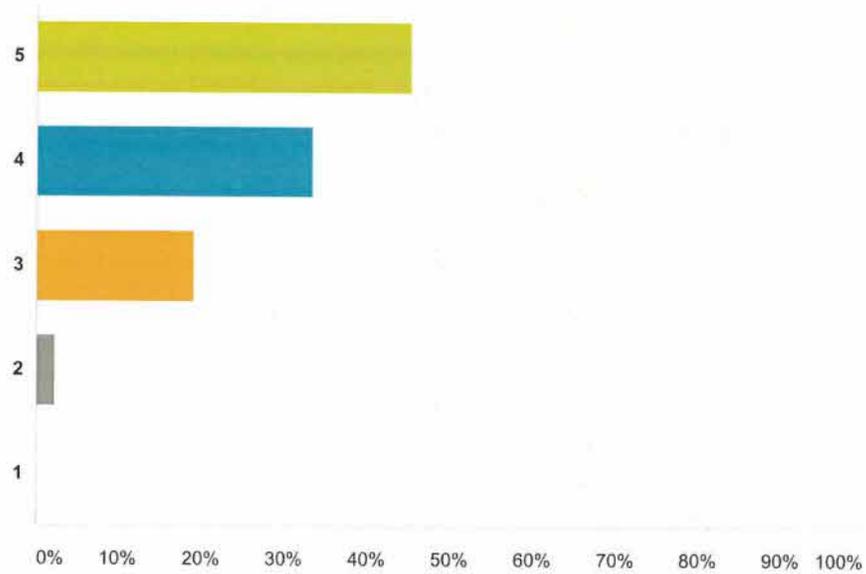
Answer Choices	Responses	
Strongly agree	60.98%	25
Agree	36.59%	15
Strongly disagree	2.44%	1
Disagree	0.00%	0
<b>Total Respondents: 41</b>		

#	Comments	Date
1	Team members are always positive and supportive.	1/22/2015 3:09 PM
2	We learned as we proceeded this year; I think the manner in which we will schedule meetings involved with actual processes (data meetings, walk throughs, etc. ) at a school site will be beneficial.	1/22/2015 6:47 AM
3	The growth and directions of the school can be seen. I am truly excited about our journey and planning for our next endeavor.	1/21/2015 3:33 PM
4	I am excited about continuing to build a relationship with our Team and the opportunities for professional learning	1/21/2015 2:05 PM
5	I am looking forward to the home stretch of coming out of Priority.	1/19/2015 6:48 PM

## Differentiated Support #1

**Q6 On a scale of 1-5 with 5 being the most helpful and 1 being the least helpful, how beneficial to your district/school was this structure of differentiated support?**

Answered: 42 Skipped: 1

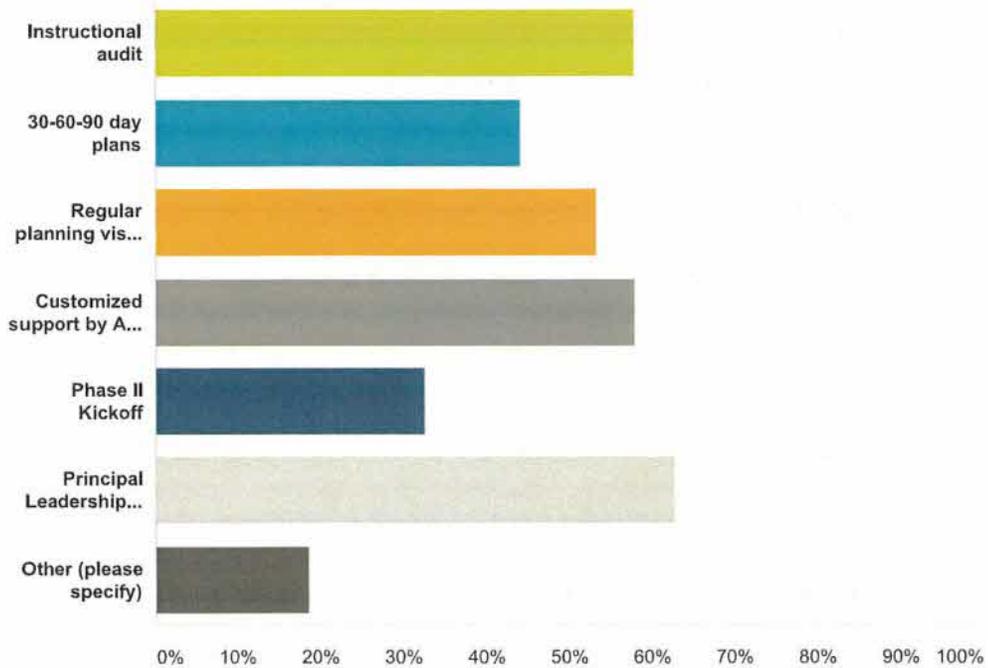


Answer Choices	Responses	
5	45.24%	19
4	33.33%	14
3	19.05%	8
2	2.38%	1
1	0.00%	0
<b>Total Respondents: 42</b>		

## Differentiated Support #1

**Q7 Of the following activities, which one(s) have been helpful. Mark all that apply.**

Answered: 43 Skipped: 0



Answer Choices	Responses
Instructional audit	58.14% 25
30-60-90 day plans	44.19% 19
Regular planning visits with Regional Planning Team	53.49% 23
Customized support by ARI and AMSTI	58.14% 25
Phase II Kickoff	32.56% 14
Principal Leadership Network	62.79% 27
Other (please specify)	18.60% 8
<b>Total Respondents: 43</b>	

#	Other (please specify)	Date
1	EARIC	1/22/2015 3:14 PM
2	Moral support	1/22/2015 3:09 PM
3	I am not as familiar with the Phase II kickoff or the Principal Leadership network in order to comment or rate them.	1/22/2015 9:24 AM
4	RPT instructional walkthroughs at the priority schools, and the feedback provided.	1/22/2015 8:38 AM
5	The PLN is going well. Our principals are really excited about the conversations and the possibilities of improvement.	1/21/2015 5:27 PM

## Differentiated Support #1

6	Individual Support - One on One meeting that support personnel held with me at my school site. Mentoring	1/21/2015 3:33 PM
7	Collaboration and school visits are wonderful!	1/20/2015 9:36 AM
8	Please consider a component that includes meeting with the teachers apart from the administration.	1/19/2015 6:48 PM

## Differentiated Support #1

### Q8 What suggestions do you have to improve the work of the Regional Planning Team in providing differentiated support for district/school needs and to facilitate transition and implementation of the CCRS? What would you eliminate in this process? What else do you need?

Answered: 20 Skipped: 23

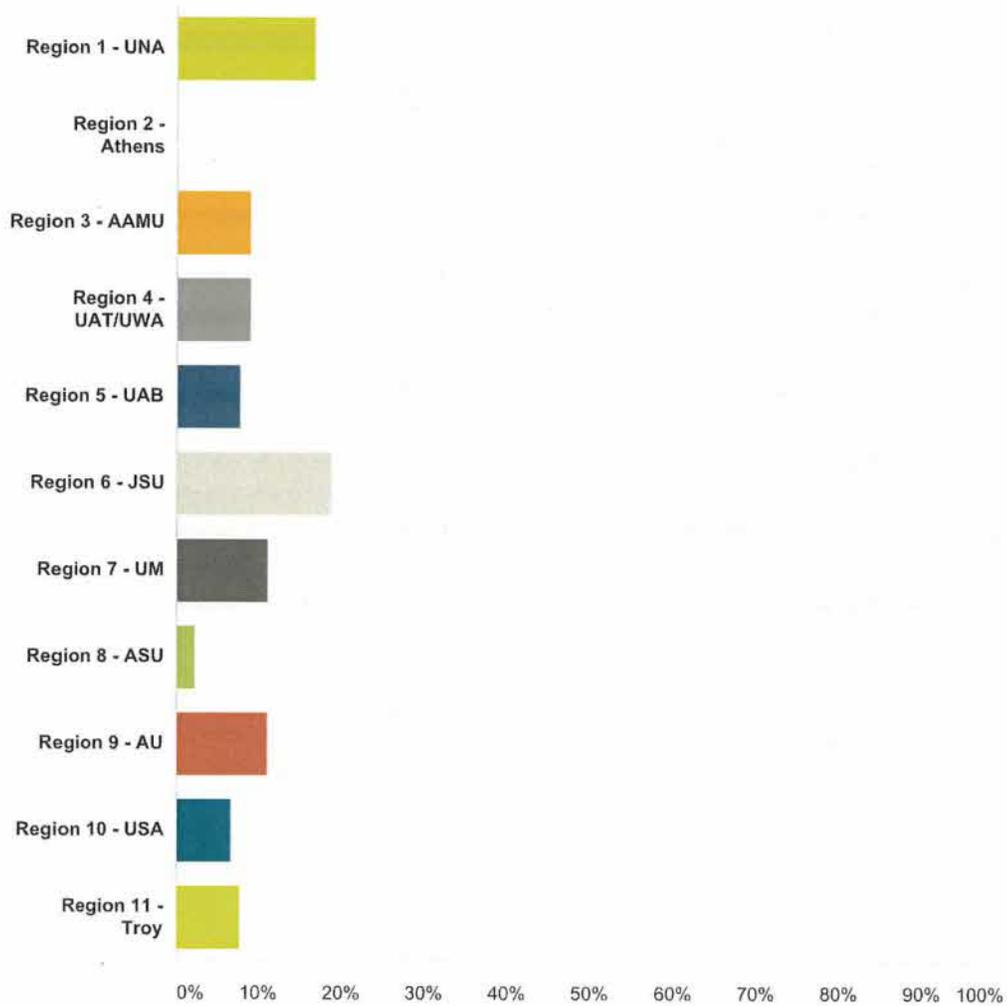
#	Responses	Date
1	We have a great team and [redacted] does an outstanding job in her role. Coaching in the classroom from AMSTI and ARI has been most helpful. We can improve the work of the team by bringing teachers into the conversations. We specifically need funding for a math coach in Gadsden City!! Our seventh and eighth grade math Aspire scores were well below the state average and with one of the three middle schools in priority and another in focus status we must increase support in our math department.	1/26/2015 11:39 AM
2	I would suggest more support in the building as opposed to the district. First hand support is always good	1/26/2015 9:21 AM
3	Time to plan. Time to teach. Time to monitor. Honesty as to where the district is, where we are supposed, and a realistic time efficient plan to get there.	1/22/2015 10:03 PM
4	The program is working great!	1/22/2015 3:09 PM
5	A little more emphasis on unpacking the standards.	1/22/2015 10:39 AM
6	Classroom anecdotal visits followed by debriefings is very helpful. I would suggest that besides meeting with the district as a team, individual team members follow up in person with principals as well. That way, when principals provide summaries, a degree of prior-knowledge would exist.	1/22/2015 9:24 AM
7	Identify grant opportunities More unannounced walkthroughs	1/22/2015 8:38 AM
8	Continue support role; we learned to schedule meetings well in advance; combine meetings with actual activity to observe or participate; don't duplicate meetings/activities a school is already doing (which has not been done but occasionally was in old school improvement intervention model).	1/22/2015 6:47 AM
9	Coordinate the support/PD with the school district so the services will not overlap or be repetitive.	1/22/2015 3:20 AM
10	Keep up the great work; I really appreciate the support and training.	1/21/2015 9:10 PM
11	We need continued support with teachers and strategic teaching. We are making progress. Thanks for all the support.	1/21/2015 5:59 PM
12	They should come more often to our district and continue visiting schools. Eliminate paperwork.	1/21/2015 5:27 PM
13	I would streamline the Team. There are a lot of members on the team and it comes across a little strong when a large (8-10 person) state-department team shows up at school. In my experience, most of the support is provided by only 2 or 3 members of the team. My idea would be to provide an informal forum to meet the entire support team. Then, at the regular meetings, have a smaller team that coordinated the support that the larger team provides. Bring in special and directed assistance as needed.	1/21/2015 2:05 PM
14	Don't be afraid to address the big problems---some districts do not have the support of their central office staff. Progress can not be made if the Superintendent does not support the school administrators. The final results ends up being the principal and teachers chasing their tails.	1/21/2015 8:42 AM
15	I would add more interactive training with content area school and district support personnel.	1/20/2015 1:04 PM
16	Place a couple local school districts on a regional team and let them present to the individual districts.	1/20/2015 11:33 AM
17	I would like to visit schools that have similar demographics.	1/20/2015 9:36 AM
18	More time in priority schools observing/visiting classes seeing what is going on in the building rather than just sitting and talking about successes.	1/19/2015 8:43 PM

## Differentiated Support #1

19	I would suggest that for the Priority Leaders Network two night stays are provided. This would prevent fatigued highway travel on the return home. It is safer this way.	1/19/2015 6:48 PM
20	The structure and support is just right!	1/17/2015 8:02 PM

### Q1 Select your Area Regional Inservice Center

Answered: 90 Skipped: 0



Answer Choices	Responses	Count
Region 1 - UNA	16.67%	15
Region 2 - Athens	0.00%	0
Region 3 - AAMU	8.89%	8
Region 4 - UAT/UWA	8.89%	8
Region 5 - UAB	7.78%	7
Region 6 - JSU	18.89%	17
Region 7 - UM	11.11%	10
Region 8 - ASU	2.22%	2

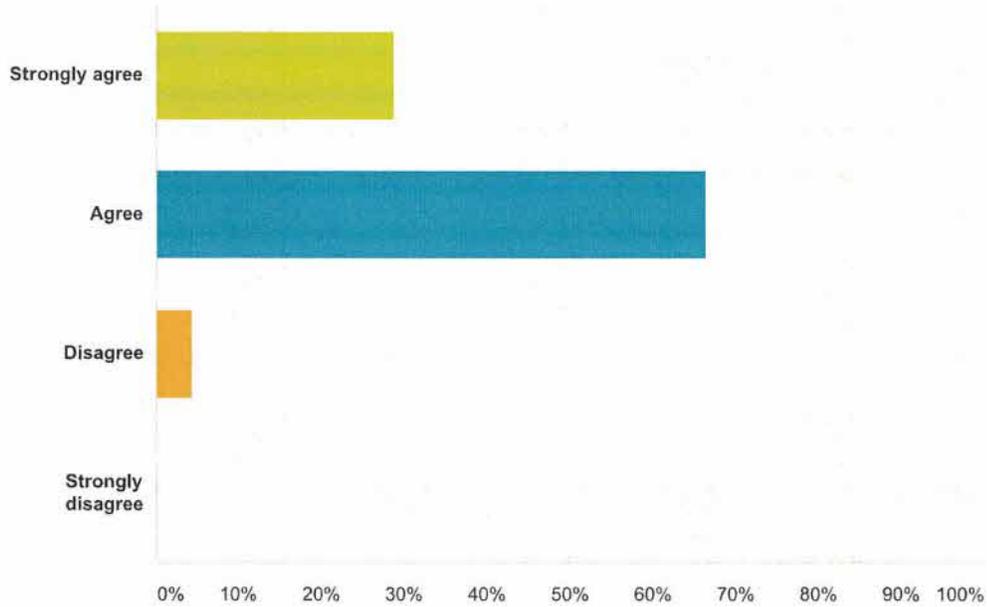
## Differentiated Support #2

Region 9 - AU	11.11%	10
Region 10 - USA	6.67%	6
Region 11 - Troy	7.78%	7
<b>Total</b>		<b>90</b>

## Differentiated Support #2

### Q2 The frequency of meetings with the Regional Planning Team was beneficial to my district/school.

Answered: 90 Skipped: 0



Answer Choices	Responses	
Strongly agree	28.89%	26
Agree	66.67%	60
Disagree	4.44%	4
Strongly disagree	0.00%	0
<b>Total Respondents: 90</b>		

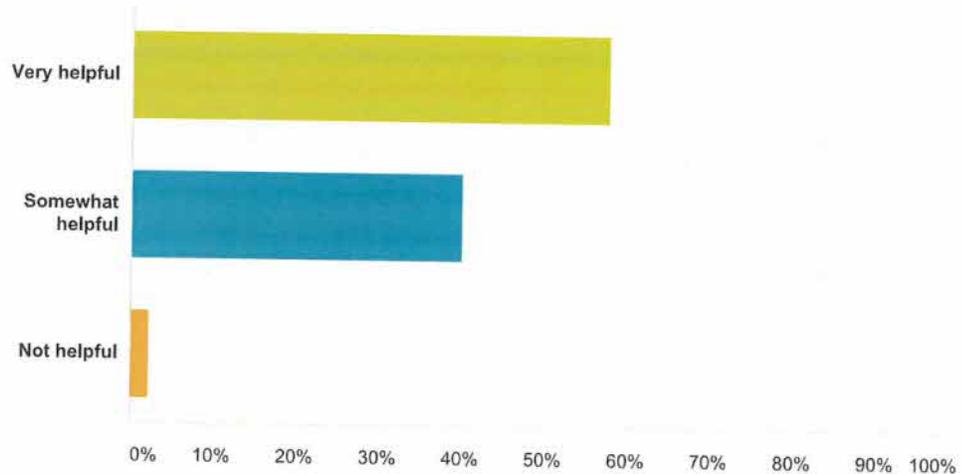
#	Comments	Date
1	The team was here on a regular basis. Created materials for teachers as well as working with students	1/27/2015 3:24 PM
2	Being able to share our Focus Plan with the regional Team and get feedback was very beneficial to Double Springs Middle School in this process.	1/27/2015 3:11 PM
3	Our RPT is fabulous. They listen to our concerns and provide valuable insight concerning our professional development and the 30, 60, and 90 day planning for our focus school.	1/27/2015 2:22 PM
4	The initial regional planning team meeting was beneficial but additional follow-up is needed.	1/27/2015 8:37 AM
5	Would like to meet with them 2-3 times yearly if possible.	1/25/2015 10:42 AM
6	(In the interest of full disclosure, I am new in my position and was serving as the ALSDE RCS for this region before taking my current superintendent's position.)	1/22/2015 2:49 PM
7	We didn't need many meetings but knew help was available if needed	1/21/2015 4:53 PM
8	The meetings happen faster than the students can show improvements on the tests. Sometimes there is not enough time to show the proof.	1/21/2015 8:03 AM

## Differentiated Support #2

9	Only on r	1/20/2015 9:19 AM
10	I have not participated in any meetings with the Regional Planning team. The Curriculum Coach from the school attends monthly Priority/Focus School meetings, but I do not think they are sponsored by the Regional Planning team.	1/20/2015 8:29 AM
11	We have only had one RPT meeting that I am aware of this year. The meeting did set some supports in motion so it was worthwhile.	1/20/2015 7:22 AM
12	Time could be better spent focusing on current issues, not a groups of students years ago.	1/20/2015 6:56 AM
13	This year there are fewer than last year which is more palatable.	1/18/2015 6:49 AM
14	The frequency of meetings are such that we have time to implement next steps.	1/17/2015 8:00 PM

### Q3 Were conversations with the Regional Planning Team helpful in assisting the district/school to identify needs and develop a plan for improvement?

Answered: 90 Skipped: 0



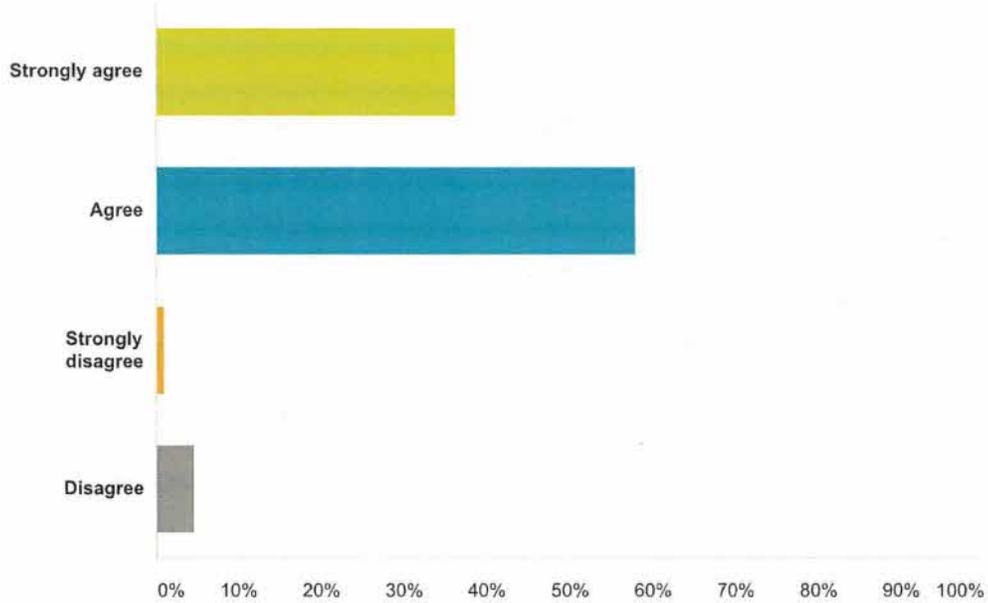
Answer Choices	Responses	
Very helpful	57.78%	52
Somewhat helpful	40.00%	36
Not helpful	2.22%	2
<b>Total</b>		<b>90</b>

#	Comments	Date
1	Yes, using data and teachers discussion, great planning took place.	1/27/2015 3:24 PM
2	Getting ideas from veteran teachers and administrators has helped develop our 30/60/90 day plan.	1/27/2015 3:11 PM
3	Special education is our gap group but when we combine meetings with LMS I think we lose a little of the focus on that target group.	1/26/2015 11:47 AM
4	I've heard district- and school-level administrators talk about how helpful the ARI/AMSTI support has been to their work.	1/22/2015 2:49 PM
5	I have not met with or engaged in conversations with the Regional Planning Team regarding our Focus School status. Again, the Curriculum Coach may have, but we developed our plan for improvement without outside support or assistance.	1/20/2015 8:29 AM
6	We have received tremendous support from both our ARI and AMSTI specialists as a results of this redesign.	1/20/2015 7:22 AM
7	Plans were already in place.	1/20/2015 6:56 AM
8	The data was old that was used in identification of the schools. We had qlrady addressed a plan and implements it for 2 years. While we enjoyed our conversation with the state, i felt like the meetings were more for the State' knowledge and information. Occassionally, we would get something that could be used.	1/18/2015 6:49 AM

## Differentiated Support #2

### Q4 I received sufficient support from the Regional Support Staff during the year to support the needs of my district/school.

Answered: 88 Skipped: 2



Answer Choices	Responses	
Strongly agree	36.36%	32
Agree	57.95%	51
Strongly disagree	1.14%	1
Disagree	4.55%	4
<b>Total Respondents: 88</b>		

#	Comments	Date
1	Team support improved student learning.	1/27/2015 3:24 PM
2	The math and science specialist from our regional support team that worked with our school this year were great to work with and made a difference in our overall school climate.	1/27/2015 3:11 PM
3	I think Phenix City Schools could benefit from additional support. Following up on differentiating the instruction and increasing the rigor would assist promote more growth.	1/27/2015 8:37 AM
4	I do not have first hand knowledge of state support that has been provided for special ed. teachers.	1/26/2015 11:47 AM
5	ARI support is phenomenal. It would be helpful to have additional personnel to provide more math support.	1/22/2015 4:54 PM
6	I feel like the support staff could do a better job of identifying WHAT support they can offer. Schools that need help were left to guess what options/support to ask for. A 'menu' would be helpful. There may be help or support that I don't know about and don't know that I could ask for. For some reason, this was not available.	1/21/2015 8:03 AM
7	Please see above comments.	1/20/2015 8:29 AM
8	There were no support activities or resources provided.	1/18/2015 3:37 PM

## Differentiated Support #2

9

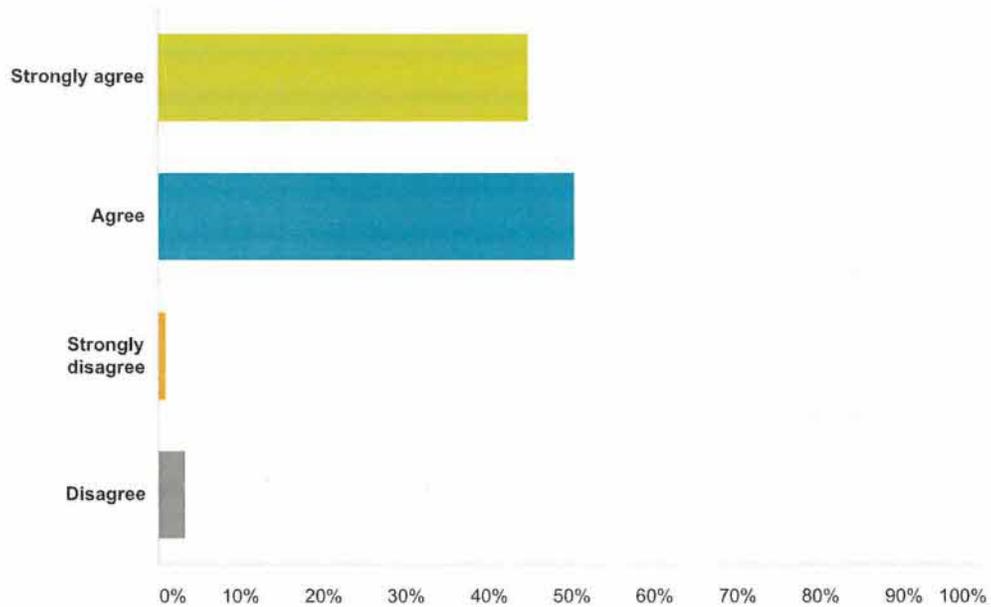
The team supports our school and district based on our needs.

1/17/2015 8:00 PM

## Differentiated Support #2

### Q5 I look forward to working with the Regional Planning Team during the 2015-2016 school year.

Answered: 89 Skipped: 1



Answer Choices	Responses	Count
Strongly agree	44.94%	40
Agree	50.56%	45
Strongly disagree	1.12%	1
Disagree	3.37%	3
<b>Total Respondents: 89</b>		

#	Comments	Date
1	plan to retire	1/28/2015 1:20 PM
2	very supportive to teachers	1/27/2015 3:24 PM
3	we look forward to another productive year with our regional support team.	1/27/2015 3:11 PM
4	As a new superintendent, I want the RSC to keep me "in the loop" regarding support for our system.	1/22/2015 2:49 PM
5	I enjoyed working with [redacted] she understands our rural setting and demographics.	1/21/2015 10:39 AM

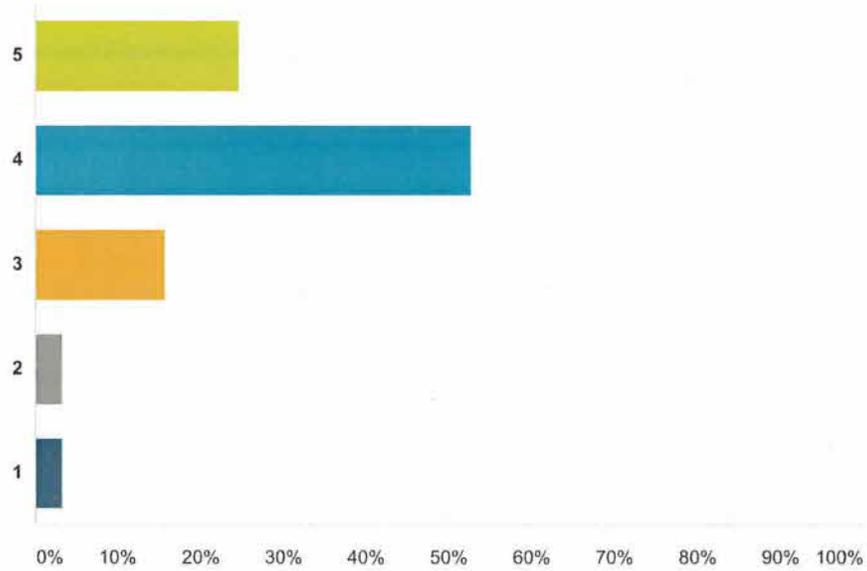
## Differentiated Support #2

6	<p>On several occasions I felt that we received the same dialogue that took place at a previously visited system. I am very pleased with the work that we are doing in Cleburne County and feel that it was difficult for some of our support personnel to offer us assistance at our level of need. One person on our team stated "Well, they just left Randolph. It may have been hard for the to change gears when they came here." I'll be blunt here. I expect teachers to change gears when they are supporting struggling students. And I expect it from the State Department. A canned dialogue is inappropriate. While I am giving feedback I have to say... I found it frustrating for an RPT member to surf Facebook, Twitter and shop for boots on her phone during our meeting. (You asked) Please understand that we take our work very seriously. In fact, my passion for the work is so intense that I may cry if I feel others don't get it. I preach "urgency" to our people. I constantly talk about "purpose". It is imperative that the RPT express that sentiment as well. Or at least put up a good front. Facebook can wait.</p>	1/20/2015 8:43 PM
7	Was told only 2 years	1/20/2015 9:19 AM
8	We always welcome additional support and assistance to improve our teaching and learning processes at our school.	1/20/2015 8:29 AM
9	Again, time could be better spent than playing political games.	1/20/2015 6:56 AM
10	The team is very positive and we enjoy meeting with them. However, again, I feel that it is a check-in process rather than one in which we gain a lot of strategies and ideas.	1/18/2015 6:49 AM

## Differentiated Support #2

**Q6** On a scale of 1-5 with 5 being the most helpful and 1 being the least helpful, how beneficial to your district/school was this structure of differentiated support?

Answered: 89 Skipped: 1

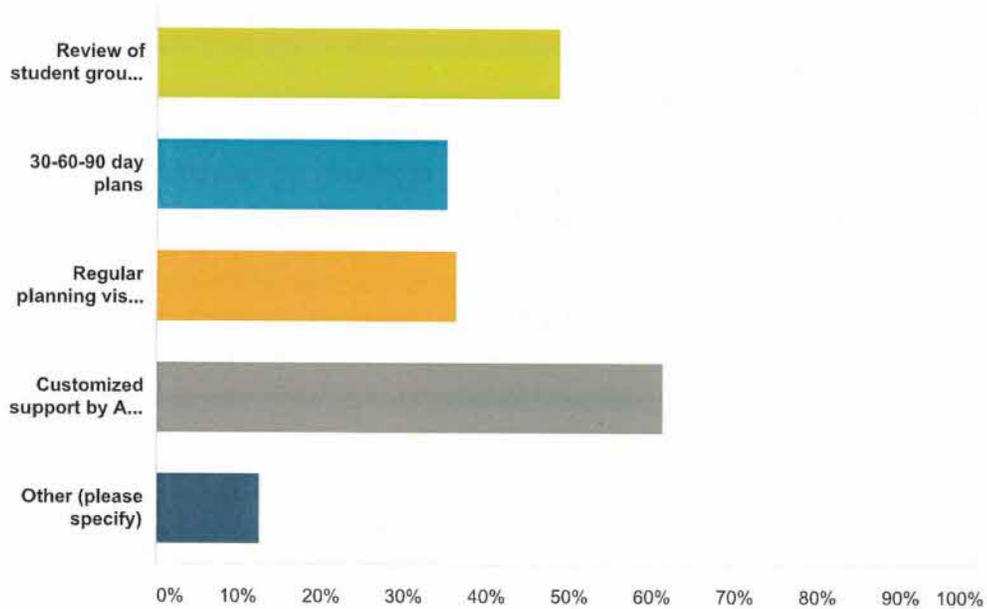


Answer Choices	Responses
5	24.72% 22
4	52.81% 47
3	15.73% 14
2	3.37% 3
1	3.37% 3
<b>Total Respondents: 89</b>	

## Differentiated Support #2

### Q7 Of the following activities, which one(s) have been helpful. Mark all that apply.

Answered: 88 | Skipped: 2



Answer Choices	Responses
Review of student group data, support, and services (root cause analysis)	48.86% 43
30-60-90 day plans	35.23% 31
Regular planning visits with Regional Planning Team	36.36% 32
Customized support by ARI and AMSTI	61.36% 54
Other (please specify)	12.50% 11
<b>Total Respondents: 88</b>	

#	Other (please specify)	Date
1	All help was done with students in mind	1/27/2015 3:24 PM
2	On site specialist have been outstanding to work with!	1/27/2015 3:11 PM
3	We need more root cause analysis and customized support .	1/27/2015 8:37 AM
4	Specific follow-up to needs and questions as part of meeting discussions.	1/22/2015 6:49 AM
5	Having a contact person to call- and she responds!!!	1/21/2015 4:53 PM
6	The customized support by ARI has been fantastic. Also the mentoring of principals with [redacted] has been very beneficial. The support from Career Technical- [redacted] has provided us some opportunities to improve our programs. The meetings with the RPT team has reinforced that we are on the right path. You wonder about that- it is nice to know that you are heading down the right path. The Data Review has never really happened- so I am glad that now [redacted] is on the team that he is planning on coming back and working with me on our data process. That will be very valuable to have another set of eyes!	1/21/2015 8:46 AM

## Differentiated Support #2

7	<p>Been lots of good collaboration from special Ed support from team leaders. Has made a difference in student achievement</p>	1/20/2015 10:21 PM
8	<p>We will be having a data analysis with [redacted] soon. I'm sure it will be helpful. We haven't gone into the data with you all yet. [redacted] wasn't able to articulate specifics about our data because the charts she shared at the first meeting were N/A on them. We never really understood why we were there other than someone said our gap between Sp Ed and Gen Ed is too large. We had already begun a 30-60-90 plan but we didn't call it that. We have very specific goals in place. We are slowly meeting them. The last meeting was frustrating because our Testing Supervisor pulled a great deal of data that no one mentioned. We have a great deal of support from ARI and from [redacted] that we appreciate very much. They are in our system regularly. It is great! AMSTI is in one school. We understand that it is not possible to have their support in other schools due to lack of funding. We are seeking other support for Math and Science in our other schools.</p>	1/20/2015 8:43 PM
9	<p>Availability of team via phone and email. Also, their advocating for further support of my district.</p>	1/20/2015 10:33 AM
10	<p>Data taken from years ago. Those students not in our school in multiple years. Wrote plans &amp; used funds to assist in area identified. If doing instructional audit should be 1st of school year so can change. Our focus is special education. We have most in our district. They have been classified special education with lack of resources.</p>	1/20/2015 9:19 AM
11	<p>Professional development provided by our regional team has been most beneficial to our schools.</p>	1/20/2015 8:07 AM

## Differentiated Support #2

### Q8 What suggestions do you have to improve the work of the Regional Planning Team in providing differentiated support for district/school needs and to facilitate transition and implementation of the CCRS? What would you eliminate in this process? What else do you need?

Answered: 46 Skipped: 44

#	Responses	Date
1	Additional/continued support in the interpretation of ACT Aspire results and the development of actionable improvement goals.	1/30/2015 11:42 AM
2	More training and more work with people who have implemented.	1/28/2015 1:27 PM
3	Is there any training specific for administrators that focus on instructional leadership?	1/28/2015 12:34 PM
4	We did not have Aspire data for our special education students (on the state report). It would be helpful if that information was included.	1/27/2015 3:52 PM
5	I think it is working well.	1/27/2015 3:40 PM
6	Focus as much time and effort as possible on having specialist come and work with our teachers within the classroom setting.	1/27/2015 3:11 PM
7	We enjoy all of the support that we have received from our Regional Planning Team. We would not be as far along as we are in the process with out their help and support.	1/27/2015 3:02 PM
8	Expand the customized support by ARI and AMSTI. I know there is a current battle concerning funding with the legislature, but they must be informed how invaluable this support is concerning instructional approach and delivery and increasing student understanding!	1/27/2015 2:22 PM
9	The support has been direct and substantial.	1/27/2015 2:01 PM
10	probably more information on how to help focus schools	1/27/2015 10:11 AM
11	We need more specific / customized support. After the initial meeting most of the support has been general which does not help us adequately drill down to the main concerns.	1/27/2015 8:37 AM
12	We are presently immersed in CCRS training and turnaround in our schools, so that is not needed by school system. I believe the work of the Regional Planning Team should be to help the local school districts with issues they may be facing and help locate resources to resolve those issues. The tone of the RPT meetings this year felt like our school system was having to describe to them what we were doing and why we were doing it in all areas of our school systems, especially with our Focus Schools, in hopes of seeking approval. The deep questioning by members of the RPT was exhaustive. The meetings were to long and should be kept to less than 1.5 hours. They were somewhat helpful and initiated some conversations at the district level. However, overall, I felt like we were "marketing" our district's education system for approval from the ALSDE RPT.	1/26/2015 3:56 PM
13	N/A	1/25/2015 10:42 AM
14	A beginning meeting at start of school is helpful and maybe a check at the beginning of 2nd semester but not necessarily face to face would be sufficient. As far as CCRS meetings go, I would like to see the last meeting ( April ) eliminated because of it being the busiest time of year . If this time a reflection and review, the local CCRS team could do that within the District and send an evaluation to SDE.	1/23/2015 10:16 AM

## Differentiated Support #2

15	<p>Only one suggestion. I wish that we would consider having conversations on how to address the 42% of third graders in the state who are in need of support in their reading. With that being the highest percentage of any grade level, we need help with strategies that could be implemented in k,1,and 2. We have lost the sense of urgency that was a focus when we first put the emphasis on the 5 big ideas that was outlined in the little book, PUT READING FIRST. We have made our reading coaches instructional coaches and now they are spread so thin that they no longer have time to work with struggling readers. I wish that somehow we could have 100 percent full time reading coaches in the state that focused on k,1 and 2 Strategic and intensive kids. If we truly had a renewed focus on getting kids reading on grade level by the third grade there is no doubt that we would reach the ultimate goal of graduating kids prepared for college and careers. Certainly we would have less kids in need of support, with all grade levels reaping benefit. I would like to Thank-you for all of the support that you have given the Houston County School System. I would like to thank _____ for always returning my phone calls and sending me the information that I ask for. _____ is also a great help as well. Could not function without these two ladies!</p>	1/23/2015 9:22 AM
16	<p>None at this time. Maybe greater collaboration with Federal Programs and Special Education. Special Education has only attended one meeting and the gap is with SPED students.</p>	1/23/2015 9:19 AM
17	<p>More follow up in a timely manner.</p>	1/23/2015 8:19 AM
18	<p>More in depth training on analysis of data for principals and how to train teachers to use the data to drive instruction need more guidance on development of rigorous common assessments support to principals on raising the rigor and higher expectations for students changing the mindset of teachers more guidance on shifting to standard based report cards and grading</p>	1/22/2015 8:24 PM
19	<p>This approach is beneficial because it is based on each system's needs rather having one packaged program to implement in all systems.</p>	1/22/2015 4:54 PM
20	<p>Our system has two focus schools (no priority schools), and we are looking forward to continuing our partnership with the Regional Support Team!</p>	1/22/2015 2:49 PM
21	<p>If possible, an opportunity to review student group data, support, and services with our Regional Planning Team to determine and analyze the root cause as indicated by the data.</p>	1/22/2015 8:21 AM
22	<p>Advance planning of meeting dates which is already in process; continue support role and excellent feedback to voiced concerns; continue to provide notification of resource opportunities; perhaps bring more ideas of what others may be doing to address SPE needs in particular. Overall, good support.</p>	1/22/2015 6:49 AM
23	<p>none</p>	1/21/2015 4:53 PM
24	<p>none at this time.</p>	1/21/2015 4:43 PM
25	<p>I enjoyed most of the conversations and discussion with the planning team. However, I don't necessarily agree with the reasoning of why we were identified as focus school.</p>	1/21/2015 10:39 AM
26	<p>The review of data last year- was brief and we were told they could not explain why RHS was chosen. We did not have enough students to qualify as a category. So better communication on data ( Which thankfully will be happening with _____ We need AMSTI funded better so that all schools can take advantage of this resource. _____ support- someone to sit down look at what we are doing- bring ideas and information to the table. In a small system we are just finding our way- I have one technology person and I do not have the knowledge to question some of the information given. I feel like sometimes we are shooting in the dark and there could be better ways. Process to eliminate- when we are asked to get information together for meetings and it is not looked at- this happened last year.</p>	1/21/2015 8:46 AM
27	<p>I feel like the RPT met every need that my school has or needed.</p>	1/21/2015 8:36 AM
28	<p>Special thanks to _____ who was the hardest working member of the RPT. She was willing and enthusiastic, and I appreciated that. She was truly interested in the success of the students and was a critical factor in keeping the meetings positive. We were more productive because of her leadership.</p>	1/21/2015 8:03 AM
29	<p>The way the program is designed works well. No changes are needed at this time.</p>	1/21/2015 7:46 AM
30	<p>Continue to have folks who are practitioners that offer practical support in lieu of some personnel who have been out of classroom for years.</p>	1/20/2015 10:21 PM

## Differentiated Support #2

31	<p>Of course there will be need of support with the new Science Standards. We purchased The Framework for K-12 Science Education for all Elementary and Secondary Science teachers in the system. We will be doing this book study to prepare our teachers for Alabama's Standards. We can use any classroom support that can be provided. Our teachers need more, more, more of what a lesson that meets (or builds to) the standards - ELA, Math, Social Studies, and Science - looks like. We do not need "sit and get" PD sessions. We need "in classroom" instructional support for all contents. We are also finding that our Special Education teachers have not had the extensive training that our Gen Ed teachers have. At some point the State Department must recognize this and provide support there. Our SPED teachers have more requirements regarding paperwork than providing quality services. I believe ALL SPED teachers should be ARI and AMSTI trained. They have been left out. We are doing what we can in our system. Also, our system has support from _____ with the Learning Support Initiative and from _____ with our Effective Educator focus. Are the teachers involved in this work communicating at the State level? Just a wonder. I am working to mesh some of this together. Thanks again. Thanks so much for your support. It is helpful. I know that I can call on these team members and others at ALSDE.</p>	1/20/2015 8:43 PM
32	<p>CCRS Meetings have run their course; customized support offered on specific targeted needs at the school system level or possibly with similar groups in the region will be more effective.</p>	1/20/2015 2:32 PM
33	<p>Maybe site visits to schools within our district rather than just meetings. More involvement of school personnel which we are already enacting.</p>	1/20/2015 10:33 AM
34	<p>Real world assistance for middle schools with highest teacher to pupil ratio. Realistic suggestions for teachers. Use current data.</p>	1/20/2015 9:19 AM
35	<p>Possibly the monthly meetings.</p>	1/20/2015 8:42 AM
36	<p>More hands on with the various teams such as ARI/AMSTI</p>	1/20/2015 8:41 AM
37	<p>An initial meeting with the school administrator to determine the best use of this resource would be very helpful. The school administrator can guide the assistance and support of the Regional Planning Team.</p>	1/20/2015 8:29 AM
38	<p>Our system needs the continued support of our team</p>	1/20/2015 8:07 AM
39	<p>Our CCRS implementation has been good and the meetings we have attended the last two years have been very helpful. I think we are at the point of being able to take the number of meetings from 4 to 2. Sharing with other systems as to what they are doing remains one of the most helpful areas.</p>	1/20/2015 8:06 AM
40	<p>As always, a budget would be nice. I might also suggest a quarterly meeting scheduled at the start of the year to ensure conversation and progress is taking place. With all the things on our plate, sometimes things can get out of sight, out of mind.</p>	1/20/2015 7:22 AM
41	<p>If the CCRS days are to continue, there needs to be more "meat" to the day, OR it needs to be crystal clear what the goal is.</p>	1/20/2015 5:53 AM
42	<p>I would like to see more vertical data analysis. I also think it is important that teachers receive follow up on implementation of the CCRS.</p>	1/19/2015 9:13 PM
43	<p>It would be helpful for the RPT to assist in walkthroughs/instructional rounds.</p>	1/19/2015 8:40 PM
44	<p>The support has to be more intentional and targeted.</p>	1/18/2015 3:37 PM
45	<p>Annual review of current data each year from the state would be helpful. We think we are doing better, but the state' data in determining the focus group is more complex. It would be helpful to see how we are currently doing from the state perspective.</p>	1/18/2015 6:49 AM
46	<p>The data sources and benchmarks have totally changed since our two schools were identified. Now that we have one year behind us with the new assessments, it would be helpful to know whether our schools have improved in terms of comparison with other schools around the state with the new data.</p>	1/17/2015 4:07 PM

In February 2015, the ALSDE conducted a survey of the CCRS Implementation Teams to help determine the professional development needs for the 2015-2016 school year. Participants were asked to complete a survey on Survey Monkey after attending the second CCRS Quarterly Meeting in February. The following charts display the questions asked and the top four responses to each question.

Question 7: For the 2015-2016 school year, please select the professional development activities/topics that you would like to be involve in at CCRS Implementation Team Meetings that would help support implementation of the CCRS in your school/district.	
• Content-focused sessions (ELA, math, social studies, career & technical education, leadership/administrators)	57.41%
• Understanding and using formative assessments to improve teaching practice and student learning	51.79%
• Planning time dedicated to lesson planning and unit development	50.94%
• Teaching and addressing the needs of students with special needs and/or disabilities	32.03%

Question 8: For the 2015-2016 school year, please select the follow up activities/resources that would help support implementation of the CCRS in your school/district.	
• Collaborative planning time with teachers in my school	69.81%
• Job-embedded training or coaching focused on CCRS implementation	46.83%
• Access to Alabama CCRS lesson plans and videos	40.14%
• Professional learning community focused on CCRS implementation	35.68%

Question 9: For the 2015-2016 school year, please select the professional development/training structures that would support implementation of the CCRS in your school/district.	
• One-day training opportunity	44.63%
• Job-embedded training or coaching within my school	42.76%
• Professional learning turned around by the district CCRS Implementation Team	36.46%
• Multi-day (consecutive days) training opportunity	31.01%

Question 10: For the 2015-2016 school year, please select from the choices below in response to the following question: Who would be most effective in providing CCRS professional development to my district?	
• A staff member from my school or district	48.70%
• Regional Support Staff	40.59%
• A professional development provider brought in by my school district	36.96%
• Regional In-Service Center	29.02%

The results of the survey show a mixed response to each of the questions. While some participants want content-focused professional development to continue, almost the same percentage feel that planning time dedicated to lesson planning would help support implementation of the CCRS in their districts. Nearly 45% of the respondents responded that the current one-day training sessions would be the best professional development to support implementation of the CCRS. However, nearly 43% felt that job-embedded professional development would be the best professional development to support implementation of the CCRS. These mixed findings offer an opportunity for the ALSDE to begin providing differentiated, customized regional support for implementation of ELA, math, social studies, and literacy standards. Therefore, for the

2015-2016 school year professional learning for these content areas will become the responsibility of the regional planning teams. District CCRS Implementation Teams will remain intact to assist the regional planning teams determine the professional learning and follow up needs for teachers and administrators in their systems. This transition will allow the ALSDE to return to the original intent of the quarterly meeting structure which is to provide a familiar professional development structure for training and support of newly adopted standards. The ALSDE will continue the CCRS Implementation Team meeting structure for the science standards, slated to be adopted in the spring of 2015 and implemented in the 2016-2017 school year.

In addition to the CCRS Implementation Team Survey, a series of focus group meetings were held across the state. These were face-to-face meetings held after quarterly curriculum and instruction meetings with the purpose of hearing from LEAs about what professional development and support is needed in order to support implementation of the CCRS. These meetings resulted in mixed responses similar to the survey responses. This further supports the decision to provide differentiated regional professional development and follow up support for CCRS beginning in the 2015-2016 school year.

Training Date: Jan. 20, 2015 Location: Athens

	Yes	No
Currently the Accountability Model includes achievement and gap as indicators, having both a measure of achievement and gap within the model is beneficial to your schools / LEA.	37	13

Mark the most important SPI indicator	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	18	1	0	1	23	11	0	0	1

Mark the least important SPI indicator.	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	2	0	1	2	0	3	21	1	24

Mark the best method for naming schools designated for focus support.	Gap	Lowest	Other
	27	20	7

Mark the best way to report performance for the state, schools and districts.	Overall	Single	Single & Overall
	3	8	44

Mark the best method for giving an SPI score to schools that do not contain a tested grade.	Feeder	District	Modified Model
	21	7	24

Mark the best point method for determining the SPI.	Achievement	Att.	Gap	Other
	200	100		
	18	27		0

K-8	Achievement	Att.	Gap	Learning Gains	Pro. Rev.	Eff. T/L	Loc. Ind.
	75	168	161	82	245	178	267

9-12	Achievement	Grad.	Gap	Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	95	123	202	99	127	270	221	301

Unit School	Achievement	Grad.	Gap	Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	85	129	185	85	112	255	202	278

District	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	81	126	181	173	98	121	264	206	280

Training Date: Jan. 22, 2015

Location:

Currently the Accountability Model includes achievement and gap as indicators, having both a measure of achievement and gap within the model is beneficial to your schools / LEA.	Yes	No
	54	24

Mark the most important SPI indicator	Achievement	Grad.	Attendance
	22	4	1

Mark the least important SPI indicator.	Achievement	Grad.	Attendance
	0	0	6

Mark the best method for naming schools designated for focus support.	Gap	Lowest	Other
	32	34	9

Mark the best way to report performance for the state, schools and districts.	Overall	Single	Single & Overall
	4	18	60

Mark the best method for giving an SPI score to schools that do not contain a tested grade.	Feeder	District	Modified Model
	25	10	45

Mark the best point method for determining the SPI.	200	100	Other
	17	55	1

K-8	Achievement	Att.	Gap
	121	239	284

9-12	Achievement	Grad.	Gap
	158	207	328

Unit School	Achievement	Grad.	Gap
	114	204	291

District	Achievement	Grad.	Attendance
	135	231	315

Montgomery

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
2	22	11	0	3	0

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
11	0	0	28	3	23

Learning Gains	Pro. Rev.	Eff. T/L	Loc. Ind.
143	391	264	379

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
195	234	468	352	474

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
171	232	416	311	426

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
364	188	265	477	369	487

Training Date: Jan. 27, 2015

Location:

Currently the Accountability Model includes achievement and gap as indicators, having both a measure of achievement and gap within the model is beneficial to your schools / LEA.	Yes	No

Mark the most important SPI indicator	Achievement	Grad.	Attendance
	23	3	0

Mark the least important SPI indicator.	Achievement	Grad.	Attendance
	0	0	0

Mark the best method for naming schools designated for focus support.	Gap	Lowest	Other
	25	8	1

Mark the best way to report performance for the state, schools and districts.	Overall	Single	Single & Overall
	2	2	30

Mark the best method for giving an SPI score to schools that do not contain a tested grade.	Feeder	District	Modified Model
	15	0	15

Mark the best point method for determining the SPI.	200	100	Other
	4	29	0

K-8	Achievement	Att.	Gap
	48	121	124

9-12	Achievement	Grad.	Gap
	58	104	151

Unit School	Achievement	Grad.	Gap
	45	88	107

District	Achievement	Grad.	Attendance
	65	116	160

Mobile

The Accountability Model Should include both achievement and gap as indicators.	Yes	No
	27	8

Gap	Ln. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
0	4	0	0	2	0

Gap	Ln. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
0	1	0	18	6	8

Learning Gains	Pro. Rev.	Eff. T/L	Loc. Ind.
96	203	145	188

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
115	121	218	162	215

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
94	94	187	139	182

Gap	Ln. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
175	129	124	237	168	231

Training Date: Jan. 29, 2015

Location:

Currently the Accountability Model includes achievement and gap as indicators, having both a measure of achievement and gap within the model is beneficial to your schools / LEA.	Yes	No

Mark the most important SPI indicator	Achievement	Grad.	Attendance
	25	0	0

Mark the least important SPI indicator.	Achievement	Grad.	Attendance
	0	1	4

Mark the best method for naming schools designated for focus support.	Gap	Lowest	Other
	41	30	13

Mark the best way to report performance for the state, schools and districts.	Overall	Single	Single & Overall
	8	12	67

Mark the best method for giving an SPI score to schools that do not contain a tested grade.	Feeder	District	Modified Model
	17	12	51

Mark the best point method for determining the SPI.	200	100	Other
	37	45	1

K-8	Achievement	Att.	Gap
	109	267	265

9-12	Achievement	Grad.	Gap
	156	228	315

Unit School	Achievement	Grad.	Gap
	115	210	273

District	Achievement	Grad.	Attendance
	127	229	330

B'ham

The Accountability Model Should include both achievement and gap as indicators.	Yes	No
	70	16

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
2	27	16	0	4	0

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
4	1	2	28	11	26

Learning Gains	Pro. Rev.	Eff. T/L	Loc. Ind.
166	421	318	415

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
216	247	488	385	487

Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
174	214	409	334	400

Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
354	224	282	517	432	511

Training Date: Jan-15

Location: CI Meetings

Currently the Accountability Model includes achievement and gap as indicators, having both a measure of achievement and gap within the model is beneficial to your schools / LEA.	Yes	No	The Accountability Model should include both achievement and gap as indicators.	Yes	No
	91	37		97	24

Mark the most important SPI indicator	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	88	8	1	5	76	38	0	9	1

Mark the least important SPI indicator.	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	2	1	11	17	2	5	95	21	81

Mark the best method for naming schools designated for focus support.	Gap	Lowest	Other
	125	92	30

Mark the best way to report performance for the state, schools and districts.	Overall	Single	Single & Overall
	17	40	201

Mark the best method for giving an SPI score to schools that do not contain a tested grade.	Feeder	District	Modified Model
	78	29	135

Mark the best point method for determining the SPI.	200	100	Other
	76	156	2

K-8	Achievement	Att.	Gap	Learning Gains	Pro. Rev.	Eff. T/L	Loc. Ind.
	353	795	834	487	1260	905	1249
	1	3	4	2	7	5	6

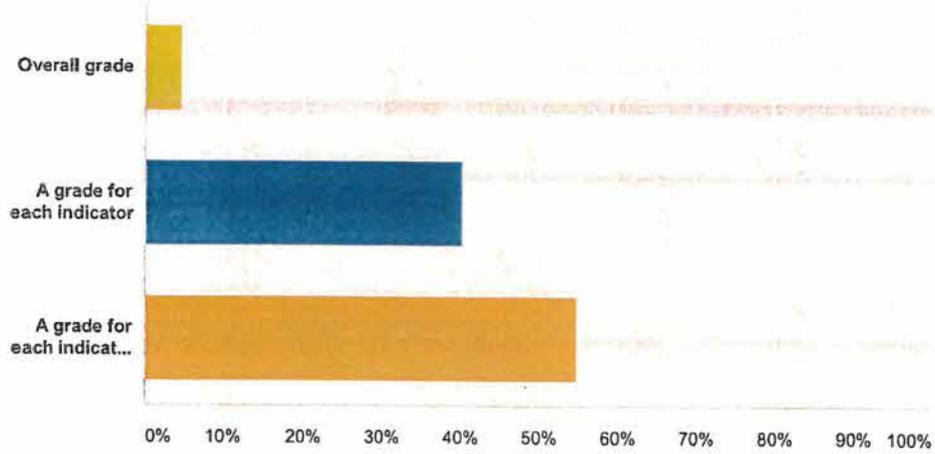
9-12	Achievement	Grad.	Gap	Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	467	662	996	625	729	1444	1120	1477
	1	3	5	2	4	7	6	8

Unit School	Achievement	Grad.	Gap	Learning Gains	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	359	631	856	524	652	1267	986	1286
	1	3	5	2	4	7	6	8

District	Achievement	Grad.	Attendance	Gap	Lrn. Gain	CCR	Pro. Rev.	Eff. T/L	Loc. Ind.
	408	702	986	1066	639	792	1495	1175	1509
	1	3	5	6	2	4	8	7	9

### Which is the best way to report performance for the state, schools, and districts?

Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Overall grade	4.84%	3
A grade for each indicator	40.32%	25
A grade for each indicator and an overall grade	54.84%	34
<b>Total</b>		<b>62</b>

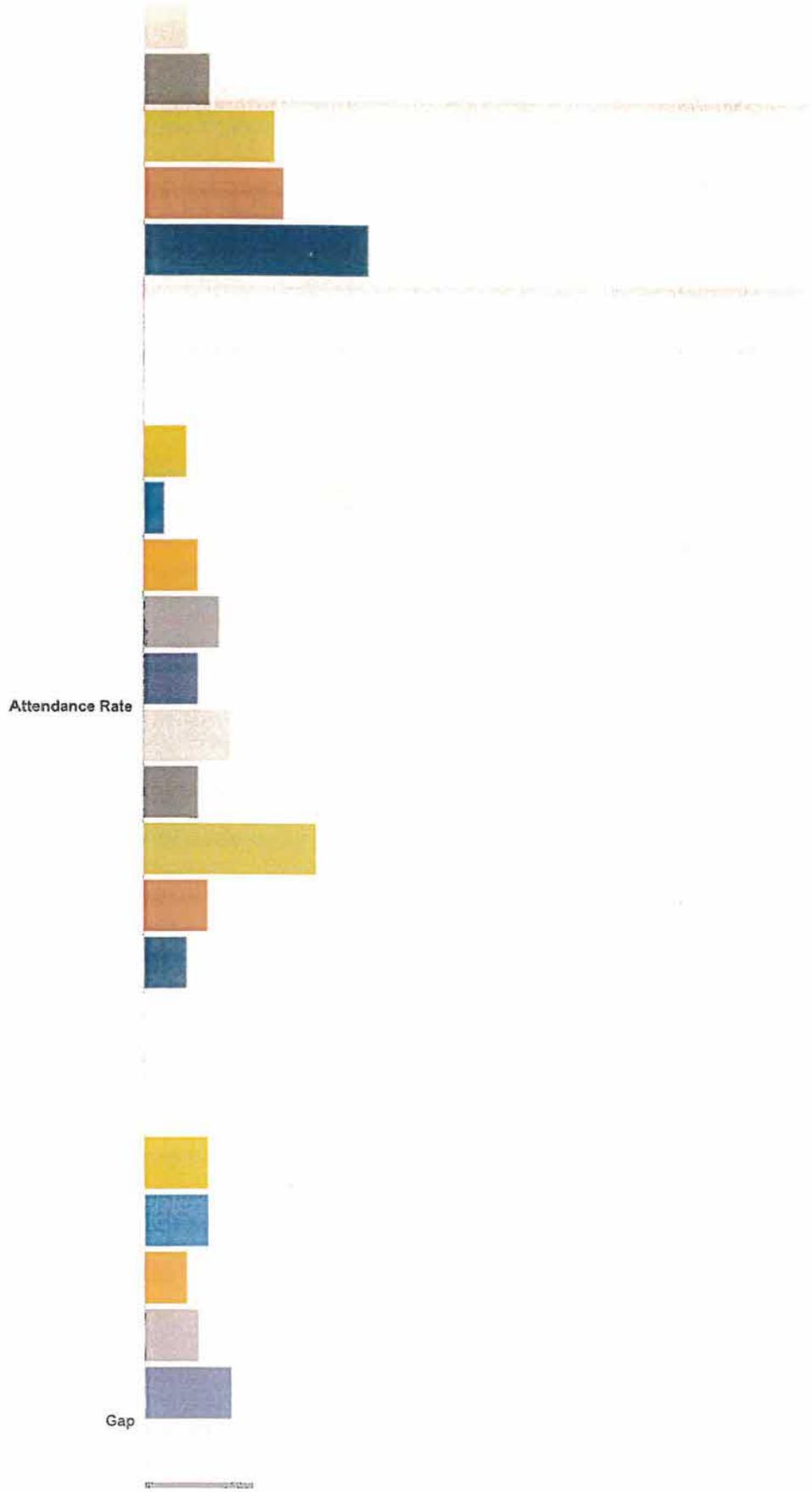
Alabama State Department of Education

Please rank the importance of each indicator on the Alabama School Report Card using 1 as the least important and 10 as the most important. YOU MAY GIVE INDICATORS EQUAL IMPORTANCE RANKINGS. (Example: If you would like to rank attendance rate and graduation rate as the most important indicator, mark both indicators with the ranking of "10.")

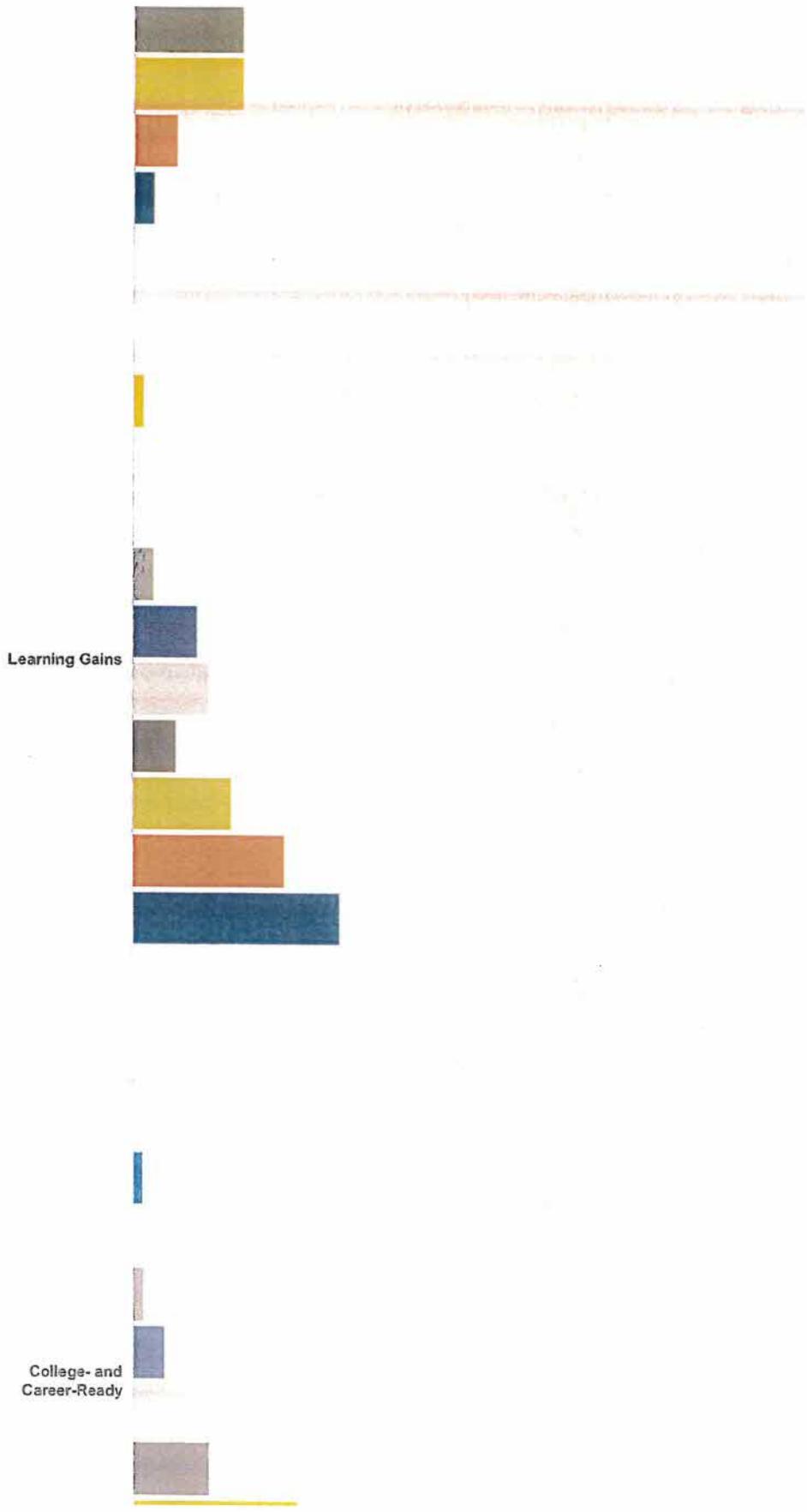
Answered: 62 Skipped: 0



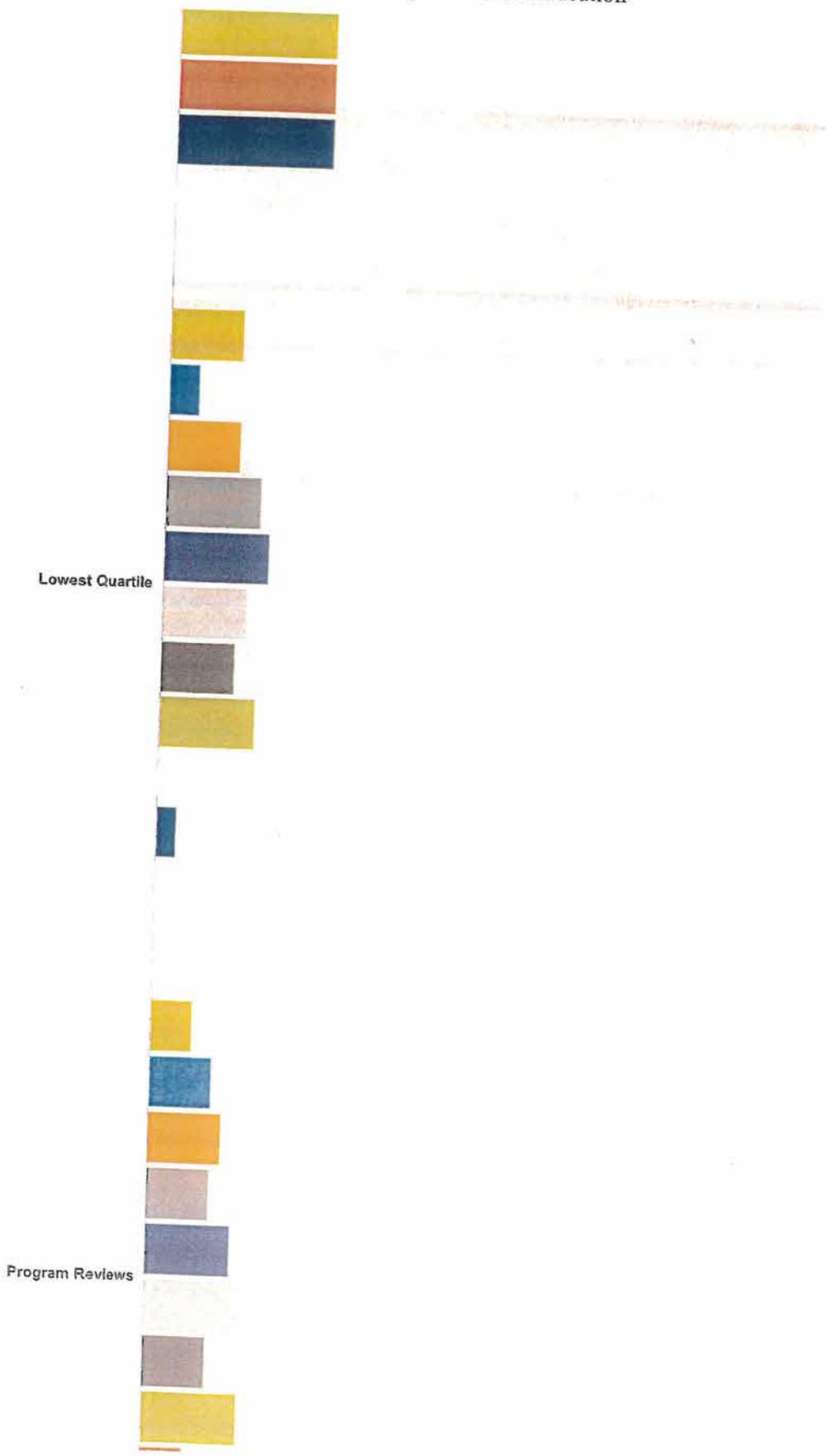
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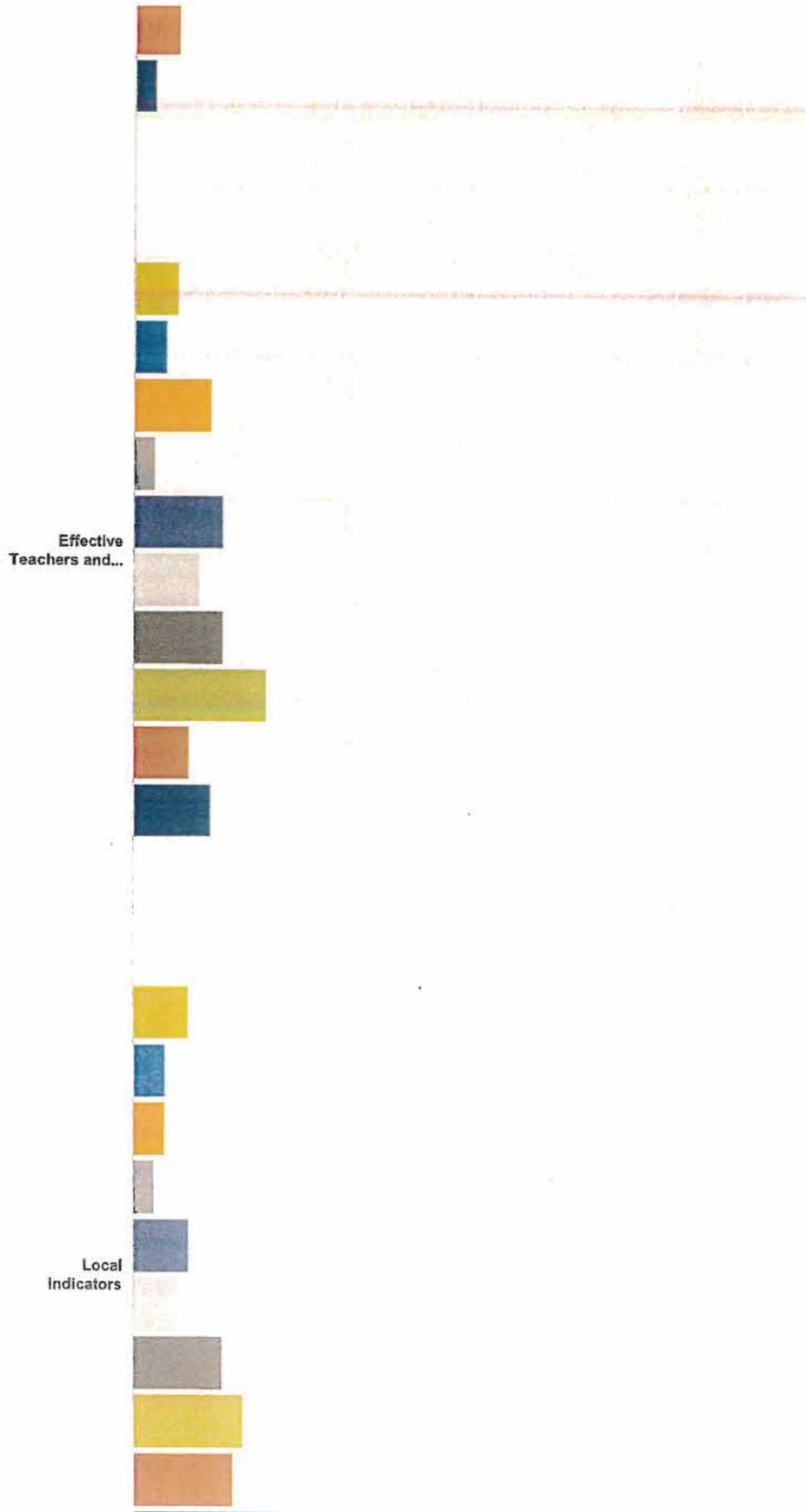
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Alabama State Department of Education



Alabama State Department of Education



# Alabama State Department of Education

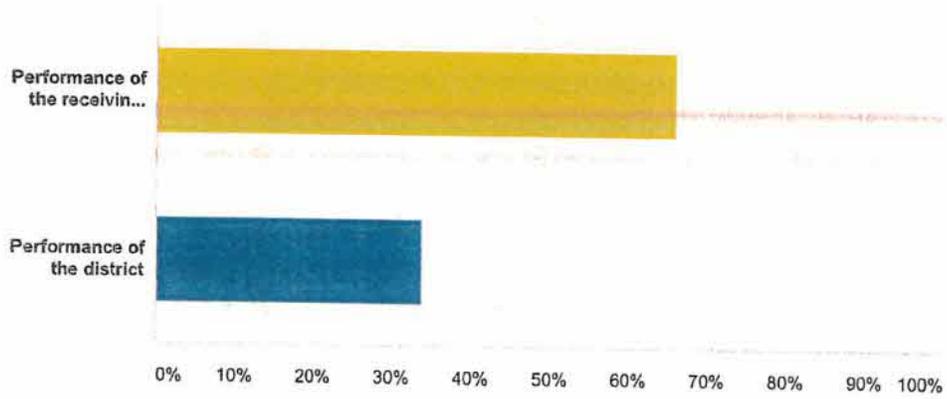
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

(Least Important) 1 
  2 
  3 
  4 
  5 
  6 
  7 
  8 
  9 
  (Most Important) 10

	(Least Important) 1	2	3	4	5	6	7	8	9	(Most Important) 10	Total
Achievement	0.00% 0	0.00% 0	0.00% 0	1.61% 1	4.84% 3	4.84% 3	16.13% 10	19.35% 12	12.90% 8	40.32% 25	62
Graduation Rate	0.00% 0	1.61% 1	3.23% 2	3.23% 2	1.61% 1	6.45% 4	9.68% 6	19.35% 12	20.97% 13	33.87% 21	62
Attendance Rate	6.45% 4	3.23% 2	8.06% 5	11.29% 7	8.06% 5	12.90% 8	8.06% 5	25.81% 16	9.68% 6	6.45% 4	62
Gap	9.68% 6	9.68% 6	6.45% 4	8.06% 5	12.90% 8	11.29% 7	16.13% 10	16.13% 10	6.45% 4	3.23% 2	62
Learning Gains	1.61% 1	0.00% 0	0.00% 0	3.23% 2	9.68% 6	11.29% 7	6.45% 4	14.52% 9	22.58% 14	30.65% 19	62
College- and Career-Ready	0.00% 0	1.61% 1	0.00% 0	1.61% 1	4.84% 3	8.06% 5	11.29% 7	24.19% 15	24.19% 15	24.19% 15	62
Lowest Quartile	11.29% 7	4.84% 3	11.29% 7	14.52% 9	16.13% 10	12.90% 8	11.29% 7	14.52% 9	0.00% 0	3.23% 2	62
Program Reviews	6.45% 4	9.68% 6	11.29% 7	9.68% 6	12.90% 8	16.13% 10	9.68% 6	14.52% 9	6.45% 4	3.23% 2	62
Effective Teachers and Leaders	6.45% 4	4.84% 3	11.29% 7	3.23% 2	12.90% 8	9.68% 6	12.90% 8	19.35% 12	8.06% 5	11.29% 7	62
Local Indicators	8.06% 5	4.84% 3	4.84% 3	3.23% 2	8.06% 5	6.45% 4	12.90% 8	16.13% 10	14.52% 9	20.97% 13	62

### Which is the best method for reporting schools that do not contain a tested grade?

Answered: 62 Skipped: 0



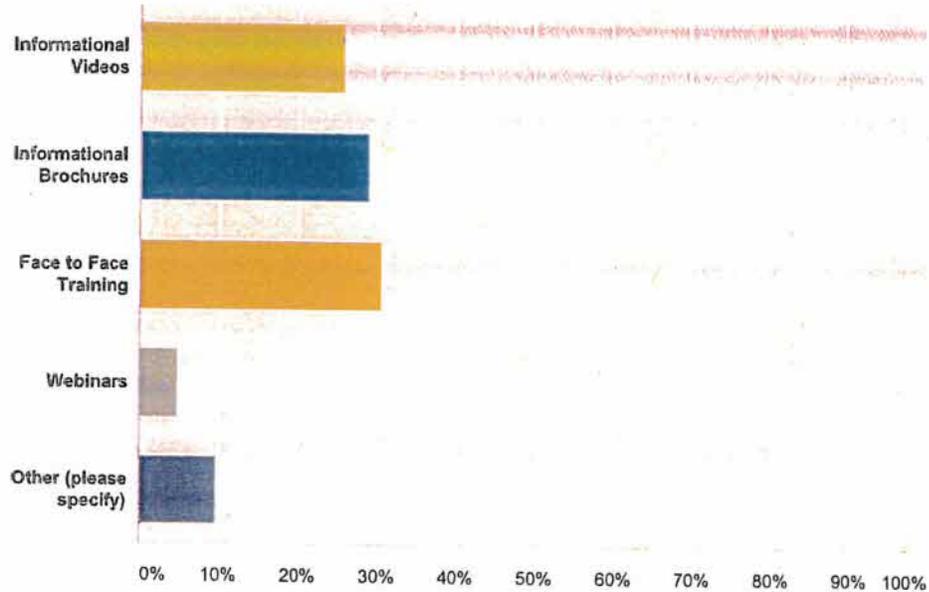
**Answer Choices**

**Responses**

Performance of the receiving school	66.13%	41
Performance of the district	33.87%	21
<b>Total</b>		<b>62</b>

**What is the best method in which the ALSDE can help the stakeholders in your district better understand the Alabama School Report Card? Please mark the most effective method.**

Answered: 62 Skipped: 0



Answer Choices	Responses	Count
Informational Videos	25.81%	16
Informational Brochures	29.03%	18
Face to Face Training	30.65%	19
Webinars	4.84%	3
Other	9.68%	6
<b>Total</b>		<b>62</b>

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**From:**  
**Sent:** Friday, March 27, 2015 1:44 PM  
**To:** ESEA Renewal  
**Subject:** ESEA Renewal waiver- PLAN 2020

3/27/15

I would like to recommend that we continue with Renewal waiver for PLAN 2020.

---

**From:**  
**Sent:** Monday, March 30, 2015 11:36 AM  
**To:** ESEA Renewal  
**Cc:**  
**Subject:** Comment

I am writing in response to Alabama's ESEA waiver renewal application (i.e. Alabama PLAN 2020). As a district instructional administrator, I am very much in support of this application. I have been our system's accountability coordinator since the early years of No Child Left Behind, and PLAN 2020 has already brought significant improvements to student learning even though it has not yet been fully implemented. It is imperative, in my opinion, that the renewal application be approved so that these learning gains can be fully recognized and celebrated.

PLAN 2020 will mitigate many of the harmful effects that NCLB had on student learning and school accountability:

- **Proportionate reporting replaced all or nothing scoring-** Under NCLB, a school or district either made Adequate Yearly Progress (AYP) or not. There was no recognition of the degree to which a particular school or district was struggling to meet particular goals. Under PLAN 2020, a numerical School Performance Index (SPI) will be used to reflect the relative quality of improvement. The SPI can then be used to rank schools and districts in terms of relative need for improvement and resources can be better targeted to support those improvements.
- **Proportional and individual goals for improvement replaced universal targets-** Under NCLB, all schools and districts had to meet the same Annual Measurable Objective (AMO) regardless of whether they began the process as a high or low achieving school. The result was that schools in areas of great poverty were given goals that no one realistically believed they could reach and schools in areas of great wealth that were not challenged to improve. Under PLAN 2020, goals are based on reducing the gap between current and ideal results in half by the year 2020, and those goals are specific to individual schools and districts. This approach acknowledges that schools are a reflection of the communities they serve, and communities with different needs should have different goals.
- **Proportionate consequences replaced one-size-fits-all intervention-** Under NCLB, schools or districts that did not make AYP were subject to the same penalties and interventions regardless of the reason for their failure. Under PLAN 2020, intervention is differentiated based on whether the lower performance was the result of an overall lower SPI score or having the largest gaps in performance associated with identified at-risk populations. This differentiation encourages attention to at-risk students in higher performing schools that might have escaped scrutiny altogether in the NCLB era.
- **High expectations replaced minimum competence-** Under NCLB, the emphasis was on assessments rather than curriculum, and those assessments mostly focused on minimally accepted proficiencies in reading and mathematics. Under PLAN 2020, the emphasis is on the implementation of college and career ready curriculum standards, and the assessments are aligned with those higher standards. Scores have fallen as a result, but I believe most understand that those scores better reflect actual performance when comparisons are made with actual NAEP, ACT, and SAT performance over the past decade.
- **Learning gains are given equal weight with achievement-** Under NCLB, the chair sitting in a 4<sup>th</sup> grade classroom was more important than the child who sits in that chair from year to year. Achievement scores from the current year were compared to achievement scores from the previous year grade level by grade level, ignoring the reality that the strengths and needs of students can be very different from one group of students to the next. Presumably, math and reading achievement scores are still required components in state waiver renewals

, but PLAN 2020 offers equal weight to the measurement of individual learning gains. Individual learning gains are a much better measure of performance than achievement scores from two disconnected groups of students.

- **Improvement is rewarded even if goals are not entirely reached-** Under NCLB, large and diverse schools had more goals to meet than smaller schools with a more uniform student population. Because of the all or nothing reporting requirements mandated by NCLB, a school that met 34 out of 35 goals would be marked as failing while a school that met 17 out of 17 goals would be graded as passing. Some of the at-risk populations, specifically special education and English language learners, set large and diverse schools at a distinct disadvantage because the school was more likely to have a measurable subgroup (N was established as 40 students under NCLB in Alabama) and the students were identified as a member of this group specifically because their achievement was significantly lower than their peers. Under PLAN 2020, the N size has been reduced to 20 students, thus increasing the likelihood that a given school would be accountable for specific at-risk populations, and partial credit toward the SPI can be earned if those at-risk populations show improvement regardless of whether they met the actual goal. This approach should encourage schools to invest more time and resources in addressing the needs of at-risk learners rather than giving up in despair of ever reaching improvement goals that might be statistically improbable for some populations of at-risk learners.

Please accept this comment as an endorsement of Alabama's ESEA waiver renewal plan and recommendation for approval of the renewal application. Thank you!

Assistant Superintendent

## Comments regarding Alabama's ESEA Waiver Renewal – March 31, 2015

### The Time Period for Public Input

My first comment is that 14 days to review the waiver and comment was too short of a time period, particularly given that it was done during a period in which the vast majority of school districts in Alabama were enjoying spring break.

The Alabama State Department of Education (ALSDE) did little to garner attention or spread the news that the review period was open.

A press release was sent on March 17 with the following language:

“Montgomery, Ala. - On behalf of all of its school districts in the state, the Alabama Department of Education has posted the Draft Renewal of the ESEA Flexibility Waiver Request that was originally submitted May 3, 2013.

To view the document, click [here](#).

The purpose of posting the proposed draft renewal is to allow time for public comment prior to the submission. Written comments may be emailed to [esearenewal@alsde.edu](mailto:esearenewal@alsde.edu) by Tuesday, March 31, 2015.”

It was, quite possibly, the shortest press release ever sent by the ALSDE.

Not one mainstream media source picked it up. I have been unable to find a single one of Alabama's 136 school districts that notified its school community.

One Tweet was sent with the following language: “NOTICE OF DRAFT RENEWAL OF ESEA FLEXIBILITY WAIVER REQUEST Comments emailed to [esearenewal@alsde.edu](mailto:esearenewal@alsde.edu) by Tues 3/31/15 <http://bit.ly/1CsmdNc>”

It was retweeted 4 times, once by

I published an article on the Alabama School Connection web site the evening of March 17. The metrics available to me show it was viewed 143 times by 55 unique users during this two-week period for input. This is very very far below the average article published on the site.

During the following two weeks, the period that was given for public input, 120 of Alabama's 136 school districts took a week for spring break...60 during the week of March 23-27 and 60 during March 30-April 3.

The effort to receive public input appears to have been insincere and simply an opportunity to “check a box” on the application for the renewal...to say that they sought public input.

Other states appeared to be more interested in seeking true public input, and it is a shame that the ALSDE squandered this opportunity.

shared a [3-page summary of changes](#) with the State Board of Education at their March 12 work session ([video of that discussion here](#)).

With the *massive* proposed changes to the waiver, the public certainly deserved more than a few days to review and provide input.

Final comment on the review itself: no effort was made to highlight changes within the document. Instead, those wishing to review the document had to read the entire 146-page document as though it were a new document. It appears that the U.S. Department of Education has requested a redlined document, but no such courtesy was granted to Alabama's public.

### The Annual Measurable Objectives (AMOs)

While the document mentions that Alabama will change its method to calculate AMOs from Option A (reduce in half the number of students not proficient within six years) to Option C (create AMOs based on a state developed method), there is no indication anywhere within the document of WHAT method the state is developing.

I serve on the statewide Accountability Task Force, which is tasked with determining accountability reporting related to the state's A-F grading law and the ESEA waiver reporting. The group has received multiple presentations from ALSDE personnel about how AMOs *could* be calculated. While I understand that efforts to determine new AMOs have been hampered due to Alabama having changed standardized assessments to ACT Aspire (waiting on baseline data), with ne'er a single mention of how AMOs will be calculated, I am extremely uncomfortable with the U.S. Department of Education signing off on this waiver renewal request unless it requires the ALSDE to (1) put the method out for public review and (2) gain approval from the U.S. Department of Education for whatever method it eventually chooses.

### The Special Education Advisory Panel

The waiver mentions the Special Education Advisory Panel (SEAP) on page 18 of the document as a tool through which input is received. I have been attending SEAP meetings since June 2010 (SEAP meets twice a year), and I can tell you that the SEAP does *not* function in its proper role of advising the ALSDE.

Instead, the ALSDE makes presentations to the SEAP and the SEAP is then asked for their response to the presentation. Which is exactly the opposite of how it's supposed to function. I have tried to impress upon those in charge of the SEAP for the past few years that the SEAP is not functioning properly, but continue to meet resistance to fundamentally change the way the SEAP functions. As such, any input considered "from the SEAP" must be viewed cautiously.

The SEAP should certainly have been called upon to weigh in on this waiver renewal, yet to my knowledge, members weren't made aware of the opportunity for public input other than the same press release and Tweet that was sent across the Internet.

### Too Much Left Unknown

Without having any metrics with which to draw any conclusions AT ALL, it is difficult to determine whether the ALSDE's intentions will result in improvements in education for Alabama's children.

Implementation and monitoring are the keys, in my opinion, along with serious consequences for adults who fail to implement plans appropriately and make adjustments when needed.

There are many promises made, but little in the way of consequences proposed for those who fail to keep those promises.

Alabama's children have already lost two years of federal accountability due to the changes to the assessment system, and the bar is currently very low (State average? *Really?*).

There is nothing in this document that assures me in any way that the bar will be set high enough when baseline data has been gathered. And the bar for achievement will finalize expectations set in classrooms across the state of Alabama.

While it is encouraging to see learning gains become a part of both the overall accountability and teacher accountability plans, if a tiny gain in a terribly low goal is achieved, I can't see where that would be something worth celebrating.

Without the numbers, these are only words on a page.

While it is obviously acceptable to use committees and experts and the education "family" to write plans like these, I cannot hide my disappointment that so few people *outside* of those who had input into the waiver renewal even know the waiver is up for renewal or that there is an opportunity for input.

It is my fervent hope that the ALSDE will make a more genuine and widespread effort to gather a larger, more diverse set of voices together in the future when determining if these types of changes are changes that teachers and communities will buy into in order to improve outcomes for all of Alabama's children.

Executive Director



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Thomas R. Bice  
State Superintendent of Education

**FOR IMMEDIATE RELEASE**  
**March 17, 2015**

**CONTACT: Communication**  
**334-242-9950**  
**[comm@alsde.edu](mailto:comm@alsde.edu)**

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Mary Scott Hunter, J.D.  
District VIII

Thomas R. Bice, Ed.D.  
Secretary and  
Executive Officer

**NOTICE OF DRAFT RENEWAL OF THE ELEMENTARY AND SECONDARY  
EDUCATION ACT FLEXIBILITY WAIVER REQUEST**

**Montgomery, Ala.** - On behalf of all of its school districts in the state, the Alabama Department of Education has posted the Draft Renewal of the ESEA Flexibility Waiver Request that was originally submitted May 3, 2013.

To view the document, click [here](#). The purpose of posting the proposed draft renewal is to allow time for public comment prior to the submission.

Written comments may be emailed to [esearenewal@alsde.edu](mailto:esearenewal@alsde.edu) by Tuesday, March 31, 2015.

###

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**plan 2020**

Plan 2020 is the strategic plan for education in Alabama with a goal to prepare all students to be successful in college and/or career upon graduation from high school.

Plan 2020 will:

- Improve student growth and achievement.
- Close the achievement gap.
- Increase the graduation rate.
- Increase the number of students graduating high school that are college- and career-ready and prepared to be successful in our global society.

1994 - 20 YEARS - 2015

**AMSTI**

SCIENCE IN MOTION

**CELEBRATION**

ALABAMA SCIENCE IN MOTION

**Plan 2020 Four Pillars**

- Schools & Systems
- Learners & Parents
- Education Professionals
- Support Systems

State Board of Education | I want to know... | Government & Industry | College- & Career-Ready Standards (CCRS)

### Superintendent's Corner

#### 2015 Legislative Session

We are now engaged in the 2015 Legislative Session of the Alabama Legislature. To learn more about all education related bills, please visit our Legislative Tracking page [HERE](#).

This page is updated every Monday to reflect movement or changes to bills. Thank you for your support of public education.

- Superintendent's Corner Video
- Twitter with Dr. Bice
- Memoranda Center
- Organizational Chart
- Executive Staff



### What's Happening Now

#### 2015 Legislative Tracking

Alabama's 2015 Regular Legislative Session Bill Tracking  
[Learn More...](#)

#### Alabama School Choice and Opportunity Act (Charter Schools)

Full text of the Alabama School Choice and Opportunity Act (Charter Schools).  
[Learn More...](#)

#### Notice of Draft Renewal of the Elementary and Secondary Education Act Flexibility Waiver Request

Written comments may be emailed to [esearenewal@alsde.edu](mailto:esearenewal@alsde.edu) by Tuesday, March 31, 2015.  
[Learn More...](#)

#### Webinar on College and Career Readiness: Key Talking Points

Webinar for School Personnel  
[Learn More...](#)

[All Items...](#)

### Up And Coming

**Testing window for the ACCESS for ELLs assessment**  
3/23/2015 - 5/1/2015

**Testing window for the Alternate ACCESS for ELLs assessment**  
3/23/2015 - 5/1/2015

**Testing window for the ACT Aspire assessment**  
4/6/2015 - 5/15/2015

**CCRS Implementation Meeting #4**  
4/14/2015 08:30 AM - 03:30 PM

**CCRS Implementation Meeting #4**  
4/15/2015 08:30 AM - 03:00 PM

**CCRS Implementation Meetings**  
4/16/2015 08:00 AM - 03:30 PM

**CCRS Implementation Meeting # 4**  
4/16/2015 08:30 AM - 03:00 PM

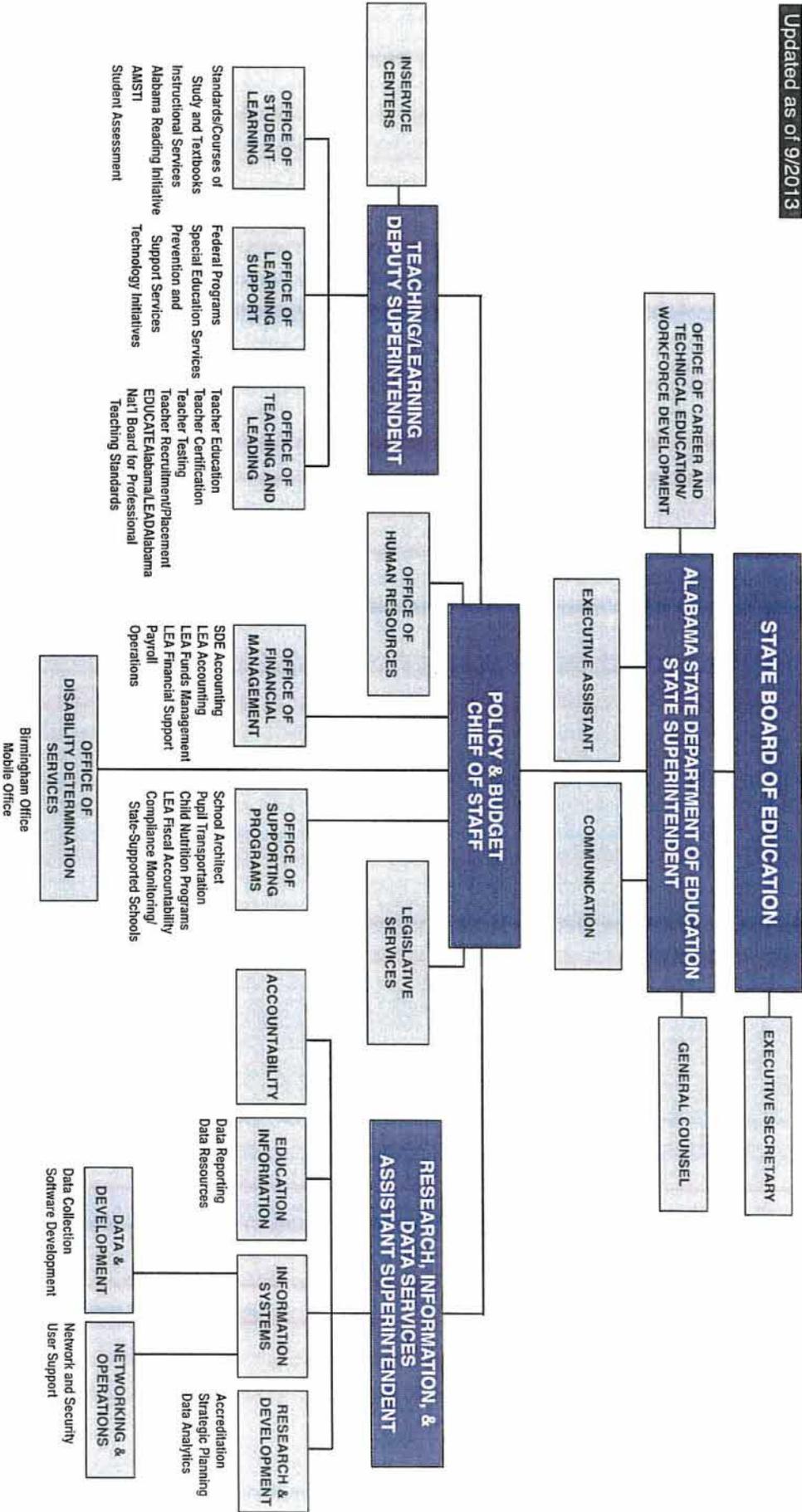
**CCRS Implementation Meetings**  
4/17/2015 08:00 AM - 03:00 PM

**ACT Plus Writing with Accommodations**  
4/28/2015 - 5/12/2015

**AAA Submission Date**  
5/1/2015

[All Events...](#)

Updated as of 9/2013

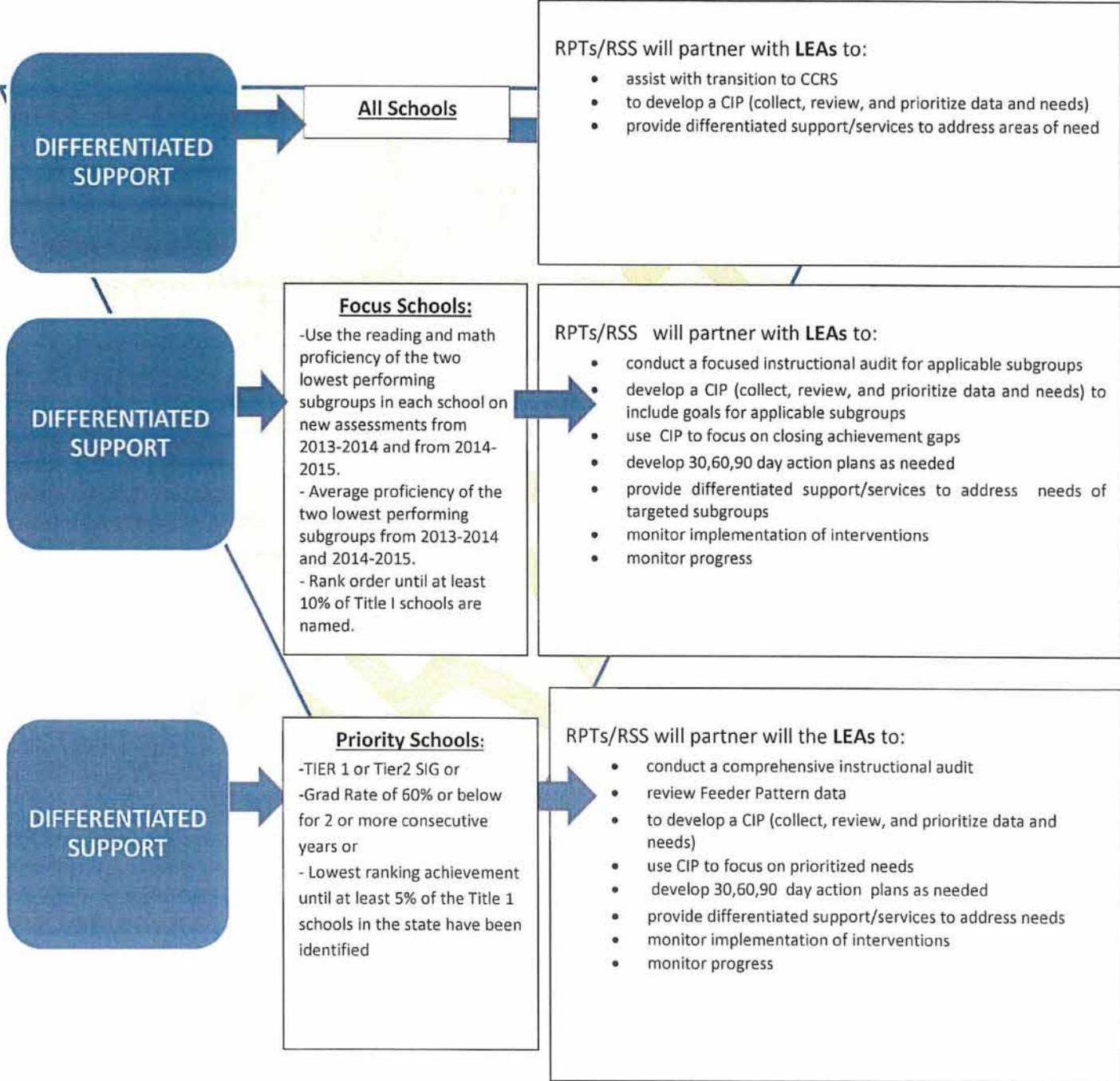


# Sample AMO Report

## 001 ABC School District: 0000 ABC High School

Indicator	Subgroup	Target Met/Not Met	Number of AMO Targets Met/Number of Subgroups
<b>Reading/ English Language Arts Achievement</b>	All Students	Met	<b>8/11</b>
	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	
Indicator	Subgroup	Target Met/Not Met	Number of AMO Targets Met/Number of Subgroups
<b>Mathematics Achievement</b>	All Students	Met	<b>7/11</b>
	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	
Indicator	Subgroup	Target Met/Not Met	Number of AMO Targets Met/Number of Subgroups
<b>Graduation Rate</b>	All Students	Met	<b>6/11</b>
	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	
<b>Total</b>			<b>Total Number of AMO Targets Met/ Total Number of Subgroups</b>
			<b>21/33</b>

# Differentiated Support



**Legend**

- Regional Planning Teams (RPT)
- Regional Support Staff (RSS)
- Continuous Improvement Plan (CIP)
- Regional Support Coordinator (RSC)

## Closing the Achievement Gap in Focus Schools

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

Indicators Supporting Gap Closure	No Evidence 50% <	Emerging 51-70%	Developing 71-89%	Accomplished 90 - 99%	Exemplary 100%
Continuous improvement plans are implemented with ongoing reviews and revisions as needed					
Teachers are highly qualified in the subjects taught					
Teachers are present each day as required					
High expectations for all students is demonstrated by all faculty and staff members					
Students are present each day as required					
Students are actively engaged in the learning process					
Parent/community exhibit positive involvement and support					
School's master schedule incorporates planning time for general education and special education teachers					
Behavior management strategies are positive and effective					
Administrators are visibly involved as an instructional leader					

Principal: \_\_\_\_\_

Other: \_\_\_\_\_

RPT Facilitator: \_\_\_\_\_

Other: \_\_\_\_\_

Regional Specialist: \_\_\_\_\_

Other: \_\_\_\_\_

<b>Principle 1</b>				
<b>School Leadership</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N	Evidence	
Review the performance of the current principal				
Replace the principal if such a change is necessary to ensure strong and effective leadership				
Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort				
Principal has operational flexibility in the areas of scheduling, staff, curriculum, and budget				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 2</b>				
<b>School Climate and Culture</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N	Evidence	
Implements a culturally responsive support system to improve safety, discipline, and attendance				
Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students.				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 3 Effective Instruction</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Implements rigorous research-based instruction aligned with CCRS.				
Implements differentiated instruction for all students based on individual needs.				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 4 Curriculum, Assessment, and Intervention System</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Curriculum, resources, and assessments are aligned with CCRS.				
Implements research-based instructional strategies.				
Uses formative assessments to guide instruction.				
Provides appropriate interventions to meet the needs of all students.				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 5 Effective Staffing Practices</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort				
Prevent ineffective teachers from transferring to these schools.				
Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs				
Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 6 Enabling the Effective Use of Data</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Utilize data to make instructional and curricular decisions				
Use data to identify and prioritize needs				
Provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>		<b>Evidence of Implementation</b>	

<b>Principle 7</b>				
<b>Effective use of time</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Design and/or Redesign time to meet individual student needs and increase time for learning				
Provide time for teacher collaboration focused on improving teach and learning				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>	<b>Evidence of Implementation</b>		

<b>Principle 8</b>				
<b>Effective Family and Community Engagement</b>				
<b>Review of Indicators and Evidence Provided</b>	Y	N		Evidence
Hold Community meetings to review school performance				
Discuss the school interventions to be implemented				
Complete school improvement plans in line with the intervention mold				
Collect perception surveys				
Engage parents, family, and community in the school learning process with a focus on academic achievement for all students				
<b>Interventions Implemented</b>	<b>Date of Implementation</b>	<b>Evidence of Implementation</b>		



Summative Turnaround Principle Rubric

1. School Leadership- Evidence indicates the principal has the ability to lead the turnaround effort.	Examples of Evidence	1 In Need of support	2 Close	3 Ready	4 Exceeding	Documentation
1.1-review performance of the current principal and replace the principal if such a change is necessary to ensure effective leadership	<ul style="list-style-type: none"> <li>• Instructional Audit</li> <li>• School Improvement Plan</li> <li>• School mission, vision, and belief statements</li> <li>• Climate surveys</li> </ul>	The district does not demonstrate the urgency to dismiss chronically underperforming IL	The district implements an evaluation process aligned with district expectations	The district communicates performance expectations for the IL. The district establishes improvements plans for the identified IL	The district evaluates the IL based on clear performance expectations aligned with their mission and vision. The district provides appropriate support. The district extensively collects performance measures from multiple stakeholders.	
1.2-demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Data protocols</li> <li>• Walk-through forms</li> <li>• Evaluation system</li> <li>• Formative assessment</li> <li>• Faculty, student, and parent handbooks</li> </ul>	Evidence indicates that there is no movement or a decline in student achievement.	The IL has implemented strategies in response to the data, however there is not a process in place to evaluate impact.	The IL has implemented strategies in response to the data. There is a clear process for evaluating impact and making adjustments. There is a steady trend of improvement across multiple sources of data	The IL has implemented strategies in response to data aligned with the mission and vision. There is a clear process for evaluating impact using multiple sources of data. Community partners have been actively engaged in the achievement efforts	
1.3- Principal has operational flexibility in the areas of scheduling, staff, curriculum, and budget	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Behavior system</li> <li>• Expectations posted for both behavior and academics</li> <li>• Curriculum guides</li> <li>• Lesson plan format</li> <li>• PLC and grade level meeting agendas</li> <li>• Common Assessments</li> <li>• Professional Development plan</li> <li>• Staffing protocols and guidelines</li> <li>• Community engagement partnerships</li> </ul>	Staffing, scheduling, and budgeting are controlled from the district.	The IL has limited input into staffing, scheduling, and budgeting.	The IL has flexibility to hire and schedule staff based on the data for the school. The IL has some flexibility to make budget decisions based on the specific needs of the school.	The IL has the flexibility to hire and schedule staff based on the data for the school. The IL has complete autonomy with budgeting for school needs. The IL has established relationships with community partners to expand staffing, scheduling and budgeting options.	

Summative Turnaround Principle Rubric

<b>2. School Climate and Culture-</b> Establish a school environment that supports the social, emotional, and learning needs of all students.	<b>Examples of Evidence</b>	<b>1 In Need of support</b>	<b>2 Close</b>	<b>3 Ready</b>	<b>4 Exceeding</b>	<b>Documentation</b>
2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance.	<ul style="list-style-type: none"> <li>• School/ district safety plan</li> <li>• Student/parent/ staff handbooks</li> <li>• School climate survey and data</li> <li>• Disaggregated discipline data</li> <li>• Student behavior management plan/ code of conduct/ PBIS system</li> <li>• Attendance records</li> <li>• Violence prevention programs</li> <li>• Walkthrough observations</li> <li>• School accident/student health report</li> <li>• PLC agenda and minutes</li> <li>• Professional Development Plan Goals</li> <li>• School focus groups</li> <li>• Discipline/ behavioral referrals</li> <li>• Disaggregated staff and student attendance data</li> <li>• Informal classroom observations</li> <li>• Posted academic standards/ rubrics</li> <li>• School mission, belief and vision statements</li> </ul>	The school building has significant areas of disrepair.	The school building is safe and clean with limited facility issues.	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area).	
2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students.		Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.	
		There are not defined expectations for classroom practice and there are not academic interventions or supports for students in need.	There are sporadic attempts to address non-academic interventions and supports.	Students quickly receive interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' social and emotional needs.	

Summative Turnaround Principle Rubric

<b>3. Effective Instruction-</b> Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.	<b>Examples of Evidence</b>	<b>1 In Need of support</b>	<b>2 Close</b>	<b>3 Ready</b>	<b>4 Exceeding</b>	<b>Documentation</b>
<b>3.1- Implements rigorous research-based instruction aligned with CCRS</b>	<ul style="list-style-type: none"> <li>• Administrative walkthrough data</li> <li>• Informal and formal teacher observations</li> <li>• Lesson plans</li> </ul>	Teachers may post learning objectives, but they lack clarity and are not measurable.	Teachers post and explain student learning objectives, though they are not always clear and measurable.	Student learning objectives are posted and explained to students, they are consistently clear and measurable.	Student learning objectives are high, clear, and measurable that students master after initial instruction.	
<b>3.2- Implements differentiated instruction for all students based on individual needs.</b>	<ul style="list-style-type: none"> <li>• Posted lesson objectives</li> <li>• Examples of student work</li> <li>• Student surveys and interviews</li> <li>• Teacher certifications</li> <li>• School climate survey and data</li> <li>• School focus group</li> <li>• Common assessments and rubrics</li> <li>• Formative and summative assessment data</li> <li>• School process data</li> <li>• Discipline reports</li> <li>• Student/ parent handbook</li> <li>• School climate survey and data</li> <li>• School focus groups</li> </ul>	Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present.	Teachers use a few instructional and response strategies and students are moderately engaged.	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning.	An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies.	

Summative Turnaround Principle Rubric

<b>4. Curriculum, Assessment, Intervention-</b> Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready state standards.	<b>Examples of Evidence</b>	<b>1 In Need of Support</b>	<b>2 Close</b>	<b>3 Ready</b>	<b>4 Exceeding</b>	<b>Documentation</b>
4.1-Curriculum, resources, and assessments are align with CCRS.	<ul style="list-style-type: none"> <li>District curriculum guides</li> <li>Lesson plans</li> <li>Walkthrough observations</li> <li>Administrative walkthrough data</li> <li>Informal and formal teacher observations/evaluations</li> </ul>	The district curriculum and formative assessments are not aligned to the Alabama College and Career Ready Standards.	Staff use Alabama College and Career Ready Standards and formative assessment results to develop learning objectives are aligned to those standards with some variability across classrooms.	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Alabama College and Career Ready Standards and formative assessments	The curriculum has grade-by-grade and content horizontal and vertical articulation of student learning objectives linked to the Alabama College and Career Ready Standards and formative assessment results that go beyond State Standards and tested areas to require higher levels of learning.	
4.2- implements research-based instructional strategies	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Common assessments</li> <li>PLC meeting agenda and minutes</li> </ul>	Little to no implementation of research-based instructional strategies.	Some teachers implement Research-based instructional strategies.	Teachers regularly implement strategies from ARI, AMSTI, and ASIM, as well as other instructional strategies grounded in research	Processes and procedures are in place that encourage teachers' use of ARI, AMSTI, and ASIM, as well as other instructional strategies grounded in research.	
4.3-uses formative assessments to guide instruction	<ul style="list-style-type: none"> <li>Grade/ content level meeting agenda and minutes</li> <li>Professional development plan/ goals</li> <li>Inventory of instructional materials and resources</li> </ul>	A formative assessment schedule is not in use.	A formative assessment schedule is in place with some variability in its use.	A formative assessment schedule aligned to curriculum pacing guide is in use, with some variability among classrooms.( beginning, middle, and end of the year benchmarks)	A formative assessment schedule aligned to curriculum pacing guide is in use across all classrooms. (Beginning, middle, and end of the year benchmarks) to guide instructional practices.	
4.4-Provides appropriate interventions to meet the needs of all students	<ul style="list-style-type: none"> <li>District and /state model curriculum</li> <li>School-based budget</li> <li>Master schedule</li> <li>School plan</li> </ul>	There is no systematic means to determine if students are multiple grade levels behind. There are no interventions in place to address specific deficits.	Diagnostic data are used to identify some students that are multiple years below grade level in LEA and Mathematics. Some interventions are in place to address deficits; however, they are not systematic.	Diagnostic data are used to identify students who are multiple years below grade level in ELA and Mathematics. Systematic and appropriate Interventions are in place to address deficits.	There is a systematic approach, employing multiple measures, to identifying students that are multiple years below grade level in ELA and Mathematics. A systematic school wide plan is in place to address the appropriate interventions.	

Summative Turnaround Principle Rubric

5. <b>Effective Staffing</b> - Develop skills to better recruit, retain, and develop effective teachers.	<b>Examples of Evidence</b>	<b>1</b> <b>In Need of Support</b>	<b>2</b> <b>Close</b>	<b>3</b> <b>Ready</b>	<b>4</b> <b>Exceeding</b>	<b>Documentation</b>
<p>5.1-Review the quality of all staff and retained only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools</p>	<ul style="list-style-type: none"> <li>HR procedures and policies</li> <li>Staffing protocols and guidelines</li> <li>Teacher evaluations and walkthroughs</li> <li>Professional development plan linked to needs from data</li> <li>Climate surveys</li> <li>Staffing assignments</li> <li>Master schedule</li> </ul>	<p>Not all teachers are evaluated.</p>	<p>The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation.</p>	<p>The school leadership engages in school-wide observations and provides feedback using aligned on protocols.</p>	<p>Review the quality of all staff and retain those who are determined to be effective and have the ability to be successful in the turnaround effort. Prevent ineffective teachers from transferring to these schools.</p>	
<p>5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs.</p>	<ul style="list-style-type: none"> <li>Climate surveys</li> <li>Staffing assignments</li> <li>Master schedule</li> </ul>	<p>Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals.</p>	<p>School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.</p>	<p>Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals.</p>	<p>Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals.</p>	
<p>5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>		<p>There is minimal evidence that the principal has flexibility over scheduling, staff, curriculum, and budget.</p>	<p>There is some evidence that the principal has flexibility over scheduling, staff, curriculum, and budget.</p>	<p>The principal has flexibility in the areas of scheduling, staffing, curriculum, and budgeting.</p>	<p>The principal has flexibility and is encouraged to incorporate innovative practices in the areas of scheduling, staff, curriculum, and budget.</p>	

Summative Turnaround Principle Rubric

<p><b>6. Enabling the effective use of data-</b> Ensure the school-wide use of data focused on improving teaching and learning.</p>	<p><b>Examples of Evidence</b></p>	<p><b>1</b> <b>In Need of Support</b></p>	<p><b>2</b> <b>Close</b></p>	<p><b>3</b> <b>Ready</b></p>	<p><b>4</b> <b>Exceeding</b></p>	<p><b>Documentation</b></p>
<p>6.1-Utilize data to make instructional and curricular decisions</p>	<ul style="list-style-type: none"> <li>Needs assessment data</li> <li>School climate surveys and data</li> <li>School focus groups</li> <li>Discipline and referral data</li> <li>Attendance data</li> </ul>	<p>Systems are not in place that enable staff to review and analyze data to inform decisions.</p>	<p>A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis and informing instructional and curricular decisions.</p>	<p>Data management systems are in place and actively used by staff to informing instructional and curricular decisions.</p>	<p>The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analysis to information decision-making</p>	
<p>6.2-Use data to identify and prioritize needs</p>	<ul style="list-style-type: none"> <li>Data from social workers and guidance staff</li> <li>Artifacts for student progress</li> <li>Samples of data presented to staff</li> <li>Data analysis documents</li> <li>Data analysis summaries/reports</li> <li>Master schedule</li> <li>Data team work</li> <li>School plan</li> </ul>	<p>There is not a specific schedule and process in place for the analysis of on-going formative assessment data.</p>	<p>Teachers have data “events” where they focus on analyzing formative assessment data.</p>	<p>Teachers regularly analyze data to identify specific areas of concern and devise a plan to identify areas in need of improvement</p>	<p>Structures are implemented that encourage and support school-wide data analysis and interpretation to identify problem areas and prioritize needs</p>	
<p>6.3-provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data</p>	<ul style="list-style-type: none"> <li>Data analysis documents</li> <li>Data analysis summaries/reports</li> <li>Master schedule</li> <li>Data team work</li> <li>School plan</li> </ul>	<p>Teachers have not received professional development on data analysis. There is no process in place to allow for teacher collaboration to review and use data.</p>	<p>Some professional development has been provided to teachers on analyzing and using data. Teacher collaboration occurs sporadically or with a limited number of teachers to review and use data.</p>	<p>Teachers have received professional development on data analysis and interpretation. Teacher collaboration occurs regularly to review and use data.</p>	<p>On-going professional development occurs to ensure all faculty and staff understand data analysis and interpretation. A schedule is in place to support and encourage teachers collaborating around the review and use of data.</p>	

Summative Turnaround Principle Rubric

<p><b>7. Effective Use of Time- Redesign time to better meet student and teacher learning needs and increase teacher collaboration on improving teaching.</b></p>	<p><b>Examples of Evidence</b></p>	<p><b>1</b> <b>In Need of Support</b></p>	<p><b>2</b> <b>Close</b></p>	<p><b>3</b> <b>Ready</b></p>	<p><b>4</b> <b>Exceeding</b></p>	<p><b>Documentation</b></p>
<p><b>7.1-Design and/or redesign to meet individual student needs and increase time for learning</b></p>	<ul style="list-style-type: none"> <li>Schedules (intervention, collaborative planning study hall, enrichment,etc.)</li> <li>Student work</li> <li>Student Growth Reports</li> <li>Common Assessments</li> </ul>	<p>The master schedule has errors causing confusion regarding student assignment.</p>	<p>The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.</p>	<p>The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.</p>	<p>The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery and/or enrichment that does not interrupt core content time.</p>	
<p><b>7.2-Provide time for teacher collaboration focused on improving teaching and learning</b></p>		<p>The school has not enrolled students in intervention programs to address the needs of students who are multiple years behind in ELA or Math.</p>	<p>Some students who are multiple years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.</p>	<p>At least 85% of students who are multiple years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.</p>	<p>All students who are multiple years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.</p>	
		<p>Teachers do not have a scheduled time for grade level/content area meetings.</p>	<p>Teachers have time scheduled for grade level/content area meetings.</p>	<p>Teachers have planning time for grade level/content areal meetings, as well as vertical staff collaboration.</p>	<p>Teachers have on-going consistent and sufficient times for grade level/content area meetings, as well as vertical staff collaboration.</p>	

Summative Turnaround Principle Rubric

<b>8. Effective Family and Community Engagement-</b> hold community meetings to review school performance ,collect perception surveys, and engage families and the larger community in the school learning process with a focus on academic achievement for all students	<b>Examples of Evidence</b>	<b>1 In Need of Support</b>	<b>2 Close</b>	<b>3 Ready</b>	<b>4 Exceeding</b>	<b>Documentation</b>
8.1-Hold community meetings to review school performance	<ul style="list-style-type: none"> <li>School climate survey</li> <li>School focus groups</li> <li>Student and parent handbooks</li> <li>Family/community engagement activities</li> <li>Community group partnerships</li> </ul>	Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.	Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, and report cards, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences)	
8.2-Discuss the school interventions to be implemented	<ul style="list-style-type: none"> <li>Job description of family/community engagement staff</li> <li>Parent resource room</li> <li>School guidance plan</li> </ul>	School staff does not see to inform students' family and the larger community of individual interventions or school-wide initiatives.	School staff informs parents about specific interventions available for students when requested.	Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations; and adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action.	

Summative Turnaround Principle Rubric

<p>8.3-complete school improvement plans in line with the intervention model</p>		<p>School improvement plans do not follow the intervention model</p>	<p>School improvement plan incorporates some aspects of the intervention model</p>	<p>School improvement plan is aligned with the intervention model, focused on improving school culture, curriculum and instruction, and fully engaging family and community.</p>	<p>School improvement plan is aligned with the intervention model, focused on improving school culture, curriculum and instruction, and fully engaging family and community. A structure is in place to regularly review and adjust the improvement plan according to the needs of the students, faculty, and community.</p>	
<p>8.4-Collect perception surveys</p>		<p>Parent surveys are not used. Student/parent feedback is not used as part of the school's improvement efforts.</p>	<p>Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited.</p>	<p>Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly.</p>	<p>Programs and strategies that create supportive, academically- focused relationships between teachers and families are developed, implemented and evaluated for effectiveness. Input on school decisions are solicited, perception survey are collected, and school leaders consider this input when making decisions accordingly.</p>	
<p>8.5-Engage parents, family, and community in the school learning process with a focus on academic achievement for all students</p>		<p>Parents only receive additional information about students when they are failing or are in behavioral trouble.</p>	<p>Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.</p>	<p>School leaders and faculty teacher families how to use parent portals that provide real- time information on student performance.</p>	<p>Families are engaged in a variety of school activities ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.</p>	

## Accountability ESEA 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	2013-2014	2014-2015	2015-2016

**Professional Learning Plan**

**Professional Learning Plan (PLP):** This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Quality Teaching Standard Indicators needing improvement. When data are available, the PLP should reflect concerns over student growth data. All PLPs should focus on goals and activities that will improve educator practice. Numerous online professional development opportunities are attached to every indicator to support teacher professional growth. These online opportunities include modules from the IRIS Center at Vanderbilt University (online and interactive).

Example PLP:

**2.1**

*Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.*

**Proposed Actions and Strategies**

Professional Learning:

In current literature on the urban school district, authors such as Delpit and Mahiri discuss the importance of creating teacher-student relationships as a way to promote both positive behaviors and academic success. I plan on looking at strategies that have been proven successful in nurturing relationships and motivating students. In addition, several researchers discuss the importance of creating policies and procedures that help a classroom to run more efficiently. I plan on reviewing strategies for creating classroom systems so that I can help students to be more successful. I believe the implementation of better procedures will help my classroom to be more conducive for learning.

Timeframe: 8/20/2012 To: 5/24/2013

Implementation of Professional Learning:

By reviewing strategies for nurturing relationships, I think that I will be able to create better relationships with students and families. I want to find a way to help students that may not have an intrinsic motivation but have a need to succeed for others feel a desire to be successful in mathematics because of our relationship. I hope that my actions will help to create a culture of caring and students will want to be successful. In addition, I hope that a review of procedures will help me to create systems to impact learning.

**Anticipated/Expected Evidence**

1. Evidence of an article on culture of caring or teacher-student relationships. Short summary of the article.
2. Evidence of a review of Classroom Organization Management Program

**Anticipated/Expected IMPACT**

Through relationships and classroom systems, I believe that the impact should be seen in student achievement. By creating meaningful relationships, I would hope that student test data on both AHSGE and AP exams will indicate that learning has taken place.

**2.4**

*Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development*

**Proposed Actions and Strategies**

**Professional Learning:**

This year my goal will be to increase my knowledge of College and Career Ready Standards. I plan to attend meetings on CCRS and Quality Core Assessments. I will also attend professional development for AP Statistics. These workshops will help in the developing of challenging, standards-based academic goals for each learner.

Timeframe: 8/20/2012 To: 5/24/2013

**Implementation of Professional Learning:**

As I increase my knowledge of AP Statistics curriculum, I will be able to better plan for student achievement. In addition, as I attend CCRS/ Quality Assurance, I will be able to create professional development for other teachers in the district. This will be the major implementation of professional learning.

**Anticipated/Expected Evidence**

1. Attendance at CCRS workshop
2. Facilitation of CCRS workshop
3. Attendance of Quality Core Workshop
4. Attendance at APSI
5. Attendance at 2-day Statistics

**Anticipated/Expected IMPACT**

As I gain a deeper knowledge of the AP Statistics curriculum, I will be better able to design instruction and impact student learning. I think that students will experience more success as I am able to maneuver through the concepts with more ease. In addition, as I become more familiar with CCRS and Quality Core, I will be better able to design learning activities and assessments that will benefit students. I will also be more qualified to help teachers who are working in Algebra I and Geometry as we work to create activities that will benefit the rigorous requirements of Quality Core Assessments.

[Educator Learning](#)

- a. Provide Appropriate Evidences to support PLP (via EDUCATE Alabama) and in response to collaborative dialogue and feedback with instructional leaders. The collection of evidence occurs throughout the year and should be completed by April 30<sup>th</sup> of each year.

**Evidence:** A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved student growth is the evidence (online and interactive).

Example analysis and evidence

**Instructional Practice - 6/24/2013**

[Next Indicator >>](#)

**Indicator 2.1**

*Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.*

**Level of Practice**

Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. Encourages learner involvement in maintaining positive behaviors.

**Evidence and Comments**

**[REDACTED]** (6/24/2013) -

This year each of my AP Statistics students was given a graphing calculator with their textbooks. This ensured that each student had access to the necessary technology for the course. This year a major focus of mine was reinforcing desired behavior and maintaining a level-head with undesired behavior. This year, I completely reviewed the modules for Classroom Organization and Management Program by leading a professional development for new teachers in the district. Also, in 50 Ways to Improve Student Behavior, Chapter 12 discusses Enthusiasm Breeds Enthusiasm. I worked to display enthusiasm about content and teaching. This was a strategy to keep students enthusiastic about their potential and their learning. Also, in 50 Ways to Improve Student Behavior, the author suggests that teachers teach in small bites. This year, I worked to improve behavior by scaffolding instruction and not losing students to them becoming overwhelmed. This helped to keep all students engaged and feeling empowered. I also heeded the advice of authors who discuss urban education and focused on the power of teacher-student relationships. I worked to take all episodes outside of class and create a sense of caring in each situation.

[Next Indicator >>](#)

**Instructional Practice - 6/24/2013**

[<< Previous Indicator](#)

**Indicator 2.4**

*Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development*

**Level of Practice**

Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction. Designs challenging academic goals for each learner based on the learner's current developmental readiness and on the teacher's understanding of long-range academic goals.

**Evidence and Comments**

**[REDACTED]** (6/24/2013) -

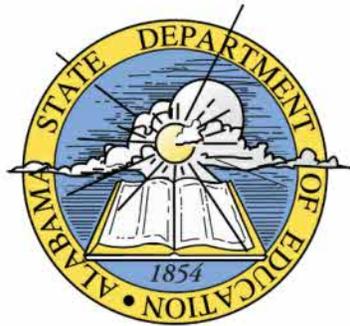
This year, I focused on gaining a deeper knowledge of rigor. I attended workshops that dealt with rigorous content and helping students to gain this level of content. First, I worked to increase my effectiveness of teaching AP Statistics by attending APSI (4-day workshop in Tuscaloosa dealing with content and pedagogy) and 2-day AP Stats workshop at Jeff State, which also dealt with content and pedagogy. I also worked to familiarize myself with new state standards and CCRS. I attended several workshops with CCRS and Quality Core. These workshops helped me to gain a better understanding of new ACOS and how this will be assessed.

**[REDACTED]** (6/24/2013) -

These workshops were applied in my classroom and evident through my use of questioning. My effectiveness as an AP instructor was evident in my ease with content and my ability to integrate in more learning activities for students that gave them a deeper understanding of content.

[<< Previous Indicator](#)

# Alabama State Department of Education



## Differentiated Support: A Guide to Continuous Improvement

## Table of Contents

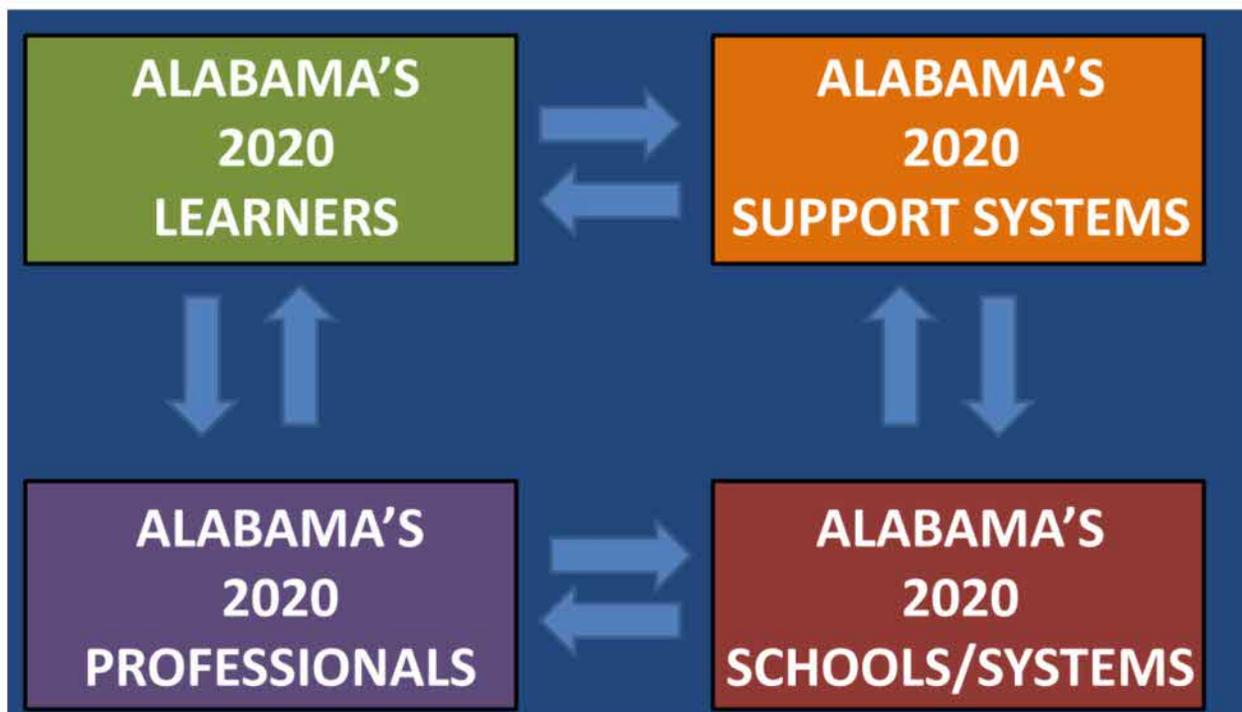
I.	Introduction.....	1
II.	Differentiated Support.....	4
	Overview.....	4
	Expected Outcomes.....	4
	Differentiated Support Structure.....	4
	Levels of Support.....	4
	Differentiated Support Pyramid.....	5
III.	The Continuous Improvement Process.....	6
IV.	Differentiated Support for Focus Schools.....	9
	Identification of Focus Schools.....	9
	Notification of Focus School Status.....	9
	Responsibilities.....	10
	Focus School Timeline.....	12
	Continuous Improvement Plan.....	14
	Exiting of Focus Schools.....	17
V.	Differentiated Support for Priority Schools.....	18
	Identification of Priority Schools.....	18
	Notification of Priority School Status.....	19
	Responsibilities.....	19
	Priority School Timeline.....	22
	Continuous Improvement Plan.....	25
	Exiting of Priority Schools.....	28

## Introduction

Plan 2020 is the strategic plan for education in Alabama. The plan clearly defines the vision for every child to graduate from high school, and to be a graduate prepared for college or the workplace in the 21<sup>st</sup> century. A prepared graduate is defined as:

1. One who possess the knowledge and skills needed to enroll and succeed in credit-bearing, first-year courses at a two- or four-year college, trade school, or technical school without the need for remediation.
2. One who possesses the ability to apply core academic skills to real-world situations through collaboration with peers in problem solving, precision, and punctuality in delivery of a product, and has a desire to be a life-long learner

The goal of Plan 2020 is to improve educational outcomes for students and transform public education in Alabama. Implementation will increase student achievement, close the achievement gap, increase the graduation rate, and increase the number of students graduating high school that are college- and career-ready and prepared to be successful in our global society. The priorities of Plan 2020 can be found in its foundational pillars.



Each of the four priorities contain objectives, strategies, and indicators designed to focus all available resources, completely address all critical aspects needed for each component, and make significant measurable progress by the year 2020. Collectively, these four pillars, and the indicators and strategies found in each, provide a comprehensive and child-centered approach to educational improvement in the state of Alabama.

## Alabama's 2020 Learners

### Objectives

1. All students perform at or above proficiency and show continuous improvement (achievement/growth).
2. All students succeed (gap closure).
3. Every student graduates from high school (grad rate).
4. Every student graduates high school prepared (college and career readiness).



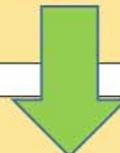
### Strategies

1. Develop and implement a unified Pre-K through college and career readiness plan.
2. Develop and adopt college- and career-ready aligned standards in all subject areas.
3. Create and implement a balanced and meaningful assessment and accountability system.
4. Develop and implement a unified School Readiness Plan.
5. Align available programmatic and fiscal resources to support local school needs in the area of instruction.

## Alabama's 2020 Support Systems

### Objectives

1. All students will attend school daily and be engaged in rigorous and relevant learning environments.
2. All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.
3. All students will be provided with individual and group counseling services.
4. All students will enter 9th grade prepared and with a 4-year plan that addresses their individual academic and career interest needs.
5. All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.



### Strategies

1. Implement an early warning system for student absences and build a community-based support and intervention system.
2. Implement a Positive Behavior Support or other related student and school culture program to support student ownership of their actions that includes alternatives to traditional disciplinary sanctions.
3. Implement Alabama's Comprehensive Guidance and Counseling Plan.
4. Develop and implement a Coordinated School Health and Support Program.

## Alabama's 2020 Professionals

### Objectives

1. Every child is taught by a well-prepared, resourced, supported, and effective teacher.
2. Every school is led by a well-prepared, resourced, supported, and effective leader.
3. Every school system is led by a prepared and supported visionary instructional leader.



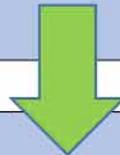
### Strategies

1. Redesign and reinvest in the Alabama Teacher Recruitment and Incentive Program (ATRIP).
2. Review the admission and certification criteria for Alabama's teacher preparation programs.
3. Provide a comprehensive induction and mentoring program for new teachers.
4. Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
5. Provide research-based professional growth opportunities for Alabama's teachers and leaders based on their individual and collective professional learning plans.

## Alabama's 2020 Schools and Systems

### Objectives

1. All schools and systems will receive adequate funding to meet the individual and collective needs of their students.
2. All schools and systems will be resourced and supported based on identified need as determined from the state's accountability plan and additional indicators at the local level.
3. Schools and Systems will be granted flexibility to innovate and create 21st century learning environments to meet the individual and collective needs of their students.
4. Schools and Systems are resourced to create a 21st century learning environment for their students including infrastructure, building renovation/improvements, and technology.



### Strategies

1. Analyze the current funding formula for public education.
2. Develop a differentiated and customized support and intervention system for local school systems.
3. Create a policy environment that promotes and rewards performance, innovation, and creativity.
4. Conduct a study of existing capital outlay needs for school systems.

## Differentiated Support

### Overview

The role of the Alabama State Department of Education is to provide support to all of Alabama’s K-12 public schools and districts in their implementation of Plan 2020 and in the furtherance of their mission to ensure that all students graduate college and career ready. To that end, the Department has changed its role from that of compliance monitoring, to partnership and differentiated support. This comprehensive and unique approach to support acknowledges that the needs of each region, district, and school are unique, and that the support provided to each must be customized based on a thorough analysis of data and collaborative feedback from all stakeholders. This approach will allow for more targeted support where it is needed most, and will ensure that the Department utilizes its limited resources in the strategic delivery of services that are more appropriate and effective.

### Expected Outcomes

The goal of differentiated support is to build capacity at the district and school levels to engage in continuous improvement practices that impact student achievement, close achievement gaps, promote student growth, and increase the number of graduates that are prepared for college and/or career. Specifically, this approach will result in:

- Consistent implementation of Alabama College- and Career-Ready Standards
- Turnaround for schools not meeting annual measurable objectives/proficiency targets
- Reduction in achievement gaps
- Improvements to the instructional core
- Better understanding and utilization of data
- Improved graduation and attendance rates
- Support for district and school leadership

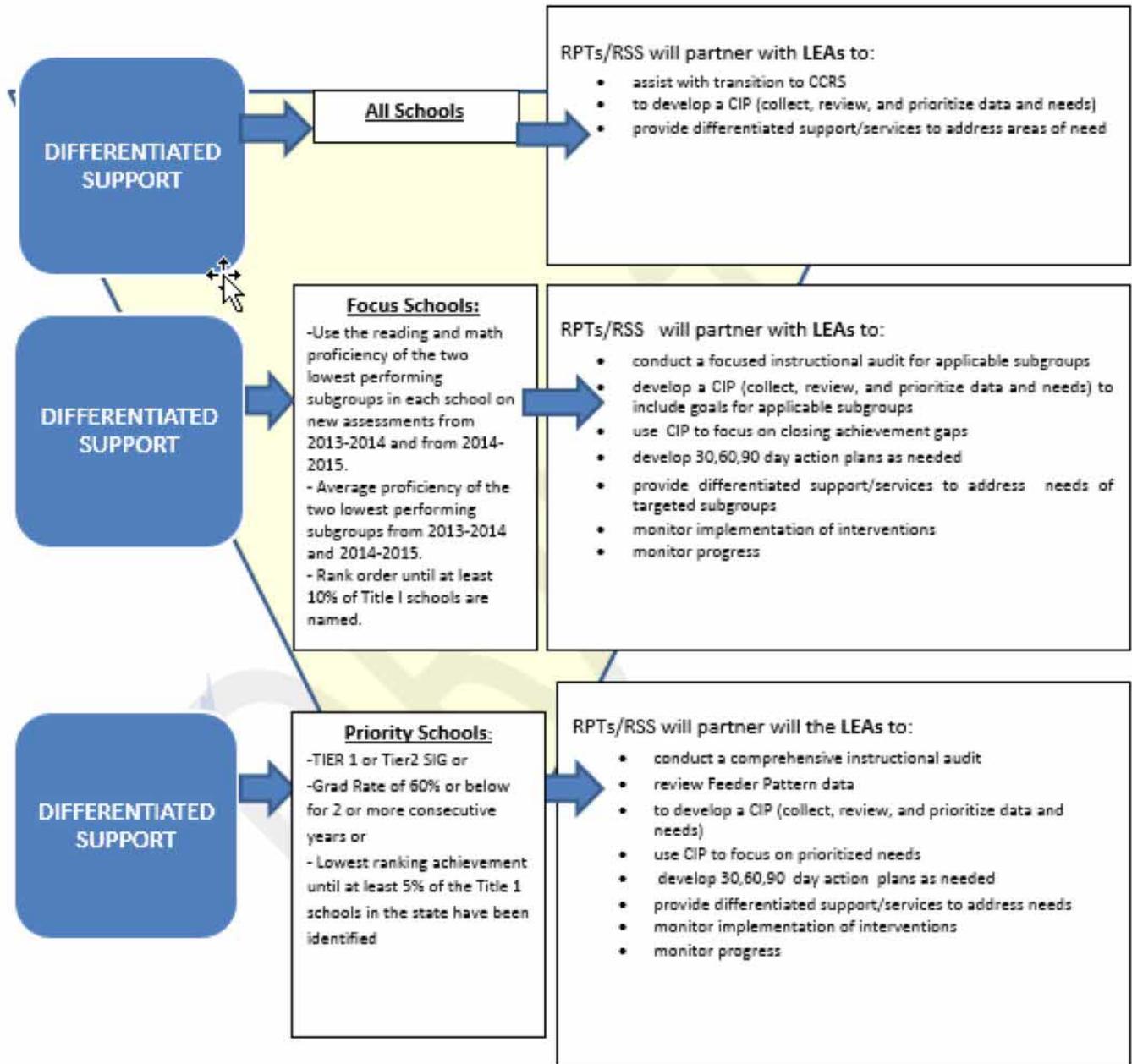
### Differentiated Support Structure

Differentiated support is provided to Alabama public schools and districts within each of Alabama’s eleven Regional In-service Centers. Regional In-service Centers are located at institutions of higher education throughout the state, and provide professional development for school systems within their regions. Each region is led by a Regional Support Coordinator, who works directly with districts to identify needs, coordinates the implementation of support efforts, and monitors the effectiveness of interventions and support. Regional planning teams, composed of representatives from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children’s Affairs’ Office of School Readiness, work alongside the regional support coordinator to plan and provide support within specific areas of expertise. Regional Support Staff work as coaches and instructional partners, to support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

### Levels of Support

The Alabama State Department of Education provides differentiated support to all public schools in the state of Alabama, but the level and intensity of that support is dependent on the unique needs of each school. This customized tiered support structure includes support of:

# Differentiated Support



**Legend**  
 Regional Planning Teams (RPT)  
 Regional Support Staff (RSS)  
 Continuous Improvement Plan (CIP)  
 Regional Support Coordinator (RSC)

## Continuous Improvement Process

All schools are expected to engage in a process of continuous improvement, with measurable goals of student outcomes and identified strategies found in the effective practices of school transformation. Effective practices include strategies in the following areas:

1. School Leadership
2. School Climate and Culture
3. Effective Instruction
4. Curriculum, Assessment, and Intervention
5. Effective Staffing Practices
6. Effective Use of Data
7. Effective Use of Time
8. Effective Family and Community Engagement

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school goals, strategies, and data. Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS, for creation of their CIP.

Common requirements of the CIP are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

A sustained model of continuous improvement should address five basic questions: 1) Where are we now? 2) Where do we want to be? 3) How will we get there? 4) How will we monitor our progress? 5) How will we evaluate our effectiveness? Continuous improvement is a cyclical process consisting of 5 essential data driven activities:

1. Analysis of Data
2. Goal Setting
3. Planning
4. Implementation
5. Evaluation

While each of these activities should be grounded in data, the focus at each stage is on the collaborative conversations that lead to a collective understanding of the school's current reality, the plan for improvement, and the desired outcomes. Listed below is a brief description of each stage and its essential task.



## Analysis of Data

***Essential Task: Collect, organize, and analyze data for collaborative inquiry into current reality.***

School leadership teams are encouraged to collect, organize, and analyze multiple measures of school performance including assessment and achievement data, attendance and discipline data, and information related to the school's culture and climate. It is important to recognize that all data has limitations, and that no single data point should be the sole source of information used to make determinations or decisions. School leadership teams should discuss trends and contradictions in the data, surprises and confirmations, and begin making informed conclusions about what the data indicates. The purpose of this analysis is to inform and direct the continuous improvement process.

Upon request, members of the Regional Planning Team are available to assist districts and schools in the collection and analysis of data.

## Goal Setting

***Essential Task: Use data to develop realistic and attainable goals.***

After the data is analyzed, school teams should begin the process of developing goals for improvement. The development of goals should be made in consideration of desired outcomes, staff and student capacity, time constraints, and available resources. Well-written goals will have the following characteristics:

### Guidelines for Developing Goals

1. **Specific.** Goals should be detailed and explicit.
2. **Measurable.** Goals should articulate a desired outcome and how that outcome will be measured.
3. **Attainable.** Goals should be realistic and attainable.
4. **Data-Based.** Goals should be based on evidence of need.
5. **Few.** The number of goals should be kept to a minimum that is realistically attainable.
6. **Collaboratively Developed.** Goals should be developed with input from all stakeholders.

## Planning

***Essential Task: Develop specific strategies to accomplish goal.***

After the development of improvement goals, school teams must determine what specific actions or strategies will be implemented to achieve the goal. This planning process should allow time for collaboration and thoughtful discussion. Good strategies will be measurable, with plans and timelines for implementation, monitoring, and evaluation. Members of the Regional Planning Team and Regional Support Staff are available to provide professional development and coaching aligned to the strategies and goals identified by the school.

### Guiding Questions for Developing Strategies

Is this strategy...

- An activity that will help accomplish the goal?
- Specific, clear, and understandable to all stakeholders?
- Measurable-able to be progress monitored and evaluated for effectiveness?
- Attainable-due to time constraints, available resources, and staff/student capacity?
- An activity that all stakeholders endorse and support?

## Implementation

***Essential Task: Implement and monitor the effectiveness of identified strategies.***

During this stage of the continuous improvement process, all stakeholders will work to implement the improvement plan. Schools, in collaboration with district leaders, will implement and monitor the strategies identified in the Continuous Improvement Plan. Regional Planning Teams and Regional Support staff, in partnership with districts and schools, will provide professional development and support aligned to the needs of the school. It is critical for school teams to monitor the implementation of their plans and their progress towards accomplishing their goals. Structured meetings to review progress should:

1. Focus on the plan.
2. Include data to monitor progress.
3. Allow for revisions to the plan.
4. Provide opportunities to celebrate efforts and achievements.

## Evaluation

***Essential Task: Use outcome data to evaluate the effectiveness of the plan.***

Evaluating the effectiveness and the impact of the Continuous Improvement Plan will bring the process full cycle. School leadership teams will collect and analyze outcome data to determine if goals were met, and will also use this information to inform future improvement efforts and to identify what additional resources or supports are needed. As in previous stages, significant time should be provided for collaborative inquiry and discussion around outcome data. After the evaluation of the plan, it is important to celebrate successes and acknowledge where additional work is needed.

### Differentiated Support for All Schools

- External Support Provided from Partners
- Instructional Coaches/Partners
- Leadership Coaches/Mentors
- College and Career Ready Standards Implementation Team
- Quarterly Meetings
- eLearning Courses

## **Differentiated Support for Focus Schools**

Focus Schools are schools that do not require a school-wide systemic change, but rather need to focus on services and support to one or more identified subgroups. Upon identification as a Focus School, a data review and root cause analysis will be conducted to identify factors contributing to the disproportionate gap(s). Additionally, feeder pattern data will be reviewed with district and school leaders to determine if the disproportionate gap(s) is replicated in the feeder schools. The trends in gap data will determine where intensive support should be targeted.

The differentiated support and monitoring of Alabama Focus Schools is a 3-year process. A multi-year response and support plan is required to understand the complex challenges facing these schools, develop comprehensive and strategic interventions, and to ensure the sustainability of improvement efforts.

The support process is managed through the 11 Regional In-service Centers. The centers are located throughout the state, and provide professional development and support to the districts and schools within their region. Each region is led by a Regional Support Coordinator responsible for overseeing the data analysis, development of plans, coordination of support, and monitoring of implementation. Regional Planning Teams (RPT), assigned within each region, coordinate and deliver support to schools that have been identified as Focus. Members of the Regional Planning Team include staff from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children's Affairs Office of School Readiness (pre-K). Regional Support Staff (RSS) work as instructional partners, and support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

The process of providing differentiated support for Alabama Focus Schools is detailed below.

### **Identification of Focus Schools**

Determination of Focus Schools January 2017:

- Use the reading and math proficiency of the two lowest performing subgroups in each school on new assessments from 2013-2016.
- Average proficiency of the two lowest performing subgroups from 2013-2016.
- Rank order until at least 10% of Title I schools are named.
- Schools that have been named priority will be removed from the list.

Schools are selected from this list until at least 10% of the Title I schools in the state have been identified as Focus.

### **Notification of Focus School Status**

Once Focus Schools have been identified, the State Superintendent of Education will notify local superintendents. The Regional Support Coordinator and members of the Regional Planning Team will then

meet with district and school leadership. An orientation to the three year support process to include how the school was identified, roles and responsibilities, support and monitoring, and the exit criteria will be provided.

### **Responsibilities**

#### Alabama State Department of Education

- Receives approved CIP from RPT. Reviews and approves the CIP to ensure interventions for identified student groups
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs.
- Intervenes as needed with more severe measures.

#### Regional Support Coordinator and Regional Planning Team

- Conduct an orientation to the Focus School Support and Monitoring Process
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
- Receive approved CIP from LEA leadership. Review to ensure interventions reflect the identified student group and that the needed resources are provided for successful implementation. Submit CIP to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools
- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct regular progress check meetings with the LEA and school leadership and make changes as needed
- Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Receive mid-year and end of year reports from LEA leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE
- Lead or participate in summer professional learning with focus school teachers when offered
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

#### Regional Support Staff

- Participate in an orientation to the Focus School Support and Monitoring Process

- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis for the identified student group
- Once approved CIP is received from ALSDE, meet with RPT to determine on-site support
- Frequent and regular targeted support to schools based on CIP
- Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed)
- Lead or participate in summer professional learning with focus school teachers when offered

### Local Education Agency

- Participate in an orientation to the Focus School Support and Monitoring Process
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the root cause analysis
- Review and approve the CIP to ensure interventions for identified student groups and that the needed resources are provided for successful implementation
- If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s)
- LEA leadership participates in regular progress check meetings with the school leadership and RPT and makes changes as needed
- Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Ensure that teachers participate in summer professional learning with other focus school teachers when offered
- In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit plan to the RPT.

### School

- Participate in an orientation to the Focus School Support and Monitoring Process
- The school's Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes a root cause analysis related to the identified student group
- A 30-60-90 day plan may be developed if there are urgent and immediate actions needed
- School leadership participates in regular progress check meetings
- Submit mid-year and end of year progress reports of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Teachers participate in summer professional learning with other focus school teachers when offered
- In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

### Focus School Timeline

Timeline	Action	Person(s) Responsible
January 2017	Cohort 2 focus schools named.	SDE Leadership
Spring 2017	Orientation to process and review of Response and Support Plan.	RSC, RPT, LEA, and School
Spring of 2017	Conduct a focused instructional audit for new focus schools.	RSC, LEA, RPT, School
Summer 2017	Development of CIP and/or 30-60-90 day plans to support full implementation of interventions for identified student groups	LEA, RPT, RSC, SDE Staff, External Providers
August 2017	CIPs and/or 30-60-90 plans due to RPT. RPT reviews plans to ensure interventions for specified student groups	LEA, RPT, RSC, School, and ALSDE
September 2017	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
2017-2018	Full implementation of interventions.  Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed. .Evaluate progress and adjust plan as needed	RSC, RPT and LEA
February 2018	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May-Summer 2018	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  End of year report submitted.	LEA, RSC, RPT, School
Summer 2018	Teaching Academies for teachers in focus middle and high schools (if funds available).	LEA, RSC, RPT, School, and ALSDE
2018-2019 school year	Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.	LEA, RPT, RSC, SDE Staff, External Providers

August 2018	Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups	LEA, RPT, RSC, School, and ALSDE
September 2018	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
February 2019	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May – Summer 2019	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data).  End of year report due.	
Summer 2019	Teaching Academies for teachers in focus middle and high schools (if funds are available).	LEA, School, RSC, RPT and SDE
2019-2020 school year	Continued implementation of CIPs (interventions); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.	LEA, RPT, RSC, School, SDE Staff, External Providers
August 2019	Revised CIPs due to RPT. RPT reviews plans to ensure interventions for specified student groups	LEA, RPT, RSC, School, and ALSDE
September 2019	ALSDE verifies plans. RSS staff is assigned as needed.	ALSDE
February 2020	Mid-year review of progress toward goals and impact of efforts will be conducted. A sustainability plan will be developed for those who are projected to exit focus school status.  A continuation plan will be developed for those who are not projected to exit focus school status. This plan may include more severe measures of state intervention.  Mid-year report due.	LEA, RPT, RSC, School, and ALSDE
May-July 2020	A formal exit plan to include a monitoring plan of a minimum of three visits in the 2020-2021 school year by the RPT will be developed for those focus schools who meet exit criteria.  For those who do not meet the criteria, the continuation plan will be reviewed and revised to reflect more support and possibly more severe measures of state intervention.	SDE Accountability, RPT

### Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school data and needs. Continuous Improvement Plans are created in collaboration with members of the Regional Planning Team, district, and school leadership. Using information developed from the Root Cause Analysis and/or the Instructional Audit, as well as the school leadership team's own assessment of the school using the Turnaround Principles Rubric, a Continuous Improvement Plan is developed with goals and strategies aligned to the school's identified needs. After final approval from the Alabama State Department of Education, the Regional Support Coordinator will meet with Regional Planning Team members and Regional Support Staff to coordinate the delivery of support and resources aligned to the identified needs of the school. The appropriate Regional Support Staff will be assigned to the school to support the school's improvement efforts.

Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS), for creating their CIP. Common requirements of the CIP are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

Focus schools must include a Continuous Improvement Plan goal to address their identified subgroup gap. This goal must include interventions aligned with one or more of the turnaround principles. The turnaround principles are research-based components of effective school transformation. The table below includes some proposed research-based interventions aligned with the turnaround principles that Focus Schools may implement to meet their specific needs and priorities.

<b>Intervention Strategies for Focus Schools</b>	
<b>Turnaround Principle</b>	<b>Strategic Interventions</b>
School Leadership	<p>Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace the current principal if indicated; and connect the principal with a mentor.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How will leadership align resources – fiscal and human – to meet our goal?</li> <li>2. How will leadership monitor our progress and communicate results to all stakeholders?</li> </ol>
School Climate and Culture	<p>Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How is discipline an issue in achieving this goal? Are there certain grade levels that need to be addressed? Certain classes? School-wide issues?</li> <li>2. How is attendance an issue in achieving this goal? Are there certain students who will need attention? Is teacher attendance an issue?</li> <li>3. How is safety an issue in achieving this goal? What are students’ perceptions of school safety? What are faculty perceptions of school safety? What are administrators’ perceptions of school safety? How do these perceptions differ and how do they impact instruction?</li> </ol>
Effective Instruction	<p>Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. Which students are not being successful in our school? How is instruction being differentiated for these students?</li> <li>2. To what extent are we actively engaging students?</li> <li>3. How are we checking for student understanding during student learning?</li> <li>4. Are our programs aligned with our standards?</li> </ol>
Curriculum, Assessment, and Intervention Systems	<p>Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. To what extent have we aligned our curriculum, resources, and assessments to state standards?</li> <li>2. How are we using formative assessments?</li> <li>3. How are we grouping students for instruction? What interventions are successful with students who need differentiated instruction?</li> </ol>
Effective Staffing Practices	<p>Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive systems to support teachers struggling with meeting the instructional needs of students with disabilities, low achievement, and ELS; realign and retain staff as needed.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p>

	<ol style="list-style-type: none"> <li>1. Will additional staff be necessary to implement the practices we propose? How will we recruit new staff?</li> <li>2. Will we need to reassign staff to implement the practices we propose?</li> <li>3. What professional development is needed to implement the practices we propose?</li> <li>4. How will we support teachers to implement the practices we propose? How will we provide constructive feedback to help teachers improve?</li> <li>5. How will we provide for teachers who need more support than others?</li> </ol>
Enabling the Effective Use of Data	<p>Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What data do we have to make instructional decisions? What kinds of additional data do we need?</li> <li>2. What data collection tools and systems do we have (or need) to improve our use of data?</li> <li>3. What professional development will be needed to use our data effectively, i.e., how will we use data to drive instruction?</li> <li>4. How will we support collaborative data usage?</li> <li>5. How often will we examine data and what protocol will we use?</li> </ol>
Effective Use of Time	<p>Design and/or redesign to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What changes are needed to student schedules to enhance their learning time?</li> <li>2. How can we design time for teachers to collaborate on improving instruction?</li> <li>3. What changes are needed in our school calendar? How can we gain support from the School Board to make these changes?</li> </ol>
Effective Family and Community Engagement	<p>Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention mode; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How will we communicate this goal with families? How will we report to families our progress toward meeting this goal?</li> <li>2. What role can families play?</li> <li>3. What support will we need to provide for families to be successful in their role?</li> <li>4. What role can the community play?</li> <li>5. What systems do we have to ensure families' voices are heard?</li> <li>6. How will we learn about the perceptions of families and the community? What will we do with that information?</li> </ol>

## Exiting of Focus Schools

### Cohort 1 Exit Criteria

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

#### Achievement

1. Meet or exceed the AMO goals for the applicable gap subgroup(s) performance;
2. Rank higher than the lowest 10% of the Title I schools in the state; and
3. Maintain a participation rate of 95% or more on administered assessments.

### Cohort 2 Exit Criteria

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

#### Achievement

1. Meet or exceed the achievement AMO goals for the two lowest performing subgroups for two consecutive years;
2. Rank higher than the lowest 10% of the Title I schools in the state; and
3. Maintain a participation rate of 95% or more on administered assessments.

If a school continues to meet the requirements to be identified as a Focus School or has failed to make significant improvement after two years:

1. The school will lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to diagnose and support improvement among the effective subgroups and will ensure that the CIP plan is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.

## Differentiated Support for Priority Schools

Priority schools are those schools that are identified as the lowest performing schools in the state. The intervention process for Priority Schools mirrors the process outlined in the *Code of Alabama (1975)*. The *Code of Alabama (1975)*, 16-6B-3, requires the State Superintendent of Education to designate a team of practicing professionals to visit the school, conduct a study, consult with parents of students in the school, analyze causes of poor student achievement, and make specific recommendations that shall become a part of a continuous improvement plan for the succeeding year.

The differentiated support and monitoring of Alabama Priority Schools is a 3-year process. A multi-year response and support plan is required to understand the complex challenges facing these schools, develop comprehensive and strategic interventions, and to ensure the sustainability of improvement efforts.

Differentiated support of Priority Schools includes two phases of support:

- Phase I (Year 1) includes the initial evaluation and assessment of the school's data, leadership, instructional practices, structures, and capacity for change. The purpose of Phase I is to identify any gaps in foundational elements that can be addressed quickly.
- Phase II (Years 2 & 3) includes a deeper study and a broader engagement of stakeholders to develop a long-term vision for the school, and to identify the strategies necessary for achieving this vision.

The intervention process is managed through the 11 Regional In-service Centers. The centers are located throughout the state, and provide professional development and support to the districts and schools within their region. Each region is led by a Regional Support Coordinator responsible for overseeing the data analysis, development of plans, coordination of support, and monitoring of implementation. Regional Planning Teams (RPT), assigned within each region, coordinate and deliver support to schools that have been identified as Priority. Members of the Regional Planning Team include staff from the Alabama State Department of Education, Regional In-service Centers, institutions of higher education, and the Alabama Department of Children's Affairs Office of School Readiness (pre-K). Regional Support Staff (RSS) work as instructional partners, and support schools and districts in specific curriculum content, instruction, data analysis, leadership, and effective school practices.

The process of providing differentiated support for Alabama Priority Schools is detailed below.

### Identification of Priority Schools

In January 2017 Priority schools will be the classification for:

1. Any school that is a currently served Tier I or Tier II school improvement grant (SIG) school as of September 30, 2012, if applicable.
2. Any school with a graduation rate of less than 60% for two or more consecutive years.

OR

3. Schools with the lowest ranking achievement. Schools are selected from this list until at least 5% of the Title I schools are classified as Priority.

## **Notification of Priority School Status**

Once Priority Schools have been identified, the State Superintendent of Education will notify local superintendents. The Regional Support Coordinator and members of the Regional Planning Team will then meet with district and school leadership. An orientation to the three year support process to include how the school was identified, roles and responsibilities, support and monitoring, and the exit criteria will be provided.

### **Responsibilities**

#### Alabama State Department of Education

- Receives approved CIP from RPT. Using the School Interventions Summary, reviews and approves the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation.
- Completes the Statewide Interventions Summary to document information regarding statewide implementation of interventions
- Communicate approval or needed changes to the RSC
- Conduct quarterly progress check meetings with the RSC
- Receives mid-year and end of year reports from RPT. Reviews and approves reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available.
- In the third year, receives and approves the sustainability plan or the continuation plan from the RPTs
- Intervenes if school is not making progress

#### Regional Support Coordinator and Regional Planning Team

- Conduct an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Conduct an on-site instructional audit
- RSC reviews evidence from the LEA that the principal has the capacity, support, and operational flexibility to lead the turnaround effort
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Receive approved CIP from LEA leadership. Review using the School Interventions Summary to ensure interventions reflect all turnaround principles and that the needed resources are provided for successful implementation. Submit CIP with School Interventions Summary to ALSDE.
- Once approved CIP is received from ALSDE, meet with RSS to coordinate and mobilize support to schools
- If needed, support the LEA as they develop a 30-60-90 day plan for any changes needed to support the school(s)
- Conduct monthly progress check meetings with the LEA and school leadership and make changes as needed

- Meet with RSS monthly to review on-site support of CIP (30-60-90 day plans as needed)
- Participate in mid-year and end of year progress checks. Receive progress reports from LEA and school leadership. Review and approve reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available. Submit reports to the ALSDE
- Annually, use the Turnaround Principles Rubric to reflect on progress of school and lead discussion of the triangulated data
- Lead or participate in summer planning/networking with priority school teams when offered
- Lead or participate in summer professional learning with priority school teachers when offered
- In the third year, assist with the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes. Submit the plan to the ALSDE.

### Regional Support Staff

- Participate in an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Participate in an on-site instructional audit
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Once approved CIP is received from ALSDE, meet with RPT to determine on-site support • Frequent and regular targeted support to schools based on CIP
- Meet with RPT monthly to review on-site support and progress of CIP (30-60-90 day plans as needed)
- Participate in mid-year and end of year progress checks
- Lead or participate in summer planning/networking with priority school teams when offered
- Lead or participate in summer professional learning with priority school teachers when offered

### Local Education Agency

- Participate in an orientation to the Priority School Support and Monitoring Process
- Assist school in a research review of effective schools including a review of the turnaround principles and examples of interventions
- Provide necessary information to ALSDE for the on-site instructional audit and participate in the interviews
- Provide evidence that the principal has the capacity, support, and operational flexibility to lead the turnaround effort
- Support the school's Continuous Improvement Leadership Team (CILT) in developing a CIP (30-60-90 day plans if needed) based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- Review and approve the CIP to ensure interventions in all turnaround principles and that the needed resources are provided for successful implementation
- If needed, develop an LEA 30-60-90 day plan for changes needed to support the school(s)

- LEA leadership participates in monthly progress check meetings with the school leadership and RPT and makes changes as needed
- Review and approve mid-year and end of year reports on progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to reflect on progress of school
- Ensure that the school's CILT participates in summer planning/networking with other priority school teams when offered
- Ensure that teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, support the development of either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

### School

- Participate in an orientation to the Priority School Support and Monitoring Process
- Conduct a research review of effective schools including a review of the turnaround principles and examples of interventions
- Provide necessary information to the ALSDE for the on-site instructional audit
- The school's Continuous Improvement Leadership Team (CILT) will develop a CIP based on a thorough data analysis that includes the results of the on-site instructional audit that will include interventions for all turnaround principles
- A 30-60-90 day plan may be developed if there are urgent and immediate actions needed for some of the turnaround principles
- School leadership participates in monthly progress check meetings
- Submit mid-year and end of year progress of implementation of interventions as indicated on the CIP (including the 30-60-90 day plans) and impact on student outcomes using formative assessment and summative assessment as available
- Annually, use the Turnaround Principles Rubric to self-assess progress
- CILT participates in summer planning/networking with other priority school teams when offered
- Teachers participate in summer professional learning with other priority school teachers when offered
- In the third year, develop either a sustainability plan or a continuation plan based on progress of implementation and impact on student outcomes

### Priority School Timeline

Timeline	Action	Person(s) Responsible
January 2017	Cohort 2 priority schools named.	SDE Leadership
Spring 2017	Orientation to process and review of Response and Support Plan. Self-assessment using the Turnaround Principles Rubric	RSC, RPT, LEA, and School
Spring of 2017	Conduct an instructional audit (that includes an Opportunity Gap Analysis), a formal review of data to include feeder schools, and a financial review as related to supporting implementation of interventions for new priority schools.	RSC,LEA, RPT, School
Summer 2017	Development of CIP and/or 30-60-90 day plans to support full implementation of interventions aligned with all of the turnaround principles;	LEA, RPT, RSC, SDE Staff, External Providers
August 2017	CIPs and/or 30-60-90 plans due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.	LEA, RPT, RSC, School, and ALSDE
September 2017	ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.	ALSDE
2017-2018	Full implementation of interventions.  Ongoing monitoring of progress through LEA visits; adjust and revise improvement plans as needed .Evaluate progress and adjust plan as needed	RSC, RPT and LEA
February 2018	Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).  Mid-year report submitted	LEA, RSC, RPT, and School
May-Summer 2018	End of year review of data, CIPs (implementation of interventions), and impact on student achievement (using summative data)...  Self- assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review to determine if changes are needed to interventions.	LEA, RSC, RPT, School

	End of year report submitted.	
Summer 2018	<p>Year 2 Kickoff – School teams to include the principal, teachers, a district representative, and a community leader will meet to review CIP, reflect on progress and plan for greater engagement of the community in improving educational opportunities for students.</p> <p>Teaching Academies for teachers in priority middle and high schools (if funds available).</p>	LEA, RSC, RPT, School, and ALSDE
August 2018	Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.	LEA, RPT, RSC, School, and ALSDE
September 2018	ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.	ALSDE
2018-2019 school year	Continued implementation of CIP; ongoing monitoring of progress; adjust and revise improvement plans as needed; focus on sustainability of efforts.	LEA, RPT, RSC, SDE Staff, External Providers
February 2019	<p>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).</p> <p>Mid-year report due.</p>	LEA, School, RSC, RPT and SDE
Spring 2019	<p>For schools that are not making progress, an instructional audit will be conducted (this may be a full audit or a partial audit based on circumstances). The audit results along with student data will be used to mobilize additional support which may be the assignment of an SEA facilitator to oversee implementation of interventions.</p> <p>Identification of exemplar classrooms in priority schools and/or entire priority schools based on successful implementation of interventions and positive impact on student learning. These classrooms and schools will provide opportunity for other schools to visit and learn.</p>	LEA, School, RSC, RPT and SDE
May – Summer 2019	End of year review of data, CIPs (implementation of interventions), and	

	<p>impact on student achievement (using summative data).</p> <p>Self- assessment of implementation using the Turnaround Principles Rubric followed by a collaborative review.</p> <p>End of year report due.</p>	
Summer 2019	<p>Teaching Academies for teachers in priority middle and high schools (if funds are available).</p> <p>Year 3 Kickoff– Priority School Teams (includes principals, teachers, a district representative and a community leader representative) will meet to review progress of plans and impact on student learning. This joint meeting of all priority school teams will provide opportunity to gauge progress, revise efforts, and network with other priority schools. The schools' continuous improvement plans will be adjusted based on student data and progress toward goals.</p>	LEA, School, RSC, RPT and SDE
August 2019	Revised CIPs due to RPT. RPT reviews plans using the School Interventions Summary and submits to ALSDE.	LEA, RPT, RSC, School, and ALSDE
September 2019	ALSDE verifies plans. Compiles interventions on the Statewide Interventions Summary. RSS is assigned to schools for support.	ALSDE
2019-2020 school year	Continued implementation of CIPs (interventions aligned with the turnaround principles); ongoing monitoring of progress; adjust and revise improvement plans as needed with a focus on sustainability.	LEA, RPT, RSC, School, SDE Staff, External Providers
February 2020	<p>Mid-year review of data, CIPs (plans for implementation of interventions), and impact on student achievement (using formative assessment data).</p> <p>A sustainability plan will be developed for those who are projected to exit priority school status.</p> <p>A continuation plan will be developed for those who are not projected to exit priority school status. This plan may include more severe measures of state intervention.</p> <p>Mid-year report due.</p>	LEA, RPT, RSC, School, and ALSDE

May-July 2020	<p>A formal exit plan to include a monitoring plan of a minimum of three visits in the 2020-2021 school year by the RPT will be developed for those priority schools who meet exit criteria.</p> <p>For those who do not meet the criteria, the continuation plan will be reviewed and revised to reflect more support and possibly more severe measures of state intervention.</p>	SDE Accountability, RPT
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### Continuous Improvement Plan

The Continuous Improvement Plan (CIP) is the means for compiling, reviewing, and prioritizing school data and needs. Continuous Improvement Plans are created in collaboration with the Regional Support Coordinator, members of the Regional Planning Team, district, and school leadership. Using information developed from the Instructional Audit, and the school leadership team's own assessment of the school using the Turnaround Principles Rubric, a Continuous Improvement Plan is developed with goals and strategies aligned to the school's identified needs. After final approval from the Alabama State Department of Education, the Regional Support Coordinator will meet with Regional Planning Team members and Regional Support Staff to coordinate the delivery of support and resources aligned to the identified needs of the school. The appropriate Regional Support Staff will be assigned to the school to support the school's improvement efforts

Alabama schools utilize the ASSIST tool, an electronic planning and monitoring instrument supported by the Southern Association for Colleges and Schools (SACS), for creating their Continuous Improvement Plan. Common requirements of the Continuous Improvement Plan are:

- A comprehensive analysis of student achievement, academic growth, culture, and climate data.
- Aligned curricular targets to the Alabama College- and Career Ready Standards.
- Established time for teachers to collaborate on student progress, assessment results, and recommended instructional modifications.
- Identified professional learning opportunities based on the identified needs reflected in the data.
- Strategies to engage family and community.
- Goals and strategies that target areas of need for students and teachers.
- Strategies to address non-academic factors, including safety and discipline, that impact student achievement.
- Identified resources and technical assistance needed to accomplish goals.

Priority School Continuous Improvement Plans must include interventions for each of the turnaround principles. The turnaround principles are research-based components of effective school transformation. The table below includes some proposed research-based interventions aligned with the turnaround principles that Priority Schools may implement to meet their specific needs and priorities.

<b>Intervention Strategies for Priority Schools</b>	
<b>Turnaround Principle</b>	<b>Strategic Interventions</b>
School Leadership	<p>Provide building administrators the authority and autonomy to hire and manage teacher placement, budget, and school schedule; review the performance of the current principal to determine if the principal has a track record of improving achievement and has the ability to lead the turnaround effort; replace the current principal if indicated; and connect the principal with a mentor.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How will leadership align resources – fiscal and human – to meet our goal?</li> <li>2. How will leadership monitor our progress and communicate results to all stakeholders?</li> </ol>
School Climate and Culture	<p>Implement a culturally responsive support system to improve safety, discipline, attendance, and other non-academic factors such as social, emotional, and health needs of all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How is discipline an issue in achieving this goal? Are there certain grade levels that need to be addressed? Certain classes? School-wide issues?</li> <li>2. How is attendance an issue in achieving this goal? Are there certain students who will need attention? Is teacher attendance an issue?</li> <li>3. How is safety an issue in achieving this goal? What are students' perceptions of school safety? What are faculty perceptions of school safety? What are administrators' perceptions of school safety? How do these perceptions differ and how do they impact instruction?</li> </ol>
Effective Instruction	<p>Implement rigorous core instruction aligned with CCRS; implement differentiated instruction for all students based on individual needs; use instructional coaches to provide support for research-based instructional strategies.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. Which students are not being successful in our school? How is instruction being differentiated for these students?</li> <li>2. To what extent are we actively engaging students?</li> <li>3. How are we checking for student understanding during student learning?</li> <li>4. Are our programs aligned with our standards?</li> </ol>
Curriculum, Assessment, and Intervention Systems	<p>Align curriculum, resources, and assessments with CCRS; implement research-based instructional strategies; use formative assessments to guide instruction; provide appropriate interventions to meet the needs of all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. To what extent have we aligned our curriculum, resources, and assessments to state standards?</li> <li>2. How are we using formative assessments?</li> <li>3. How are we grouping students for instruction? What interventions are successful with students who need differentiated instruction?</li> </ol>
Effective Staffing Practices	<p>Recruit and hire effective leaders and staff; evaluate the strengths and areas of need of current staff; provide effective PD aligned with the school improvement process; establish a comprehensive system to support teachers with content, pedagogy, and implementation of CCRS; establish a comprehensive systems to support teachers struggling with meeting the instructional needs of students with disabilities, low achievement, and ELS; realign and retain staff as needed.</p>

	<p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. Will additional staff be necessary to implement the practices we propose? How will we recruit new staff?</li> <li>2. Will we need to reassign staff to implement the practices we propose?</li> <li>3. What professional development is needed to implement the practices we propose?</li> <li>4. How will we support teachers to implement the practices we propose? How will we provide constructive feedback to help teachers improve?</li> <li>5. How will we provide for teachers who need more support than others?</li> </ol>
<p style="text-align: center;">Enabling the Effective Use of Data</p>	<p>Utilize data to make instructional and curricular decisions; use data to identify and prioritize needs; provide PD on analyzing and using data to inform instruction and provide collaborative time for review and use of data.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What data do we have to make instructional decisions? What kinds of additional data do we need?</li> <li>2. What data collection tools and systems do we have (or need) to improve our use of data?</li> <li>3. What professional development will be needed to use our data effectively, i.e., how will we use data to drive instruction?</li> <li>4. How will we support collaborative data usage?</li> <li>5. How often will we examine data and what protocol will we use?</li> </ol>
<p style="text-align: center;">Effective Use of Time</p>	<p>Design and/or redesign to meet individual student needs and increase time for learning; provide time for teacher collaboration focused on improving teaching and learning.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. What changes are needed to student schedules to enhance their learning time?</li> <li>2. How can we design time for teachers to collaborate on improving instruction?</li> <li>3. What changes are needed in our school calendar? How can we gain support from the School Board to make these changes?</li> </ol>
<p style="text-align: center;">Effective Family and Community Engagement</p>	<p>Hold community meetings to review school performance; discuss the school interventions to be implemented; complete school improvement plans in line with the intervention mode; collect perception surveys; engage parents, family, and community in the school learning process with a focus on academic achievement for all students.</p> <p style="text-align: center;"><b><u>Guiding Questions</u></b></p> <ol style="list-style-type: none"> <li>1. How will we communicate this goal with families? How will we report to families our progress toward meeting this goal?</li> <li>2. What role can families play?</li> <li>3. What support will we need to provide for families to be successful in their role?</li> <li>4. What role can the community play?</li> <li>5. What systems do we have to ensure families' voices are heard?</li> <li>6. How will we learn about the perceptions of families and the community? What will we do with that information?</li> </ol>

### **Exiting of Priority Schools**

To exit Priority School 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.

To exit Priority School status for 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.

If a high school is identified as a priority school for low achievement (not having a low graduation rate), it will be required to show improvement in achievement.

If a Priority School has failed to make significant improvement after three years:

1. The school may lose the autonomy to select and implement interventions to address the learning needs of students.
2. Changes in leaders and teachers may be made.
3. A district facilitator may be assigned to ensure that the CIP is carried out to fidelity.
4. The District and/or ALSDE may intervene in the daily operations of the school.

Cohort 1 Focus Schools

System Code	School Code	System Name	School Name	NCEID	School Category	Count of Title I Schools	Title I Status	Focus Sub-Population	Average Gap
001	0052	Autauga County	Marbury Middle School	010024002159	MS		Not Title I	Spec Ed	-55
001	0086	Autauga County	Prattville High School	010024000048	HS		Not Title I	Spec Ed	-67
002	0130	Baldwin County	Silverhill School	010027000066	EL	1	Schoolwide	Spec Ed	-48
005	0050	Blount County	Hayden High School	010042000208	HS	2	Schoolwide	Spec Ed	-62
005	0060	Blount County	JB Pennington High School	010042000209	HS	3	Schoolwide	Spec Ed	-48
005	0070	Blount County	Locust Fork High School	010042000210	HS	4	Schoolwide	Spec Ed	-51
005	0120	Blount County	Susan Moore High School	010042000213	HS	5	Schoolwide	Spec Ed	-51
005	0121	Blount County	Susan Moore Elementary School	010042001481	EL	6	Schoolwide	Spec Ed	-48
007	0085	Butler County	Georgiana School	010051002144	AG	7	Schoolwide	Spec Ed	-55
008	0165	Cathoun County	Saks Middle School	010054000244	MS		Not Title I	Spec Ed	-47
010	0020	Cherokee County	Cedar Bluff High School	010063000274	AG	8	Schoolwide	Spec Ed	-45
011	0050	Chilton County	Clanton Middle School	010066000287	MS	9	Schoolwide	Spec Ed	-47
011	0068	Chilton County	Jemison Middle School	010066000745	MS	10	Schoolwide	Spec Ed	-46
011	0070	Chilton County	Jemison High School	010066000262	HS		Not Title I	Spec Ed	-52
011	0080	Chilton County	Maplesville High School	010066000265	AG	11	Schoolwide	Spec Ed	-49
012	0020	Choctaw County	Choctaw County High School	010069000291	HS	12	Schoolwide	Spec Ed	-46
012	0025	Choctaw County	Choctaw County Elementary	010069001558	EL	13	Schoolwide	Spec Ed	-46
013	0060	Clarke County	Jackson Middle School	010072000304	MS	14	Schoolwide	Spec Ed	-49
013	0100	Clarke County	Wilson Hall Middle School	010072000306	MS	15	Schoolwide	Spec Ed	-58
015	0050	Cleburne County	Ranburne High School	010078000321	AG	16	Schoolwide	Spec Ed	-47
016	0060	Coffee County	Zion Chapel High School	010081000327	AG	17	Schoolwide	Spec Ed	-58
020	0070	Covington County	Straughn Elementary School	010093000280	EL	18	Schoolwide	Spec Ed	-45
022	0031	Cullman County	Cold Springs Elementary School	010102000375	EL	19	Schoolwide	Spec Ed	-47
022	0062	Cullman County	Fairview Middle School	010102000400	MS	20	Schoolwide	Spec Ed	-47
022	0082	Cullman County	Good Hope Middle School	010102000413	MS	21	Schoolwide	Spec Ed	-48
023	0010	Dale County	Ariton School	010105000388	AG	22	Schoolwide	Spec Ed	-55
025	0040	Dekalb County	Crossville Elementary School	010114000412	EL	23	Schoolwide	Spec Ed	-45
025	0045	Dekalb County	Crossville High School	010114001860	AG	24	Schoolwide	Spec Ed	-52
025	0100	Dekalb County	Ider School	010114000419	AG	25	Schoolwide	Spec Ed	-51
025	0130	Dekalb County	Plainview School	010114000422	AG	26	Schoolwide	Spec Ed	-46
025	0150	Dekalb County	Sylvania School	010114000424	AG	27	Schoolwide	Spec Ed	-46
026	0062	Elmore County	Redland Elementary School	010129002142	EL		Not Title I	Spec Ed	-45
026	0075	Elmore County	Wetumpka Middle School	010129000102	MS	28	Schoolwide	Spec Ed	-45
027	0010	Escambia County	A.C. Moore Elementary School	010135000482	EL	29	Schoolwide	Spec Ed	-58
028	0040	Etowah County	Gaston High School	010138000496	AG	30	Schoolwide	Spec Ed	-52
028	0120	Etowah County	Sardis High School	010138000505	HS	31	Schoolwide	Spec Ed	-59
031	0045	Geneva County	Samson Middle School	010166001772	MS		Not Title I	Spec Ed	-47
032	0040	Greene County	Carver Middle School	010168001520	MS	32	Schoolwide	Spec Ed	-46
033	0042	Hale County	Greensboro Middle School	010171002156	MS	33	Schoolwide	Spec Ed	-50
034	0035	Henry County	Headland Middle School	010174000605	MS	34	Schoolwide	Spec Ed	-56
035	0040	Houston County	Houston County High School	010177000614	HS		Not Title I	Spec Ed	-49
035	0070	Houston County	Webb Elementary School	010177000616	EL	35	Schoolwide	Spec Ed	-45
036	0140	Jackson County	Stevenson Middle School	010183001534	MS	36	Schoolwide	Spec Ed	-51
037	0685	Jefferson County	Oak Grove Elementary School	010192001453	EL		Not Title I	Spec Ed	-45
037	0690	Jefferson County	Oak Grove High School	010192000732	AG		Not Title I	Spec Ed	-45

\*Indicates Closed Schools \*\*Indicates School Changed Districts

Cohort 1 Focus Schools

037	0710	Jefferson County	Pinson Valley High School	010192000734	HS		Not Title I	Spec Ed	-47
037	0790	Jefferson County	Rudd Middle School	010192001543	MS		Not Title I	LEP	-54
037	0795	Jefferson County	Shades Valley High School	010192000744	HS		Not Title I	Spec Ed	-54
038	0060	Lamar County	Sulligent School	010195000756	AG	37	Schoolwide	Spec Ed	-49
038	0090	Lamar County	Lamar County High-Intermediate	010195001511	AG	38	Schoolwide	Spec Ed	-50
039	0020	Lauderdale County	Brooks High School	010201000764	HS		Not Title I	Spec Ed	-52
039	0130	Lauderdale County	Waterloo High School	010201000774	AG	39	Schoolwide	Spec Ed	-52
040	0035	Lawrence County	East Lawrence Middle School	010204000778	MS	40	Schoolwide	Spec Ed	-49
040	0110	Lawrence County	Moulton Elementary School	010204000785	EL	41	Schoolwide	Spec Ed	-49
040	0120	Lawrence County	Moulton Middle School	010204000786	MS	42	Schoolwide	Spec Ed	-51
041	0040	Lee County	Sanford Middle School	010207000793	MS		Not Title I	Spec Ed	-48
041	0060	Lee County	Smiths Station High School	010207000795	HS		Not Title I	Spec Ed	-54
042	0010	Limestone County	Ardmore High School	010210000797	AG		Not Title I	Spec Ed	-46
042	0020	Limestone County	Clements High School	010210000799	AG		Not Title I	Spec Ed	-45
042	0030	Limestone County	East Limestone High School	010210000800	AG		Not Title I	Spec Ed	-48
042	0050	Limestone County	Elkmont High School	010210001549	AG		Not Title I	Spec Ed	-49
045	0070	Madison County	Hazel Green High School	010222000836	HS		Not Title I	Spec Ed	-51
045	0190	Madison County	Sparkman High School	010222000848	HS		Not Title I	Spec Ed	-51
047	0075	Marion County	Hamilton Elementary School	010231001552	EL	43	Schoolwide	Spec Ed	-50
049	0090	Mobile County	Booker T Washington Middle School	010237000901	MS	44	Schoolwide	Spec Ed	-45
049	0136	Mobile County	Alma Bryant High School	010237000989	HS	45	Schoolwide	Spec Ed	-47
049	0460	Mobile County	Mary G Montgomery High School	010237000934	HS	46	Schoolwide	Spec Ed	-52
050	0020	Monroe County	Excel High School	010240000975	AG	47	Schoolwide	Spec Ed	-51
050	0110	Monroe County	Monroeville Middle School	010240000983	MS	48	Schoolwide	Spec Ed	-48
051	0275	Montgomery County	Garrett Elementary School	010243001458	EL		Not Title I	Spec Ed	-50
051	0280	Montgomery County	Georgia Washington Middle School	010243001016	MS	49	Schoolwide	Spec Ed	-48
051	0305	Montgomery County	Halcyon Elementary School	010243001459	EL		Not Title I	Spec Ed	-47
051	0463	Montgomery County	Morris Elementary School	010243001105	EL	50	Schoolwide	Spec Ed	-46
052	0060	Morgan County	Falkville High School	010248001044	AG		Not Title I	Spec Ed	-53
053	0025	Perry County	Albert Turner Sr Elementary School	010267001734	EL	51	Schoolwide	Spec Ed	-51
053	0060	Perry County	Uniontown Elementary School	010267001579	EL	52	Schoolwide	Spec Ed	-50
054	0030	Pickens County	Aliceville Middle School	010273001099	MS	53	Schoolwide	Spec Ed	-53
055	0040	Pike County	Pike County High School	010279001112	HS	54	Schoolwide	Spec Ed	-62
056	0050	Randolph County	Wedowee Middle School	010282001124	EL	55	Schoolwide	Spec Ed	-47
056	0060	Randolph County	Woodland High School	010282001125	AG	56	Schoolwide	Spec Ed	-51
058	0013	St Clair County	Ashville Middle School	010306200322	MS	57	Schoolwide	Spec Ed	-45
058	0080	St Clair County	Moody Junior High School	010306201537	MS		Not Title I	Spec Ed	-50
059	0019	Shelby County	Calera Middle	010303001868	MS		Not Title I	Spec Ed	-47
059	0087	Shelby County	Riverchase Middle School **	010303001393	MS		Not Title I	LEP	-51
060	0060	Sumter County	Livingston Junior High School	010309001192	MS	58	Schoolwide	Spec Ed	-56
061	0020	Talladega County	BB Comer Memorial High School	010318001210	HS		Not Title I	Spec Ed	-48
061	0115	Talladega County	Munford Elementary School	010318001443	EL	59	Schoolwide	Spec Ed	-46
061	0180	Talladega County	Winterboro High School	010318001226	AG	60	Schoolwide	Spec Ed	-50
062	0080	Tallapoosa County	Reeltown High School	010321001234	AG	61	Schoolwide	Spec Ed	-48
063	0030	Tuscaloosa County	Brookwood High School	010339001274	HS		Not Title I	Spec Ed	-48
063	0163	Tuscaloosa County	Duncanville Middle School	010339001882	MS		Not Title I	Spec Ed	-52

\*Indicates Closed Schools \*\*Indicates School Changed Districts

Cohort 1 Focus Schools

063	0167	Tuscaloosa County	Sipsey Valley Middle School	010339002154	MS		Not Title I	Spec Ed	-48
063	0180	Tuscaloosa County	Tuscaloosa County High School	010339001291	HS		Not Title I	Spec Ed	-52
064	0160	Walker County	Oakman Middle School	010345001319	MS	62	Schoolwide	Spec Ed	-45
065	0030	Washington County	Fruitdale High School	010348001336	AG	63	Schoolwide	Spec Ed	-48
065	0040	Washington County	Leroy High School	010348001337	AG	64	Schoolwide	Spec Ed	-49
065	0060	Washington County	Millry High School	010348001339	AG	65	Schoolwide	Spec Ed	-52
067	0025	Winston County	Double Springs Middle School	010358001464	MS	66	Schoolwide	Spec Ed	-45
101	0010	Albertville City	Albertville Middle School	010000500870	MS	67	Schoolwide	Spec Ed	-45
102	0010	Alexander City	Alexander City Middle School	010003000001	MS		Not Title I	Spec Ed	-49
104	0020	Andalusia City	Andalusia Middle School	010006000008	MS	68	Schoolwide	Spec Ed	-57
107	0020	Athens City	Athens Middle School	010012001473	MS		Not Title I	Spec Ed	-51
109	0025	Attalla City	Etowah High School	010018000033	HS		Not Title I	Spec Ed	-47
114	0010	Birmingham City	Avondale Elementary School	010039000103	EL	69	Schoolwide	Spec Ed	-51
114	0270	Birmingham City	Glen Iris Elementary School	010039001484	EL	70	Schoolwide	Spec Ed	-52
114	0775	Birmingham City	Sun Valley Elementary School	010039001762	EL	71	Schoolwide	Spec Ed	-49
114	0795	Birmingham City	South Hampton Elementary	010039001421	EL	72	Schoolwide	Spec Ed	-45
114	0850	Birmingham City	Washington Elementary School	010039000190	MS	73	Schoolwide	Spec Ed	-47
128	0010	Demopolis City	Demopolis Middle School	010120000439	MS		Not Title I	Spec Ed	-57
128	0020	Demopolis City	US Jones Elementary School	010120000441	EL	74	Schoolwide	Spec Ed	-52
130	0115	Dothan City	Northview High School	010123001501	HS	75	Schoolwide	Spec Ed	-46
131	0020	Elba City	Elba High School	010126000461	HS		Not Title I	Spec Ed	-47
132	0030	Enterprise City	Coppinville School	010132000474	MS		Not Title I	Spec Ed	-61
132	0050	Enterprise City	Enterprise High School	010132000476	HS		Not Title I	Spec Ed	-46
132	0070	Enterprise City	Hillcrest Elementary School	010132000478	EL	76	Schoolwide	Spec Ed	-48
141	0100	Florence City	Florence Middle School	010153000536	MS	77	Schoolwide	Spec Ed	-47
143	0030	Fort Payne City	Williams Avenue Elementary School	010156000539	EL	78	Schoolwide	Spec Ed	-46
144	0050	Gadsden City	Gadsden Middle School	010162000553	MS		Not Title I	Spec Ed	-57
146	0030	Geneva City	Geneva Middle School	010164001788	MS	79	Schoolwide	Spec Ed	-47
156	0030	Hartselle City	Hartselle Junior High School	010173000598	MS		Not Title I	Spec Ed	-49
158	0400	Hoover City	Hoover High School	010000700251	HS		Not Title I	Spec Ed	-47
158	0425	Hoover City	Ira F Simmons Middle School	010000701741	MS		Not Title I	LEP	-48
159	0090	Huntsville City	Davis Hills Middle School *	010180001528	MS	80	Schoolwide	Spec Ed	-45
162	0020	Jacksonville City	Jacksonville High School	010186000673	HS		Not Title I	Spec Ed	-53
163	0010	Jasper City	Maddox Middle School	010189000674	MS		Not Title I	Spec Ed	-56
171	0040	Midfield City	Rutledge School	010235000892	MS	81	Schoolwide	Spec Ed	-52
179	0060	Opelika City	Opelika Middle School	010258001071	MS		Not Title I	Spec Ed	-48
180	0020	Opp City	Opp Middle School	010261001074	MS	82	Schoolwide	Spec Ed	-47
180	0030	Opp City	Opp Elementary School	010261001078	EL	83	Schoolwide	Spec Ed	-47
181	0005	Oxford City	CE Hanna School	010263501733	EL		Not Title I	Spec Ed	-45
181	0030	Oxford City	Oxford Middle School	010263501383	MS		Not Title I	Spec Ed	-45
182	0040	Ozark City	Harry N Mixon Elementary School	010264001084	EL	84	Schoolwide	Spec Ed	-48
182	0060	Ozark City	D A Smith Middle School	010264001081	MS	85	Schoolwide	Spec Ed	-45
183	0080	Pell City	Duran Junior High School	010265001570	MS		Not Title I	Spec Ed	-56
183	0085	Pell City	Duran South	010265001541	MS		Not Title I	Spec Ed	-51
183	0100	Pell City	Pell City High School	010265001573	HS		Not Title I	Spec Ed	-47
184	0030	Phenix City	Central High School	010270001088	HS		Not Title I	Spec Ed	-48

\*Indicates Closed Schools \*\*Indicates School Changed Districts

Cohort 1 Focus Schools

188	0010	Roanoke City	Handley Middle School	010285001127	MS	86	Schoolwide	Spec Ed	-60
190	0040	Scottsboro City	Scottsboro Junior High School	010294001148	MS		Not Title I	Spec Ed	-68
190	0050	Scottsboro City	Collins Elementary School	010294001486	EL	87	Schoolwide	Spec Ed	-49
191	0050	Selma City	School Of Discovery Genesis Center	010297001153	EL	88	Schoolwide	Spec Ed	-50
193	0035	Sylacauga City	Nichols-Lawson Middle School	010312002100	MS	89	Targeted Assistance	Spec Ed	-55
195	0010	Tallassee City	Southside Middle School	010324001236	MS		Not Title I	Spec Ed	-51
195	0020	Tallassee City	Tallassee Elementary School	010324001601	EL	90	Schoolwide	Spec Ed	-49
199	0015	Troy City	Charles Henderson Middle	010333001603	MS	91	Schoolwide	Spec Ed	-50
200	0055	Tuscaloosa City	Paul W Bryant High School	010336002101	HS	92	Schoolwide	Spec Ed	-54
200	0075	Tuscaloosa City	Northridge High School	010336002102	HS	93	Schoolwide	Spec Ed	-50
200	0131	Tuscaloosa City	Southview Elementary School	010336002134	EL	94	Schoolwide	Spec Ed	-52
200	0132	Tuscaloosa City	Southview Middle School	010336001886	MS	95	Schoolwide	Spec Ed	-45
201	0020	Tuscumbia City	Deshler Middle School	010342001298	MS		Not Title I	Spec Ed	-45

\*Indicates Closed Schools \*\*Indicates School Changed Districts

Cohort 1 Priority Schools

System Code	School Code	System Name	School Name	NCEID	Title Status	School Category	SIG Status	Priority School Status	Percent Lvl 3 and 4	Graduation Rate %	Title
006	0050	Bullock County	Bullock County High School	010048000218	Schoolwide	High School	Tier 1 C 2	PRIORITY - SIG School	58.19		1
019	0007	Coosa County	Central Middle School	010090002075	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	74.98		2
024	0010	Dallas County	Brantley Elementary School	010111000395	Schoolwide	Elementary	Tier 1 C 2	PRIORITY - SIG School	71.03		3
024	0120	Dallas County	Southside High School	010111000406	Schoolwide	High School	Tier 2 C 2	PRIORITY - SIG School	60.69		4
043	0015	Lowndes County	Calhoun High School	010216000815	Schoolwide	High School	Tier 1 C 1	PRIORITY - SIG School	68.50		5
043	0040	Lowndes County	Hayneville Middle School	010216001636	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	61.93		6
043	0050	Lowndes County	Lowndes County Middle School	010216001637	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	55.87		7
043	0080	Lowndes County	Jackson-Steele Elementary School	010216000821	Schoolwide	Elementary	Tier 1 C 1	PRIORITY - SIG School	78.29		8
046	0050	Marengo County	John Essex High School *	010225000854	Schoolwide	Combined	Tier 1 C 1	PRIORITY - SIG School	63.32		9
048	0030	Marshall County	Asbury High School	010000000872	Schoolwide	High School	Tier 1 C 1	PRIORITY - SIG School	81.98		10
049	0195	Mobile County	Continuous Learning Center	010237001666	Not Title I	Combined	Tier 2 C 1	PRIORITY - SIG School	31.58		
051	0050	Montgomery County	Bellingrath Middle School	010243000993	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	52.70		11
051	0535	Montgomery County	Southlawn Middle School	010243001111	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	48.27		12
114	0331	Birmingham City	Hayes K-8 (Formerly Whatley K-8 114/0890)	010039002206	Schoolwide	Middle	Tier 1 C 2	PRIORITY - SIG School	58.90		13
159	0370	Huntsville City	James Dawson Elementary	010180000650	Schoolwide	Elementary	Tier 1 C 2	PRIORITY - SIG School	70.44		14
159	0380	Huntsville City	Westlawn Middle School	010180000652	Schoolwide	Middle	Tier 1 C 2	PRIORITY - SIG School	51.28		15
171	0020	Midfield City	Midfield High School	010239000891	Schoolwide	High School	Tier 2 C 2	PRIORITY - SIG School	63.06		16
200	0160	Tuscaloosa City	Central High School	010336001608	Schoolwide	High School	Tier 2 C 2	PRIORITY - SIG School	58.91		17
200	0200	Tuscaloosa City	Westlawn Middle School	010336001268	Schoolwide	Middle	Tier 1 C 1	PRIORITY - SIG School	61.05		18
017	0070	Colbert County	Colbert County High School	010084000334	Not Title I	High School	None SIG	PRIORITY - GradRate<60%	80.26	47	
024	0080	Dallas County	Keith Middle-High School	010111000402	Schoolwide	Combined	None SIG	PRIORITY - GradRate<60%	52.80	56	19
049	0120	Mobile County	Mattie T Blount High School	010237000900	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	81.60	59	20
049	0800	Mobile County	Lillie B Williamson High School	010237000969	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	72.82	59	21
056	0020	Randolph County	Randolph County High School	010282001119	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	66.92	49	22
057	0065	Russell County	Russell County High School	010288001802	Not Title I	High School	None SIG	PRIORITY - GradRate<60%	73.29	58	
063	0120	Tuscaloosa County	Holt High School	010339001282	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	74.01	57	23
113	0080	Bessemer City	Bessemer City High School	010033000087	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	56.38	40	24
114	0095	Birmingham City	George Washington Carver High School	010039001468	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	82.68	57	25
114	0415	Birmingham City	Jackson-Olin High School	010039000164	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	75.25	47	26
114	0630	Birmingham City	Parker High School	010039000165	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	70.70	49	27
114	0858	Birmingham City	Wenonah High School	010039000192	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	81.48	53	28
114	0920	Birmingham City	Woodlawn High School-Magnet	010039000198	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	66.05	54	29
159	0020	Huntsville City	SR Butler High School	010180000619	Schoolwide	High School	None SIG	PRIORITY - GradRate<60%	59.62	44	30
199	0010	Troy City	Charles Henderson High School	010333001602	Not Title I	High School	None SIG	PRIORITY - GradRate<60%	85.12	58	
024	0130	Dallas County	Tipton Durant Middle School	010111000408	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	53.00		31
032	0030	Greene County	Greene County High School	010168000576	Schoolwide	High School	None SIG	PRIORITY - Low Performance	57.45		32
044	0100	Macon County	Tuskegee Institute Middle School	010219000826	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	54.85		33
046	0060	Marengo County	Marengo High School	010225000856	Schoolwide	Combined	None SIG	PRIORITY - Low Performance	50.46		34
049	0440	Mobile County	Mae Eanes Middle School	010237000918	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	62.78		35
051	0090	Montgomery County	Brewbaker Middle School	010243001563	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	54.09		36
051	0100	Montgomery County	Capitol Heights Middle School	010243000995	Schoolwide	Middle	Tier 3 C 1	PRIORITY - Low Performance	62.22		37
051	0458	Montgomery County	McKee Middle School	010243001524	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.23		38
060	0070	Sumter County	York West End Junior High School	010309001195	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	51.01		39
065	0050	Washington County	McIntosh High School	010348001338	Schoolwide	Combined	None SIG	PRIORITY - Low Performance	57.88		40
105	0015	Anniston City	Anniston Middle School	010009001725	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.88		41
114	0320	Birmingham City	Green Acres Middle School	010039000133	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	54.18		42
114	0735	Birmingham City	Ossie Ware Mitchell Middle School	010039001823	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.21		43
137	0035	Fairfield City	Forest Hills Middle School *	010144000517	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.48		44
144	0040	Gadsden City	Litchfield Middle School	010162000552	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.88		45
159	0050	Huntsville City	Chapman Middle School *	010180001527	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	57.37		46
191	0120	Selma City	R.B.Hudson Middle School	010297001161	Schoolwide	Middle	None SIG	PRIORITY - Low Performance	56.47		47

\*Indicates closed schools