

Checklist

A. Accountability Reports

| | | School | District | State |
|----|---|--------|----------|-------|
| 1. | Reports are: | | | |
| | a. readily available to the public through school report cards, media, internet, and distribution to parents | | | |
| | b. made clear and meaningful through categorization of levels of school or district performance, such as exemplary, recognized, acceptable, and low-performing | | | |
| | OPTIONS: | | | |
| | Criteria for placing school in a category are | | | |
| | • set high when the accountability system is established, or | | | |
| | • set lower at the beginning and then raised systematically over time. | | | |
| 2. | Reports include summaries of performance of children disaggregated by: | | | |
| | a. income level. | | | |
| | b. race. | | | |
| | c. primary language. | | | |
| | d. performance by quartile. | | | |
| | e. continuing students (students who have been at the school for a specified time). | | | |
| | f. special education. | | | |
| 3. | Reports compare performance to: | | | |
| | a. average performance of all students in state or district. | | | |
| | b. average performance of students with comparable demographics. | | | |
| | c. benchmark performance for students with comparable demographics. Benchmark scores come from the top 10%-15% of the schools in the same demographic group during the previous year. | | | |
| 4. | Reports include: | | | |
| | a. the percent of students in the school taking the assessments and included in reports. | | | |
| | b. percent of students exempted for particular reasons, i.e., special ed., language, or other criteria | | | |
| | c. analysis of performance on individual topics and standards, if possible. | | | |

B. Rewards and Sanctions

| | School | District | State |
|--|--------|----------|-------|
| 1. Criteria for rewards/recognition are based on: OPTIONS: | | | |
| a. an achievement criteria set by the state, based on <ul style="list-style-type: none"> • performance of students in relation to benchmark levels for comparable students/for all students, or • rate of improvement in relation to benchmark rates of improvement (based on actual highest rates of improvement attained with populations of comparable demographics). | | | |
| b. achievement criteria for sanctions and rewards are applied to: OPTIONS: | | | |
| <ul style="list-style-type: none"> • each major ethnic group or • all students combined | | | |
| c. sanctions imposed only after intensive help has been provided. | | | |
| 2. Criteria for rewards/recognition are based on: | | | |
| a. financial rewards to schools/teachers/principals/district administrators based on student performance (e.g., gains or maintenance of benchmark levels). | | | |
| b. release from most state requirements. | | | |
| 3. Examples of sanctions: OPTIONS: | | | |
| a. reconstitution or | | | |
| b. expedited dismissal/transfer of low-performing staff <ul style="list-style-type: none"> • teachers • principals • central administrators | | | |

C. Improvement Requirements and Assistance

| | School | District | State |
|--|--------|----------|-------|
| 1. Improvement plans are to be implemented if student performance is significantly below: OPTIONS: a. benchmark achievement for any demographic group, or b. average achievement for any demographic group, or c. average achievement for all demographic groups combined. | | | |
| 2. Requirements for improvement: a. are based on: • state recommendations, or • actual rates of improvement attained by the top 10% of schools with comparable demographics b. include expectations for improvement for all students (students in all quartiles and students who had been exempted from the test). | | | |
| 3. Information and recommendations on instructional materials, instructional practices, and service providers are readily available and based on reliable high-performing educators | | | |
| 4. Funding and policies provide schools with financial means, flexibility, and capability to adopt programs that have produced high levels of achievement with schools with comparable populations (e.g., schools can obtain support from any providers who can document effectiveness of their services. | | | |
| 5. There is a system in place to evaluate the performance of “service providers.” This evaluation includes reports on increases in performance of students in schools that used the “service providers.” | | | |

D Interventions for Low Performing Schools

Note: These options are in addition to those described in Section C, "Improvement Requirements and Assistance."

| | School | District | State |
|---|--------|----------|-------|
| 1. Low performing schools are required to construct improvement plans that are inclusive, preventative, intensive, and begin in preschool and kindergarten. OPTIONS: a. school constructs own improvement plan, or b. school implements research-based model. | | | |
| 2. Guidance is provided to school. OPTIONS: a. by district-appointed consultant, or b. by consultant that school is able to choose, or c. by consultant who has produced high level of performance in similar school | | | |
| 3. Efforts are made to develop teacher involvement and support for the intervention plans: a. vote of staff. b. facilitate transfer of oppositional teachers. c. incentives to attract and retain effective teachers (teachers who have brought about reasonable levels of student achievement). | | | |
| 4. On-going assessment plan is constructed to determine if students are making reasonable progress. Assessments are administered periodically through the school year. Periodic reviews by district administrator determines the extent to which program is being implemented as planned; if components of the improvement plan are not being implemented effectively, the administrator takes necessary actions. | | | |
| 5. When a school's improvement plan does not produce satisfactory achievement gains after two years, stronger interventions are required: OPTIONS: a. transfer/dismissal of staff members, or b. reconstitution. (See Sanctions.) | | | |

E. Criteria for State Assessment

| | School | District | State |
|--|--------|----------|-------|
| 1. <u>Assessment quality:</u> | | | |
| a. aligned with standards, including extended coverage on most important content. | | | |
| b. valid. | | | |
| c. reliable | | | |
| d. sensitive to students' gains made during, including students who are below grade level. | | | |
| e. provides clear measure of domain in elementary grades by minimizing coverage of other domains (e.g., the reading test is not turned into a writing test; the math test is not laden with vocabulary that is too difficult or so extensive that mathematics applications are minimized). | | | |
| 2. <u>Assessment coverage</u> | | | |
| a. begins in lower grades. | | | |
| b. <u>OPTIONS:</u> | | | |
| • administered at each grade level (recommended), or | | | |
| • administered after a cluster of grades | | | |
| c. inclusive, with maximum numbers of students taking test. | | | |
| 3. <u>Assessment scores</u> | | | |
| a. passing level of assessments are rigorous but reasonable: indicating readiness for next level (e.g., determine correlation between passing 8th grade math test and passing algebra). | | | |
| b. a range of levels is utilized to describe student performance (e.g., proficient, satisfactory, basic, below basic). | | | |
| c. criteria for student score levels: | | | |
| <u>OPTIONS:</u> | | | |
| • set high when assessment is established, or | | | |
| • set lower at beginning and then raised systematically over time. | | | |
| d. anchor scores to national norm-referenced tests by: | | | |
| <u>OPTIONS:</u> | | | |
| • testing a representative sample of students in state, or | | | |
| • testing all students at some or all grade levels. | | | |
| 3. <u>Assessment administration</u> | | | |
| a. designed and scheduled so that they do not take excessive time from instruction. | | | |
| b. results returned prior to the beginning of the next school year. | | | |
| c. tests administered late in the school year to make expectations for accountability clear. | | | |

F. Content Standards

| | School | District | State |
|--|--------|----------|-------|
| 1. Rigorous yet reachable. | | | |
| 2. Measurable, clearly and simply specified at each grade level. | | | |
| 3. Includes important content with the most important subject matter identified: | | | |
| OPTIONS: | | | |
| a. in the standards, or | | | |
| b. in the assessment blueprint. | | | |
| 4. Neither dictate pedagogy nor contradict findings of rigorous research. | | | |
| 5. Balance of knowledge and skills with the basics specified for the primary grades. | | | |

G Responsibilities of Other Organizations

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| | School | District | State |
|---|--------|----------|-------|
| 1. Legislators, School Boards, and Teacher, Parent, Community, and Business groups. | | | |
| 2. Federal Government. | | | |