

Table of Contents

A. Accountability Reports	Page 02
1. Reports are:	Page 03
a. readily available to the public through 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:	Page 04
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:	Page 05
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:	Page 07
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 Page 08

1. Criteria for rewards/recognition are based on: Page 09

OPTIONS

- a. a pass rate set by the state, or
- b. performance of students in relation to benchmark levels for comparable students/for all students, or
- c. rate of improvement in relation to benchmark rates of improvement (based on actual highest rates of improvement attained with populations of comparable demographics).

2. Examples of rewards/recognition: Page 09

- 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. Criteria for sanctions (critical for low-performing schools): Page 11

OPTIONS

- a. a failure rate set by the state, or
- b. lack of acceptable gains in student achievement in relation to average rates of improvement attained with

OPTIONS

- population of comparable demographics, or
- all disaggregated groups combined.
- c. imposed only after intensive help has been provided.

4. Examples of sanctions: Page 11

OPTIONS

- a. reconstitution of schools:
- b. expedited dismissal/transfer of low performing staff.
 - teachers
 - principals
 - district administrators

C. Improvement Requirements and Assistance	Page 13
1. Improvement plans are to be implemented if student performance is significantly below:	Page 14
OPTIONS	
a. benchmark level of achievement for any demographic group, or	
or	
b. average level of achievement for any demographic group, or	
c. average level of achievement for all demographic groups combined.	
2. Requirements for improvement:	Page 15
a. are rigorous, but reasonable (based on 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 research and the experience of high performing educators	Page 16
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)	Page 19
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”	Page 20

D. Interventions for Low Performing Schools..... Page 21

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

- 1. Low performing schools are required to construct improvement plans that are inclusive, preventative, intensive, and begin in preschool and kindergarten Page 22**

OPTIONS

- a. School constructs own construction plan.**
- b. School implements research-based model.**

- 2. Guidance is provided to school Page 23**

OPTIONS

- a. by district-appointed consultant.**
- b. by consultant that school is able to choose.**
- 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: Page 24**

- 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 the necessary actions Page 25**

- 5. When a school’s improvement plan does not produce satisfactory achievement gains after two years, stronger interventions are required: Page 26**

OPTIONS

- a. Transfer/dismissal of staff members.**
- b. Reconstitution. (See Sanctions.)**

E. Criteria for Assessment..... Page 27

1. Assessment quality : Page 28

- a. aligned with standards, including extended coverage on most important content.
- b. valid.
- c. reliable.
- d. sensitive to students' gains made during school year, 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 difficult vocabulary).

2. Assessment coverage: Page 30

- a. begins in lower grades.
- b. administered in each grade level in key subjects.
- c. inclusive, with maximum numbers of students taking test.

3. Assessment scores:. Page 31

- 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:

OPTIONS

- set high when assessment is established, or
- set lower at beginning and then raised systematically over time.

4. Assessment administration: Page 33

- 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 Page 34

- 1. Rigorous yet reachable Page 35**
- 2. Measurable, clearly and simply specified at each grade level Page 37**
- 3. Includes important content with most important subject matter identified: Page 38**
 - a. in the standards, or**
 - b. in the assessment blueprint.**
- 4. Neither dictate pedagogy nor contradict findings of rigorous research Page 39**
- 5. Balance of knowledge and skills with the basics specified for the primary grades Page 40**

G. Responsibilities of Other Organizations Page 41

- 1. Legislators, School Boards and Teacher, Parent, Community, and Business Groups.**
- 2. Federal Government.**