

Alabama's School Improvement Model under NCLB

Designation Progression	<p>Applied to schools and LEAs (districts):</p> <ul style="list-style-type: none"> • Did Not Make AYP (one year for one or more goals) • Improvement Year 1 (two consecutive years for the same goal(s)) • Improvement Year 2 (three consecutive years for the same goal(s)) • Improvement Year 3 (four consecutive years for the same goal(s)) • Improvement Year 4 (five consecutive years for the same goal(s)) • Improvement Year 5 (six consecutive years for the same goal(s)) • Improvement Year 6+ (seven or more consecutive years for the same goal(s))
Trigger(s) for beginning tiered support from SDE	<ul style="list-style-type: none"> • Two years of not meeting AYP in the same area(s)
# Years that trigger possible SEA Intervention	<p><i>Corrective Action</i> - Improvement Year 3 (four consecutive years of not meeting AYP for the same goal(s)) <i>Intervention: Plan for Restructuring</i> – Improvement Year 4 (five consecutive years for the same goal(s)) <i>Intervention: Restructuring</i> – Improvement Year 5 (six consecutive years for the same goal(s)) <i>Intervention: Restructuring</i> – Improvement Year 6+ (six consecutive years for the same goal(s))</p>
Exit Criteria	<ul style="list-style-type: none"> • Two years of meeting AYP for the identified goal(s)
Type of Support(s)	<ul style="list-style-type: none"> • LEA required hiring of School Improvement Specialist for LEA Improvement or schools with Year 3 or greater status • SDE assigned state support staff to work with district/school teams based on improvement status • Development of designated plans based on improvement status • Professional development requirements

Alabama's ESEA Waiver Model

Designation Determination	<p>Priority Identification</p> <ul style="list-style-type: none"> • Tier I and Tier II SIG schools • Graduation Rate less than 60% • Lowest performing schools inclusive of lowest 5% of Title I schools <p>Focus Identification</p> <ul style="list-style-type: none"> • Rank order of schools by within-school gaps/state gaps between subgroups over a two year period • Lowest performing schools inclusive of lowest 10% of Title I schools
Trigger(s) for receiving support from SDE	<p>Applied to schools/districts:</p> <ul style="list-style-type: none"> • Priority Schools - identified for a three year cycle of support • Focus Schools – identified for a two year cycle of support
# Years that trigger possible SEA Intervention	<p>Priority School - lack of significant progress after 3 years of support Focus School – lack of significant progress after 2 years of support</p>
Exit Criteria	<p>Priority - Achievement</p> <ul style="list-style-type: none"> • Implement interventions for three consecutive years • Rank higher than the lowest 5% of Title I schools • Participation Rate of 95% or greater • Meet or exceed AMOs for “all students” for two consecutive years <p>Priority – Graduation Rate</p> <ul style="list-style-type: none"> • Implement interventions for three consecutive years • Graduation Rate of 65% or greater for two consecutive years • Participation Rate of 95% or greater <p>Focus School</p> <ul style="list-style-type: none"> • Meet or exceed AMOs for applicable subgroups for two consecutive years • Rank higher than the lowest 10% of Title I schools • Participation Rate of 95% or greater • Implement intervention strategies for three consecutive years
Type of Support(s)	<p>Regional team approach in partnership with the school districts</p> <ul style="list-style-type: none"> • Regional Team comprised of Regional Support Coordinator, ARI, AMSTI, and Regional Inservice Center Directors, regional staff, SDE staff, other agency partners (as indicated) • Team worked collaboratively to identify supports for identified schools/districts based on data • Team identified global needs based on review of collective district data within regions • Provide support with implementing interventions utilizing the Turnaround Principles

Review of Current State Models

	Michigan	Indiana	AL ESSA Cmte. Rec.
Identification Process	<ul style="list-style-type: none"> • At Risk Priority – annually produce list of lowest 10% of schools • At Risk Focus – annually produce list of lowest 20% of schools with widest gaps • Priority – lowest 5% of schools for two consecutive years • Focus <ul style="list-style-type: none"> ○ 10% of schools with largest achievement gaps (including bottom 30%) for two consecutive years, or ○ Graduation rates below 60% 	<p>Priority</p> <ul style="list-style-type: none"> • Title I schools with grade of F or is persistently low achieving (lowest 15%) • Title I schools with Graduation rate below 65% • Both re-evaluated annually <p>Focus</p> <ul style="list-style-type: none"> • Title I school receiving a D (and not a priority school), or • Title I schools with Graduation rates below 60% for 2 consecutive years 	
Trigger(s) for Targeted Support	<p>Applied to schools/districts:</p> <ul style="list-style-type: none"> • Priority Schools - identified for a three year cycle of support • Focus Schools – identified for a two year cycle of support 	<p>Applied to schools:</p> <ul style="list-style-type: none"> • Priority Schools – continued identification, reviewed annually • Focus Schools – identified for a two year cycle of support 	
# Years before SEA Intervention	<p>Priority Schools</p> <ul style="list-style-type: none"> • Upon identification <p>Focus Schools</p> <ul style="list-style-type: none"> • Targeted support provided after 3 consecutive years with status • Intensive state support beginning with 4 consecutive years of status 	<p>Priority and Focus Schools</p> <ul style="list-style-type: none"> • Beginning with year 4 of identification 	
Exit Criteria	<p>Priority</p> <ul style="list-style-type: none"> • Not ranked among lowest 5% of schools • Meet AMOs for ELA and math • 95% participation rate • Re-evaluated annually thereafter <p>Focus</p> <ul style="list-style-type: none"> • Gap – 2 consecutive years making improvement for identified subgroup • Graduation – 2 consecutive years grad rate above 60% 	<p>Priority</p> <ul style="list-style-type: none"> • Maintain a C or better for 2 consecutive years, or • Earn Reward Status for 1 year <p>Focus</p> <ul style="list-style-type: none"> • maintain a C for at least 2 years or • Reward status for 1 year and grade improvement 	
Type of Support(s)	<ul style="list-style-type: none"> • Collaborative team approach with representatives from state, district, teacher union, school and community • State-funded District Improvement Facilitator • Priority - Required district and local school board collaboratively developed redesign plan • Focus – district and school requirements including planning, evaluation of tier I instruction, and quarterly board progress reports 	<ul style="list-style-type: none"> • Partnership among representatives of IDOE, community, regional field staff, district, school, etc • Required school audits • Based on status, develop comprehensive school plan, student achievement plan, and/or intervention plan for implementation of Turnaround Principles 	