Federal Programs

Accountability Overview

September 10, 2015

Presenter:
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Director,
Office of Student Learning
Discussion Topics

- The Evolution of Alabama’s Accountability System
- The Two Models of Accountability
- Each Model’s Indicators
Alabama's Accountability System Evolved From Alabama’s PLAN 2020

- Alabama’s ESEA Accountability Model
- Alabama’s Accountability System
- Alabama’s PLAN 2020 Accountability Model
**ESEA Waiver/Renewal Timeline**

- **June 2013**
  - Alabama’s ESEA Flexibility Waiver Was Approved
  - Implementation of Alabama’s ESEA Waiver and The New Accountability Model

- **June 2015**
  - Alabama’s ESEA Waiver Was Due to Expire

- **March-May 2015**
  - The Alabama State Department of Education (ALSDE) Solicited and Reviewed Feedback From Stakeholders Across the State

- **July 2015**
  - The ESEA Final Redlined Renewal Was Submitted

- **August 2015**
  - The ESEA Renewal Request Was Approved
Alabama’s Accountability System

Alabama’s ESEA Accountability Model (AMO Reports)

Alabama’s PLAN 2020 Accountability Model (A-F Report Cards)
Overview of Alabama’s ESEA Accountability Model

Alabama 2020 Learners

Achievement
(Reading/Language Arts and Mathematics)

Alabama 2020 Support Systems

Graduation Rate
(Schools With a Grade 12 and Districts)

Attendance Rate
(Schools Without a Grade 12 and Districts)
Alabama’s New ESEA Accountability Model Began 2013-2014
Elementary

- Achievement
  - ACT Aspire (reading and mathematics)
  - Alabama Alternate Assessment (reading and mathematics)
- Attendance Rate

Secondary

- Achievement
  - ACT Aspire 10 (beginning 2015-2016) (reading and mathematics)
- Alabama Alternate Assessment (reading and mathematics)
- Graduation Rate
Achievement will be determined based on the percentage of proficient students in the areas of reading/English language arts and mathematics.

The attendance rate is the Average Daily Attendance for the entire school year for schools without a grade 12 and districts.

The graduation rate is the 4-year graduation rate cohort for schools with a grade 12 and districts. Graduation rate data is reported one year in arrears.
Achievement Annual Measurable Objectives

- Annual Measurable Objectives (AMOs) are annual targets set to show increases in school/district performance over time.
Achievement Annual Measurable Objectives 2014-2015

- **Annual Measurable Objectives (AMOs)** are annual targets set in equal increments towards the goal of reducing by half the difference between the baseline year and the Performance Proficiency Goal (PPG).
  - **Performance Proficiency Goal (PPG)** represents the 90\textsuperscript{th} percentile proficiency score plus the average growth of the “all students” subgroup.
ELA and Mathematics Performance Proficiency Goals

- 3-8 Mathematics: 70%
- 3-8 English Language Arts: 62%
- High School Mathematics: 35%
- High School English Language Arts: 80%
### Alabama’s ESEA Accountability Model

#### Indicators and Baseline Years

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<tr>
<th>Indicator</th>
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<td>Achievement</td>
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<tr>
<td>Graduation Rate</td>
<td>2011-2012</td>
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Calculating Achievement AMOs for Schools/Districts

1. Determine number of proficient students.
2. Divide number of proficient students by number of students assessed.
3. Convert answer from #2 to a percent.
4. Subtract answer from #3 from the PPG.
5. Divide the answer from #4 by 2.
6. Divide the answer from #5 by 6.
7. The answer from #6 is your annual improvement target.
8. Add the annual improvement target to the baseline to establish year one AMO.
9. Add the annual improvement target to year one AMO to establish year two AMO.
10. Continue to add annual improvement target to each AMO until six years of AMOs have been established.

*This will be applicable only for subgroups with an n-count of 20 or more students.*
School ABC has 250 students assessed on the mathematics assessment.

138 students were proficient (Levels 3 and 4)

$$\frac{138}{250} = .55$$

$.55 \times 100 = 55\%$  Percent of Proficient Students for 2013

The PPG for 3-8 mathematics is 70% 

$$70 - 55 = 15$$

$$\frac{15}{2} = 7.50$$  Growth needed over six year period

$$\frac{7.5}{6} = 1.25$$  School ABC’s Annual Improvement Needed

$$55 + 1.25 = 56.25$$  Year One AMO

$$56.25 + 1.25 = 57.50$$  Year Two AMO

Continue to add until six years of AMOs are established
# Mathematics Achievement

**AMO Calculation (Example)**

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<td>58.75%</td>
<td>60.00%</td>
<td>61.25%</td>
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The Alabama State Department of Education (ALSDE) Accountability Section provides this AMO calculator as a planning tool for use by LEAs. The calculations contained in this tool are **NOT** the official ALSDE calculations. They are to be used for planning purposes **ONLY**.

**Instructions:**
Enter the percent of proficient students for 2013-2014 for the subgroups below (if you had an n-count of < 20 for a subgroup, leave the box blank).

Calculations will be performed automatically and are found by clicking on the tabs at the bottom of this worksheet.

### 3-8 Math

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### 3-8 ELA

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### 9-12 ELA

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### Graduation Rate

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For Graduation Rate, enter the 2011-2012 Graduation Rate.
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AMO targets to be reset using data from new assessments in 2015-2016.
## State High School English Language Arts (ELA) AMOs

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AMO targets to be reset using data from new assessments in 2015-2016.
Exceeding the PPG

If the proficiency rate is above the performance proficiency goal 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.

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<th>3-8 ELA</th>
<th>High School Mathematics</th>
<th>High School ELA</th>
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Full Academic Year Students

Calculations only include full academic year students.

• Students are considered a FAY student if...
  ➢ The enrollment date is on or before the tested year’s end of date fall attendance extract,
  ➢ They appear on the tested year’s 9th month attendance extract without a break in enrollment, and
  ➢ They took the assessment at the same school they were enrolled.
Accountability Exclusion Rule For Proficiency

• **Foreign Exchange Students (FES):** All FES will be excluded. FES should be flagged in Chalkable.

• **Limited English Proficiency (LEP):** For proficiency determination, the scores of LEP1 students do not count in any subgroup or in aggregate accounting for either mathematics or reading.
Graduation Rate AMO’s

• Graduation rate from 2011-2012 is the baseline data used.
State Graduation Rate AMO Establishment

1. Use the 2011-2012 graduation rate as the baseline.
2. Subtract graduation rate from 100.
3. Divide the answer from step #2 by two.
4. Divide the answer from step #3 by six.
5. The answer from step #4 is the annual graduation rate improvement needed.
6. Add the annual improvement needed to the baseline to establish year one graduation rate AMO.
7. Add annual improvement needed to the year one AMO to establish year two graduation rate AMO.
8. Continue to add annual improvement needed to each AMO until six years of AMOs have been established.

*This will be applicable only for subgroups with an n-count of 20 or more students.
# State Graduation Rate AMOs

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<td>85.2</td>
<td>86.4</td>
<td>87.6</td>
<td>88.8</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>66.4</td>
<td>69.2</td>
<td>72</td>
<td>74.8</td>
<td>77.6</td>
<td>80.4</td>
<td>83.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68.5</td>
<td>71.1</td>
<td>73.7</td>
<td>76.3</td>
<td>78.9</td>
<td>81.5</td>
<td>84.1</td>
</tr>
<tr>
<td>LEP</td>
<td>35.9</td>
<td>41.2</td>
<td>46.5</td>
<td>51.8</td>
<td>57.1</td>
<td>62.4</td>
<td>67.7</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>87.1</td>
<td>88.1</td>
<td>89.1</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td>66.3</td>
<td>69.1</td>
<td>71.9</td>
<td>74.7</td>
<td>77.5</td>
<td>80.3</td>
<td>83.1</td>
</tr>
<tr>
<td>Special Education</td>
<td>53.7</td>
<td>57.6</td>
<td>61.5</td>
<td>65.4</td>
<td>69.3</td>
<td>73.2</td>
<td>77.1</td>
</tr>
<tr>
<td>White</td>
<td>80.7</td>
<td>82.3</td>
<td>83.9</td>
<td>85.5</td>
<td>87.1</td>
<td>88.7</td>
<td>90</td>
</tr>
</tbody>
</table>
The annual Attendance Rate goal is 90%.

The Attendance Rate will come from the 9th month attendance report for the entire year.
AMO Reports
Annual Measurable Objective Reports (AMO Reports)

• An Annual Measurable Objective (AMO) Report will be developed for each school, district, and the state.

• The results of the school or district AMO Report will be the trigger for recognition and support for schools and districts.

• The AMO report will indicate if a school, district, and the state met or not met the target or goal for each indicator.
## Improvement Measure

If the state, a district, or a school does not meet the established targets and/or goals, an improvement measure rule will be invoked.

### Achievement

Improvement measure 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.

### Graduation Rate

Any subgroup that fails to meet their Graduation Rate AMO target can meet it through improvement measure by improving the graduation rate by 2 points from the previous year’s graduation rate.

### Attendance Rate

Show improvement from the previous year. (Beginning 2013-2014)

or

Meet or exceed the goal of 90% based on data from the 2 most recent years’ average for the school/district. (2014-2015)

or

Meet or exceed the goal of 90% based on data from the 3 most recent years’ average for the school/district. (Beginning 2015-2016)
## Alabama’s ESEA Accountability Model
### Indicators and Reporting Years For Fall 2015 AMO Reports

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>
# Sample AMO Report

## 001 ABC School District: 0000 ABC High School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Subgroup</th>
<th>Target Met/Not Met</th>
<th>Number of AMO Targets Met/Number of Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/ English Language Arts Achievement</strong></td>
<td>All Students</td>
<td>Met</td>
<td>8/11</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanics</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited English Proficient</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poverty</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics Achievement</strong></td>
<td>All Students</td>
<td>Met</td>
<td>7/11</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanics</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited English Proficient</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poverty</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>All Students</td>
<td>Met</td>
<td>6/11</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hispanics</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited English Proficient</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poverty</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Not Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of AMO Targets Met/ Total Number of Subgroups**: 21/33
When calculating Achievement AMOs for schools that contain both 3-8 grade spans and high school grade spans, targets must be met for each grade span.
Feeder Schools

Schools Without Tested Grades (Feeder Schools)
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.
Reward Schools
Priority Support Schools
Focus Support Schools
Reward School Modification

Beginning in Fall 2015, Reward Schools Shall Be:

- High Performing Schools
- High Progress Schools
To exit Priority Support Status, a school must:

1. Implement intervention services for a minimum of three consecutive years;
2. Rank higher than the lowest 5% of Title I schools;
3. Maintain a participation rate of 95% or more on administered assessments; and
4. Meet or exceed the AMO goals for the “all students” subgroup for two consecutive years.
To exit Priority Support status, high schools with a graduation rate less than 60% must:

1. Show improvement by increasing the graduation rate to 65% or above for two consecutive years;
2. Implement intervention services for a minimum of three consecutive years; and
3. Maintain a participation rate of 95% or more on the administered assessments.
Focus Support Exit Criteria
In order to exit Focus School status, the school must:

1. Meet or exceed the AMO goals for the applicable gap subgroup(s) performance for two consecutive years.
2. Rank higher than the lowest of 10% of the Title I schools in the state.
3. Maintain a participation rate of 95% or more on administered assessments.
4. Implement intervention services for a minimum of three consecutive years.
Eligibility to exit Cohort 1 Priority and Focus Support will be Fall 2016.
Cohort 2 Priority Support Schools and Cohort 2 Focus Support Schools will be determined January 2017.
In January 2017 Priority Support Schools will be the classification for:

1. Any school that is a currently served Tier I or Tier II school improvement grant (SIG) school, 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.
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.
Alabama’s PLAN 2020 Accountability Model
Alabama’s Plan 2020 Accountability Model

- Alabama currently has an A-F Law (ACT 2012-402).
- The ALSDE is currently working with the Accountability Taskforce on the development of the A-F grading system.
- A-F Law was removed from Alabama’s ESEA Waiver Renewal Request.
- Each school and school district will receive an A-F Report Card annually.
Proposed Indicators Measured on A-F Report Card

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

ACCOUNTABILITY MODEL INFORMATION SUBJECT TO CHANGE
Indicator Descriptors

• Learning Gains
  • Determined based on individual students who demonstrate improvement from one test administration to the next using multiple years of data for reading and mathematics.

• Student Achievement
  • Determined based on the proficiency level of students in reading and mathematics.

• Alabama PLAN 2020 Program Reviews
  • Determined based on a review of multiple data points used to measure district/school programs.
Indicator Descriptors

• Local Indicators
  • Each school/LEA will be required to declare one local indicator that is unique to that school/LEA with a measurable goal that is aligned to Alabama PLAN 2020.

• Graduation Rate
  • Determined based on the percentage of high school students who graduate within four or five years of first entering the ninth grade.

• Achievement Gap
  • Determined based on improvement of the bottom 25% of students in reading and math from one year to the next.
Indicator Descriptors

• College- and Career-Ready Indicators
  • Determined based on the percentage of graduating seniors who meet at least one of the college- and career-ready indicators as listed below:

  • Benchmark on Any ACT Subtest (Math—22, English—18, Reading—22, Science—23)
  • Qualifying Score on AP or IB Exam
  • Military Enlistment
  • Approved Transcript College or Postsecondary Credit While in High School
  • Silver Level or Higher on the ACT WorkKeys
  • Approved Industry Credentials
Alabama’s PLAN 2020 Accountability Model Indicators
(A-F Report Cards)
Two Phases

Phase I
December 2016

Phase II
December 2017
P2A—Data Reporting Mechanism

Beginning fall 2015, a web-based data system will be available for districts and schools.
A-F Report Card Indicators
K-8 Schools
Proposed Indicators of A-F Report Cards (K-8)

- Student Achievement
- Local Indicators
- Learning Gains
- Alabama PLAN 2020 Program Reviews
- Achievement Gap
A-F Report Card Indicators
9-12 Schools
And
K-12 Schools
Proposed Indicators of A-F Report Cards (9-12 and K-12)

- Student Achievement
- Graduation Rate
- Local Indicators
- Learning Gains
- College- & Career- Ready
- Alabama PLAN 2020 Program Reviews
Calculating AMOs for Schools and Districts

A-F Report Card Indicators

Districts
Proposed Indicators of A-F Report Cards (District)

- Student Achievement
- Local Indicators
- Graduation Rate
- Learning Gains Grades (4-8)
- Learning Gains
- Achievement Gap
- College- & Career Ready
- Alabama PLAN 2020 Program Reviews

ACCOUNTABILITY MODEL INFORMATION SUBJECT TO CHANGE
# DRAFT TEMPLATE

**Alabama State Department of Education Report Card**

*<<YEAR>>*

---

**Final Grade**

December 2017

---

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Indicator Description</th>
<th>Grade</th>
<th>Points</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Reading - determined based on individual students who demonstrate improvement in reading from one year to the next using multiple years of data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math - determined based on individual students who demonstrate improvement in mathematics from one year to the next using multiple years of data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Gains</td>
<td>Reading - determined based on the percentage of proficient students in the area of reading utilizing assessments in tested grades.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math - determined based on the percentage of proficient students in the area of mathematics utilizing assessments in tested grades.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Achievement</td>
<td>Reading - determined based on the progress made using the bottom 25% of student data in reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math - determined based on the progress made using the bottom 25% of student data in mathematics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>Reading - determined based on the percentage of proficient students who graduate within 4 or 5 years of first entering the 9th grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math - determined based on the percentage of proficient students who graduate within 4 or 5 years of first entering the 9th grade.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Determined based on the percentage of students who graduate in one, two, and four years of high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math - determined based on the percentage of students who graduate in one, two, and four years of high school.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College- &amp; Career-Ready</td>
<td>Determined based on the percentage of students who graduate in one, two, and four years of high school.</td>
<td></td>
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<tr>
<td></td>
<td>Math - determined based on the percentage of students who graduate in one, two, and four years of high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Indicators</td>
<td>Alabama PLAN 2020 Program Reviews - determined based on a review of programs not measured by standardized tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Local Indicators - determined based on one indicator tied to student outcomes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Previous Year Score</th>
<th>Current Year Score</th>
<th>Grade Scale</th>
<th>To Be Determined</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>600</td>
<td></td>
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<td>600</td>
</tr>
</tbody>
</table>

ACCOUNTABILITY MODEL INFORMATION SUBJECT TO CHANGE
Calculating AMOs for Schools and Districts

Alabama’s Accountability Act
Alabama’s Accountability Act

Purpose
(a) Innovative schools and school systems may be established in Alabama in accordance with this chapter.
(b) The purpose of this chapter is to advance the benefits of local school and school system autonomy in innovation and creativity by allowing flexibility from state laws, regulations, and policies.

(Act 2013-64, p. 112, §2.)

A Failing School is a public K-12 school that is either of the following:
(a) Is designated as a failing school by the State Superintendent of Education.
(b) Does not exclusively serve a special population of students and is listed in the lowest six percent of public K-12 schools based on the state standardized assessment in reading and math.

*Note: A list of failing schools is produced annually in accordance with the law.
Questions

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