

# 2013-14 Achievement and Accountability Update

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# Purpose

- Looking back at recent major changes in curriculum, assessments, and accountability
- Reviewing achievement results from 2013-14
- Sharing actions and expectations for 2014-15






# Looking back at recent changes

- **Alabama's College and Career Ready Standards**
  - *Mathematics standards implemented in 2012-13*
  - *English Language Arts / Reading standards implemented in 2013-14*
- **Alabama's PLAN 2020** (federal waiver from NCLB)
  - *Phase 1 baseline in 2013-14*
    - Achievement / Attendance / Gap / Graduation Rate
  - *Phase 2 baseline in 2015-16*
    - Learning Gains / College & Career Readiness / Effective Teachers & Leaders / Program Reviews / Local Indicators

ALABAMA STATE BOARD OF EDUCATION

# PLAN 2020





**College Readiness**  
*versus*  
**Career Readiness**

*What do we mean?*




# College Readiness

- All ACT assessments: The score that correlates with a **75%** chance of earning a 'C' or a **50%** chance of earning a 'B' in these college courses-
  - Language: **English Composition** (*least difficult course*)
  - Reading: **Introductory History**
  - Mathematics: **College Algebra**
  - Science: **College Biology** (*most difficult course*)
- AP or IB qualifying exam scores
- Dual enrollment college transcript credit



# Career Readiness

- Benchmark score on the WorkKeys test (12<sup>th</sup> grade)
  - *National Career Readiness Certificate*
    - Applied Mathematics
    - Locating Information
    - Reading for Information
  - *Bronze (qualified for 35% of jobs), **Silver** (65%), Gold (90%), or Platinum (99%)*
- Earning an industry approved career credential
  - *Microsoft Certified Solutions Expert (MCSE)*
  - *ServSafe for food handlers*
  - *CPR for healthcare workers*
- Military enlistment



# **Summative Assessment** *versus* **Formative Assessment**

*What do we mean?*




# Summative Assessments

- Summative assessments are typically given at the end of the year and contribute to the accountability status of both schools and districts
- Elementary and middle schools
  - *ACT Aspire replaces the ARMT in grades 3-8*
- High schools
  - *ACT ~~Quality Core~~ PLAN replaces the AHSGE*
  - *In 2015-16, ACT Aspire replaces PLAN (10<sup>th</sup> gr)*
  - *Graduating college and career ready young adults is high school priority (The ACT and WorkKeys)*

# Formative Assessments

- Formative assessments are given throughout the school year to guide instruction and are not used for school or district accountability
- Formative Interim Benchmark Assessments: Breaking it down...
  - **Formative**- *used for developing, growing, or adapting*
  - **Interim**- *intervals of time, provisional or temporary*
  - **Benchmark**- *comparing against a point of reference or standard*



Every year, the district uses data from the previous year to develop a plan of improvement to guide professional development and instructional leadership priorities for the current year.

In 2013-14, the district's focus was on continuing to support teachers in adapting to the new curriculum standards and implementing a series of formative interim benchmark assessments to collect and analyze data with regard to student achievement based on those new standards.

## **2013-14 Continuous Improvement Plan**



# District goals for 2013-14

1. Implement and monitor a formative student assessment system that is aligned with the Alabama College and Career Ready Standards.
  - *Grade level assessments*
    - K-2: EasyCBM
    - 3-12: Global Scholar / Scantron
  - *Intervals*
    - **Start of school**- Identify students in need of academic support in math and/or reading
    - **Mid year check**- Assess learning growth and evaluate effectiveness of supports
    - **End of year**- Practice for summative assessment



# District goals for 2013-14

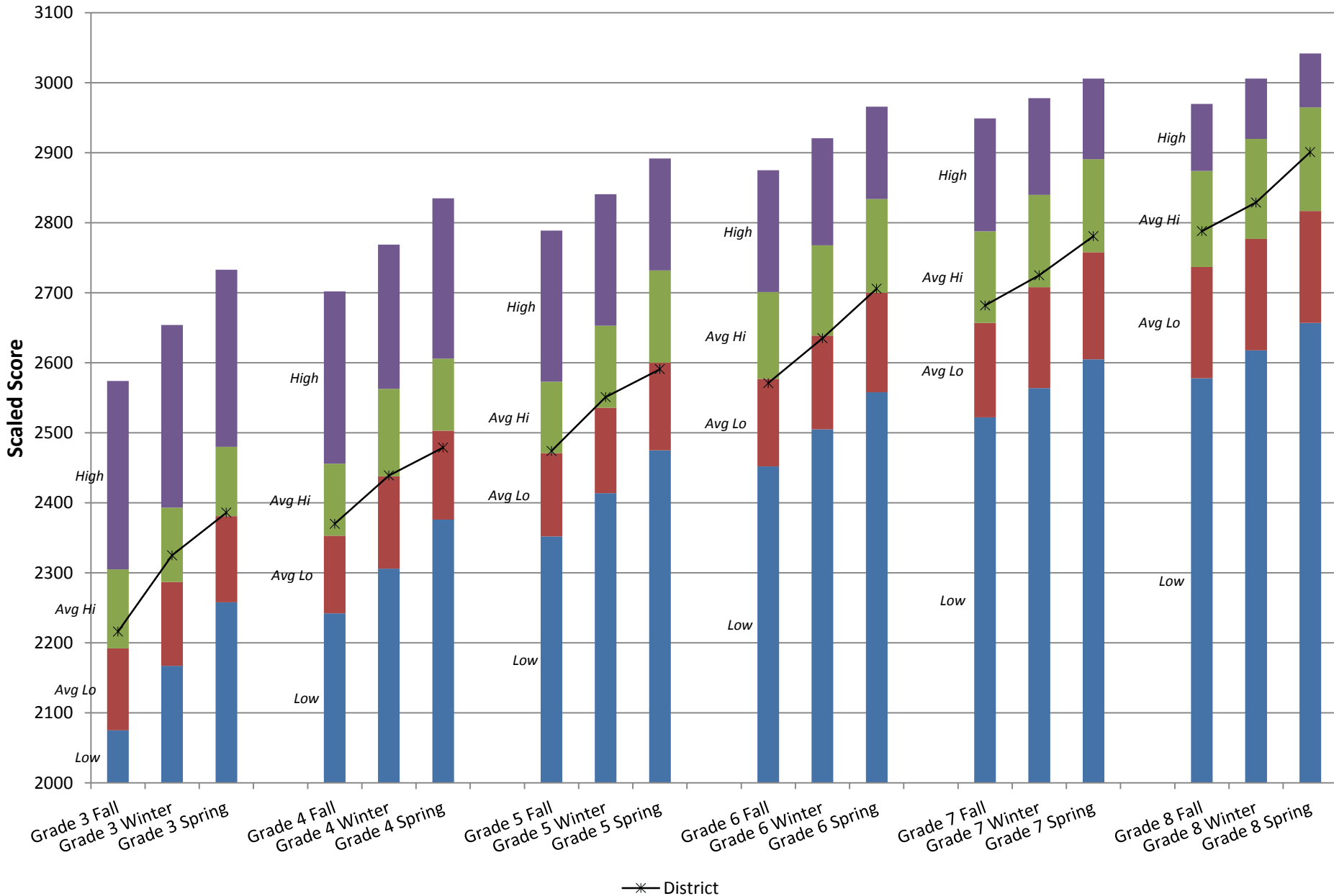
2. Students will demonstrate significant growth in reading and mathematics achievement.
  - *Analysis of learning gains*

## Results of the 2013-14 CIP:

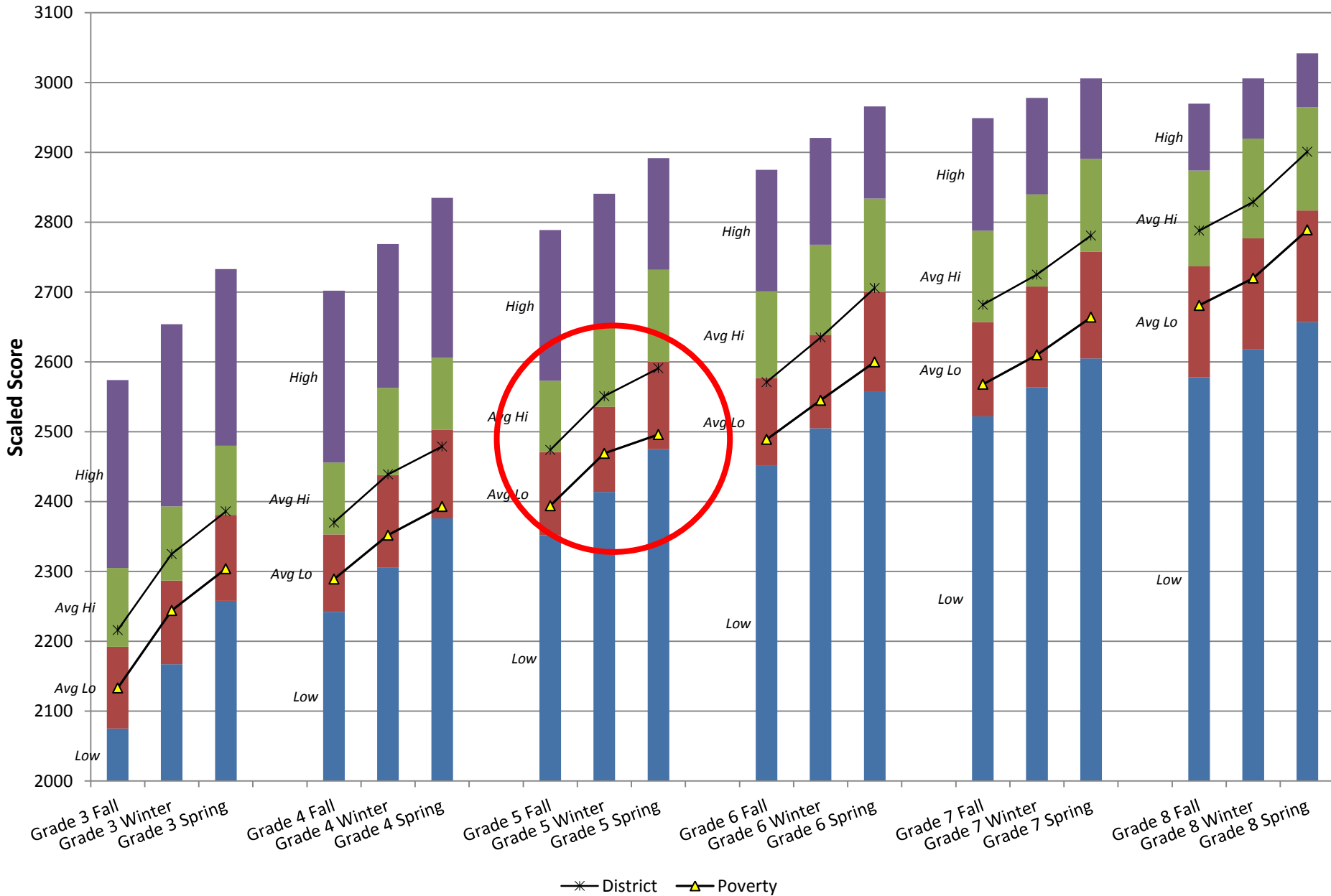
- *Students did demonstrate measurable growth that was validated by the summative assessments*
- *High schools shifted to Scholastic Reading and Math Inventories for the 2014-15 year*
- *End of year interval was made optional for the 2014-15 year*



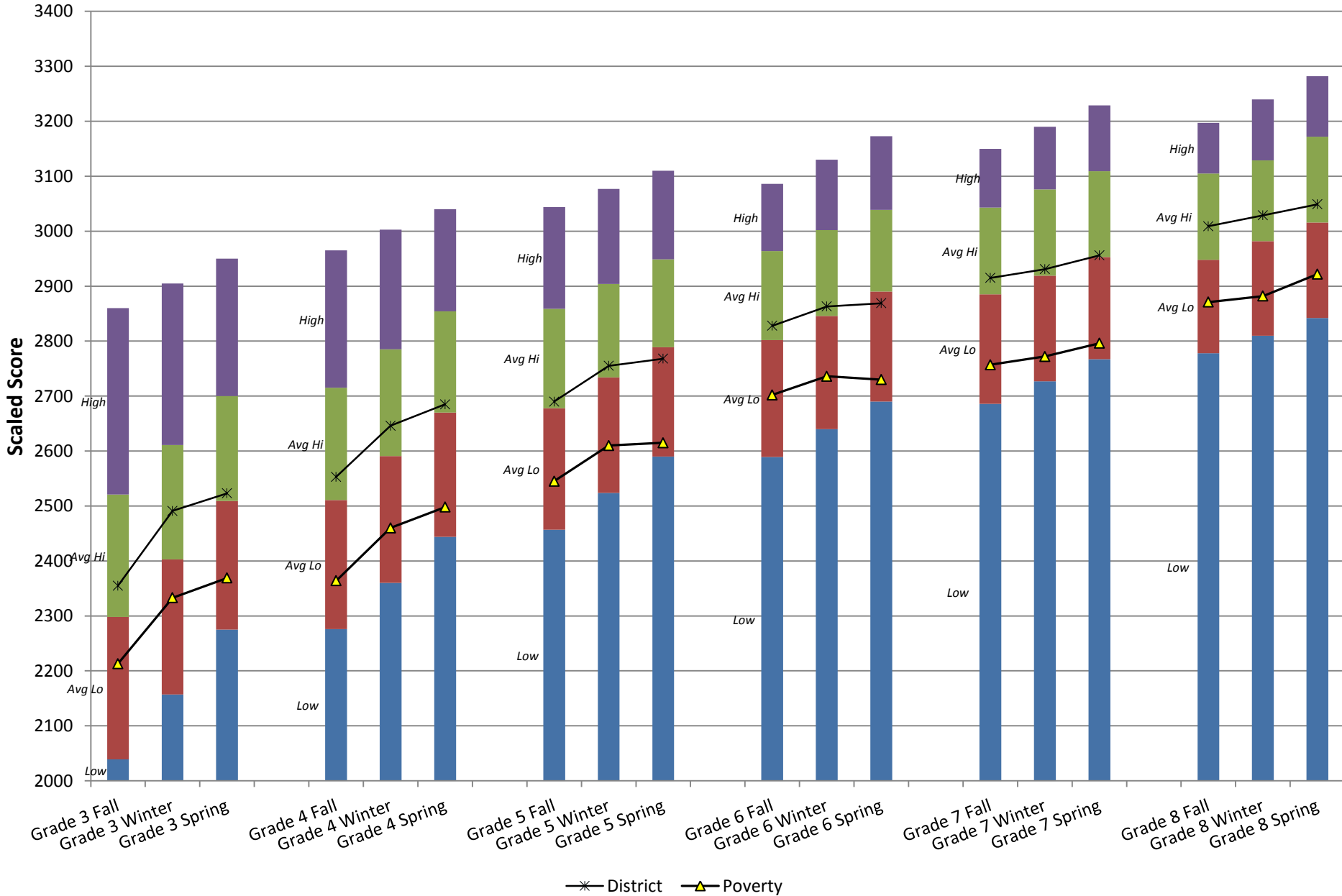
# Global Scholar Gains Analysis (with national cohort quartiles): Math, 2013-14



# Global Scholar Gains Analysis (with national cohort quartiles): Math, 2013-14




# Global Scholar Gains Analysis (with national cohort quartiles): Reading, 2013-14





# **2013-14: Summative Assessments**

***How did we do?***



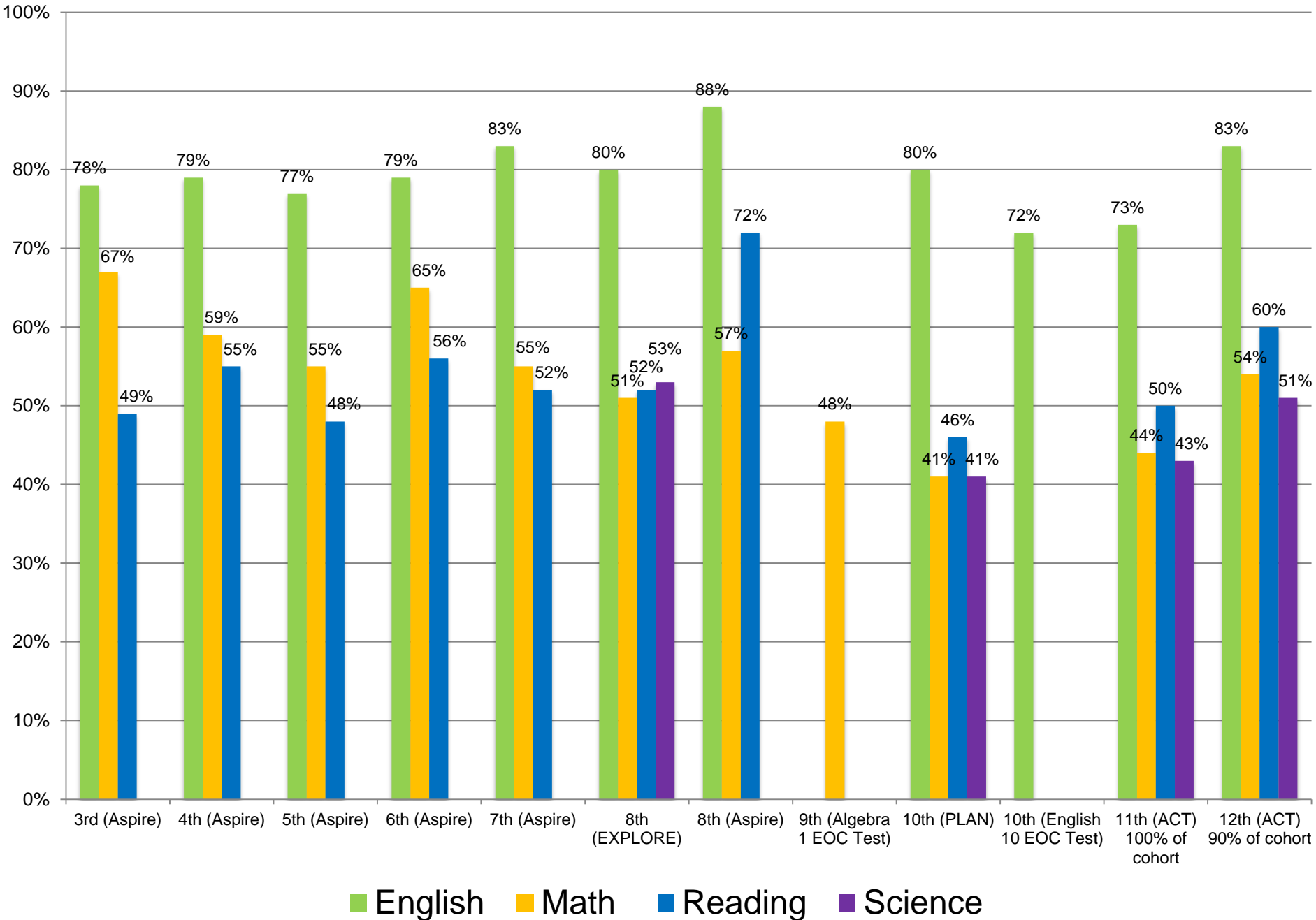
College readiness as measured by the full suite of ACT assessments administered in grades 3 through 12:


- **ACT Aspire** (grades 3-8)
- **ACT EXPLORE** (grade 8)
- **ACT PLAN** (grade 10)
- **ACT Quality Core End-of-Course Test** (Alg 1 & Eng10)
- **The ACT** (grades 11 and 12)

# 2013-14 College Readiness Profile



# Hoover City Schools College Readiness Profile 2013-14





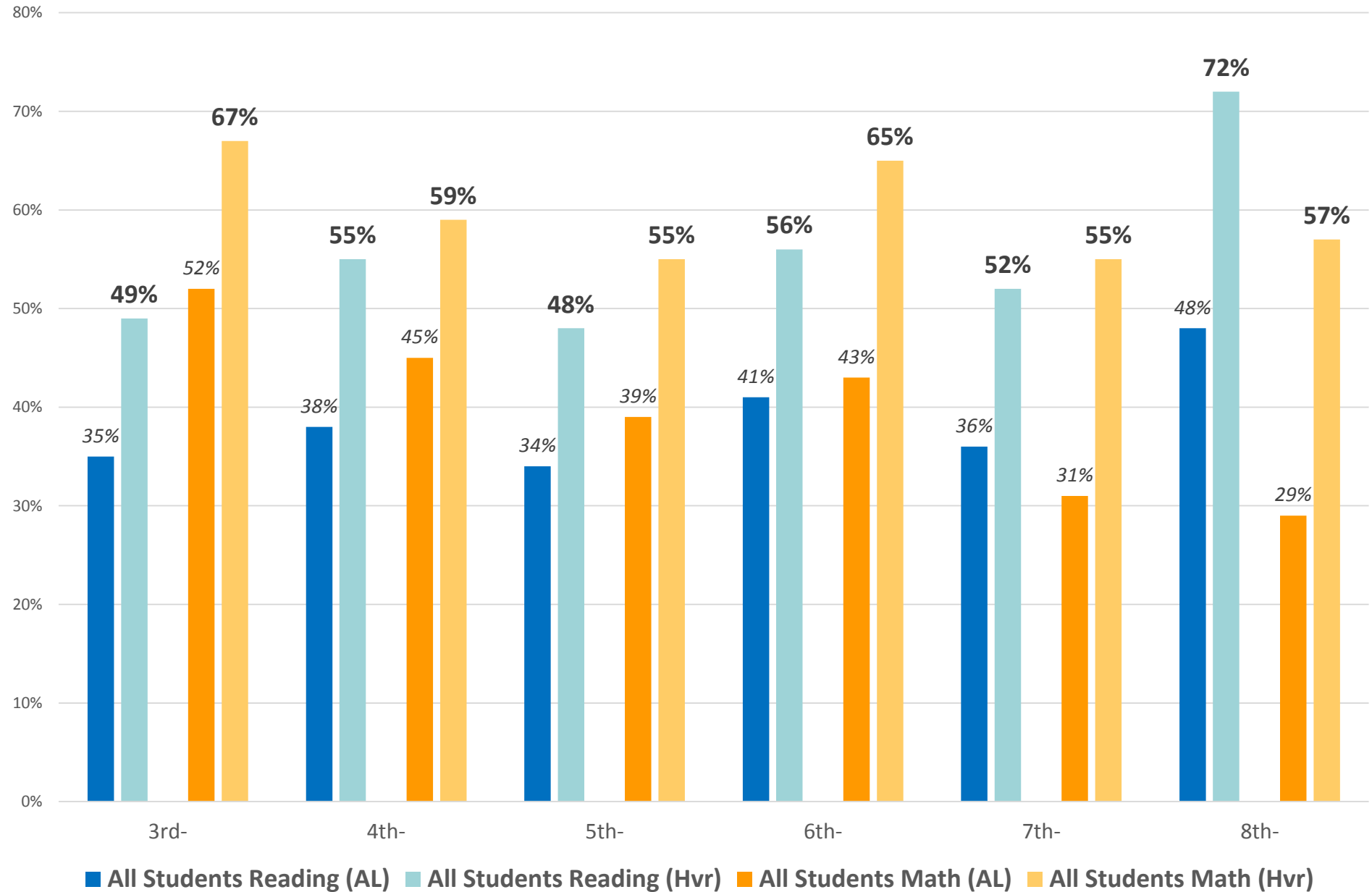
The ACT Aspire was first administered in the spring of 2014 in grades 3 through 8. Results were not available until late in September. Principals led parent meetings throughout the district in October and November to share student reports and assist in interpreting the results.

The state defines six categories of students as at-risk, and achievement for these students is reported separately so that schools can measure whether gaps are closing or widening for these learners. The categories are **African-American, Hispanic, Limited English Proficient, Poverty, and Special Education.**

## 2013-14 ACT ASPIRE

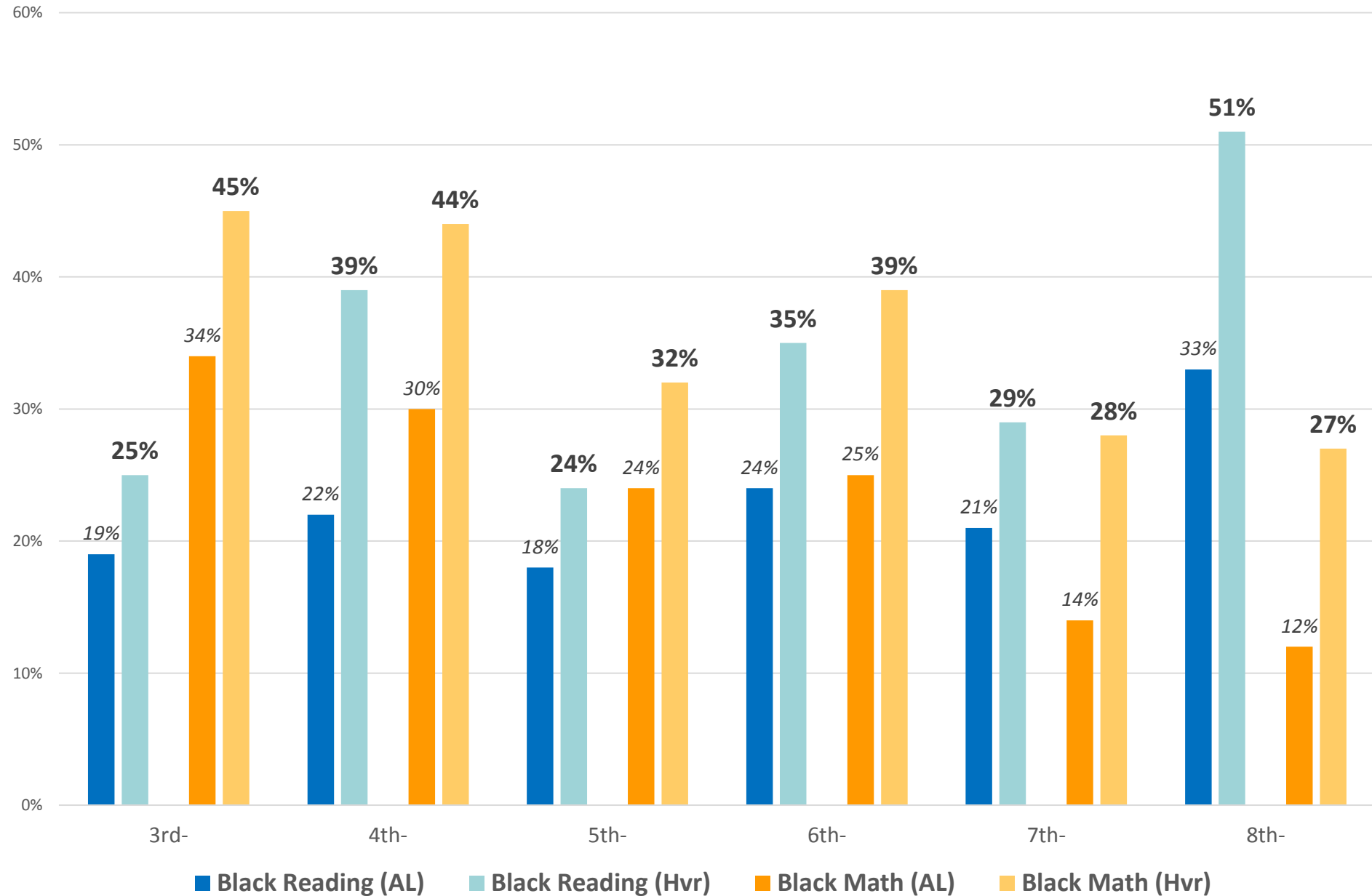
# ACT Aspire 2013-14: Proficient (on track to be college ready)

## All Students



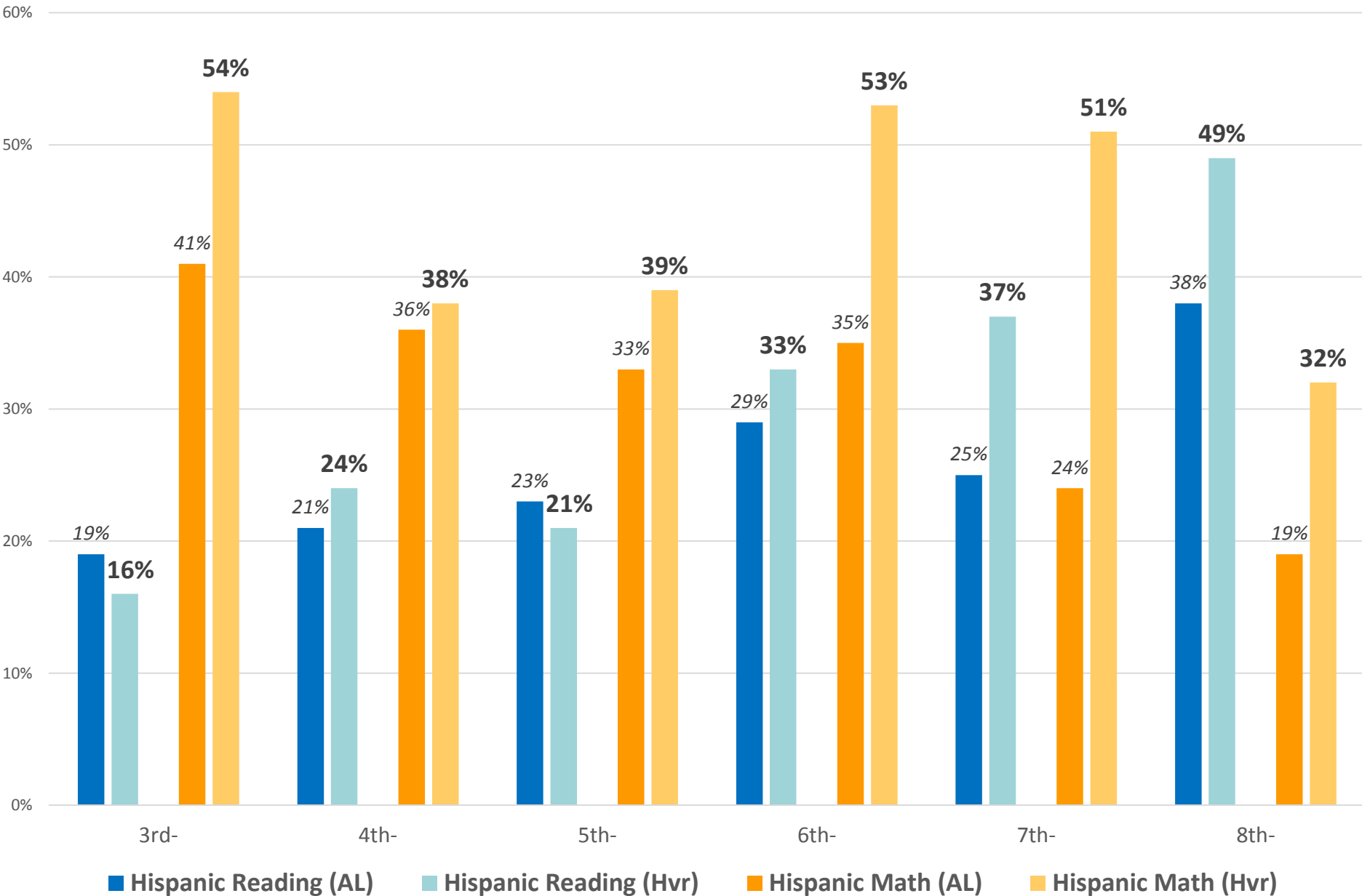
# ACT Aspire 2013-14: Proficient (on track to be college ready)

## African-American



# ACT Aspire 2013-14: Proficient (on track to be college ready)

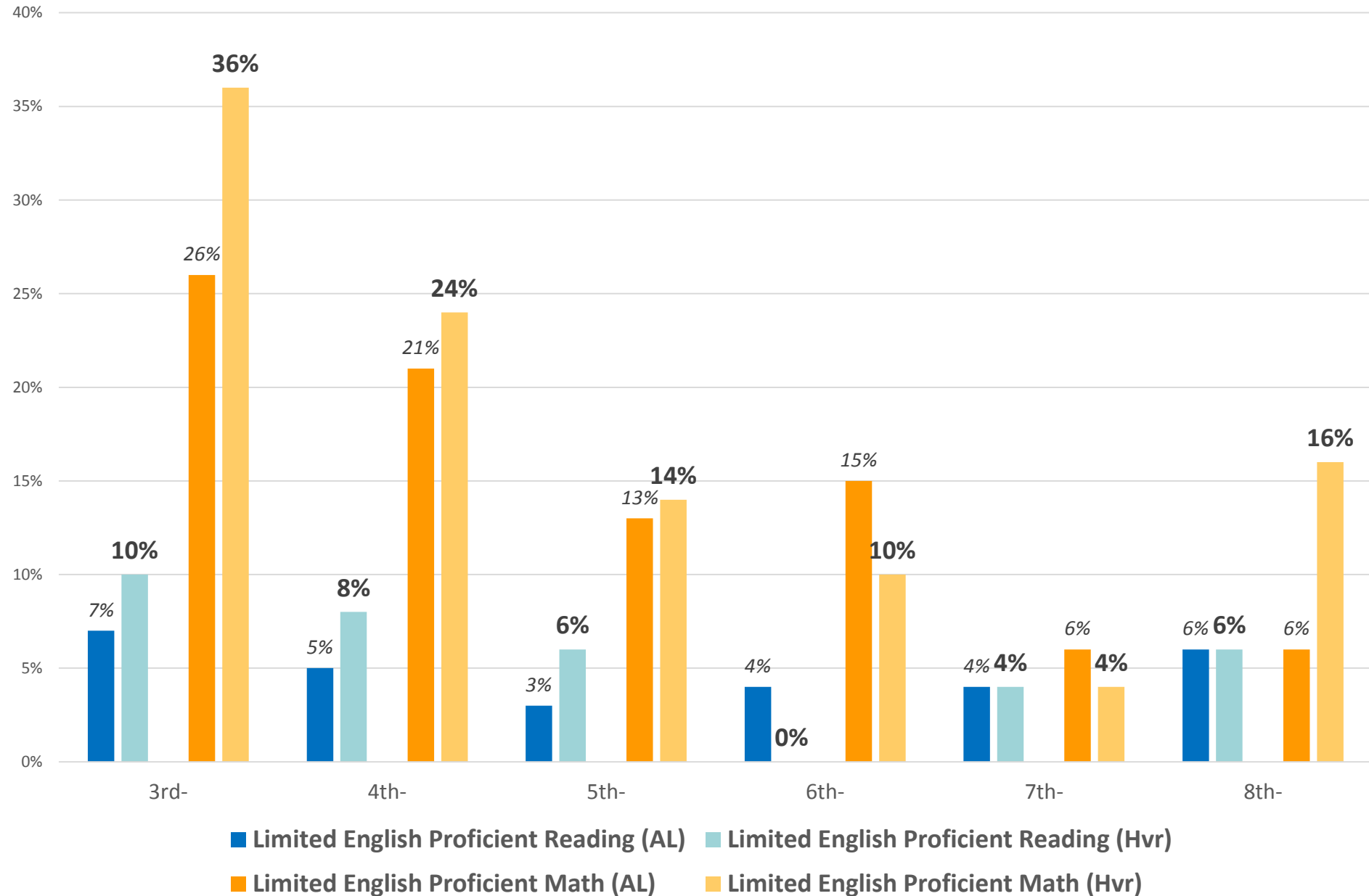
## Hispanic





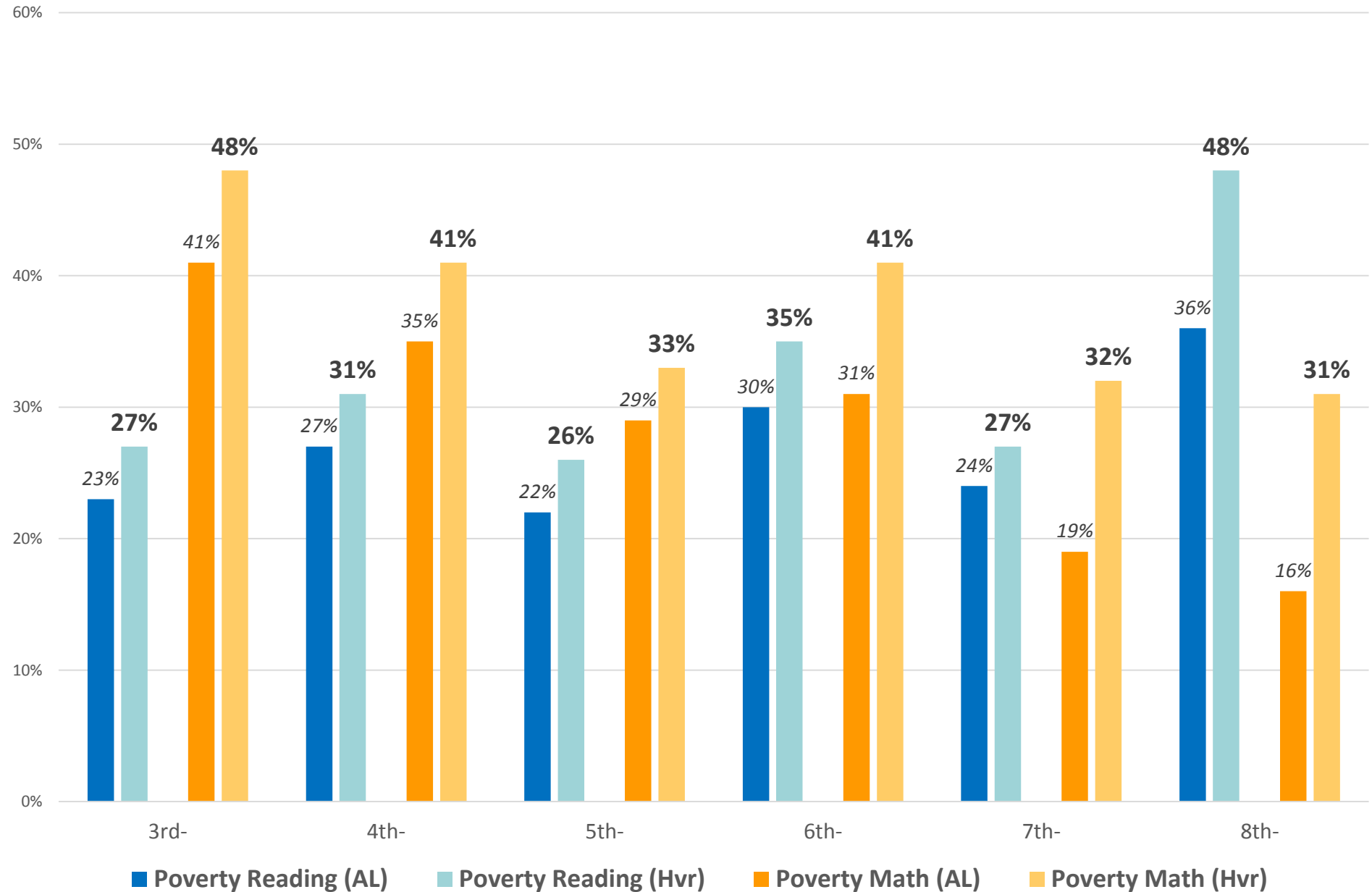
# ACT Aspire 2013-14: Proficient (on track to be college ready)

## Limited English Proficient



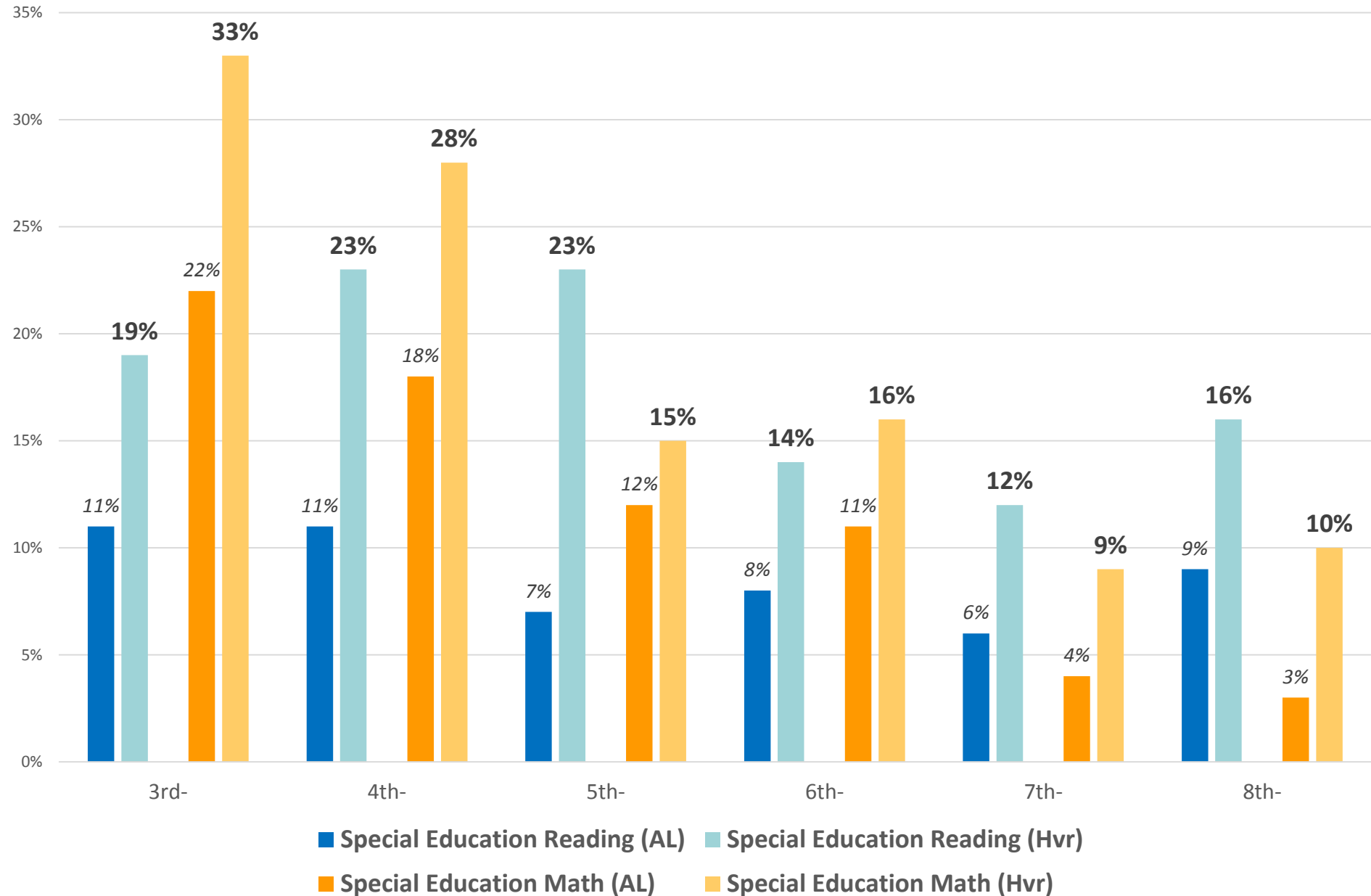
# ACT Aspire 2013-14: Proficient (on track to be college ready)


## Poverty (Free or Reduced Lunch)



# ACT Aspire 2013-14: Proficient (on track to be college ready)

## Special Education





The ACT PLAN has been administered in Hoover City Schools since 2007. The PLAN is designed to predict future ACT scores, and it is administered in October to all Alabama 10<sup>th</sup> graders.

The PLAN test, along with its 8<sup>th</sup> grade counterpart (the EXPLORE), is being phased out by ACT in 2015. High schools will administer a 10<sup>th</sup> grade version of the ACT Aspire in the spring of 2016.

Comparative PLAN score data from 2013-14 published by the state in January of 2015 was discovered to be riddled with errors. The state is re-calculating their reports, and new results should be published on February 11, 2015.

## **2013-14 ACT PLAN**

# PLAN (on track to be college ready)

As reported by ALSDE, January 2015 (errors)

Subtest	Alabama	Hoover
Language	51%	72%
Mathematics	17%	37%
Reading	?	?
Science	21%	41%

As reported by ACT, November 2013

Subtest	Nation	Hoover
Language	64%	<b>80%</b>
Mathematics	36%	<b>41%</b>
Reading	40%	<b>46%</b>
Science	28%	<b>41%</b>





The ACT is a college placement test that has been used nationwide since 1959.

In the 2013-14 school year, the state of Alabama purchased the ACT to be administered to all 11<sup>th</sup> graders.

Most of our students in Hoover will re-take the ACT on their own during the following summer and fall to increase their opportunities to meet college entrance requirements and compete for scholarship dollars.

The ACT graduate report always includes scores from the latest attempt which may or may not be the student's best score.

## **2013-14 The ACT**


# The ACT (college ready)

11<sup>th</sup> grade administration, spring 2014

Subtest	Alabama	Hoover
Language	48%	<b>73%</b>
Mathematics	20%	<b>44%</b>
Reading	28%	<b>50%</b>
Science	22%	<b>43%</b>

Graduates (class of 2014), latest attempt

Subtest	Nation	Alabama	Hoover
Language	64%	65%	<b>83%</b>
Mathematics	43%	31%	<b>54%</b>
Reading	44%	43%	<b>60%</b>
Science	37%	31%	<b>51%</b>



Graduation rate is the most important summative data point for high schools in Alabama's PLAN 2020 system. Graduating young adults who are prepared to succeed in college and the workplace is the end goal of everything we do as K-12 educators.


Graduation rate is for accountability purposes is based on the previous year's graduating class. Full credit is earned for students who graduate in four years, and partial credit is earned for students who graduate in five years. The 2013-14 rate is based on our graduating class of 2013.

## **2013-14 Graduation Rate**

# Graduation Data for Class of 2013

Group	4-year Rate	Dropouts
All Students	93%	2%
African American	88%	4%
Hispanic	85%	5%
Limited English Proficient	< 10 students	n/a
Poverty	79%	5%
Special Ed	52%	29%*

*\* In 2013, special education students who could not pass required parts of the AHSGE were coded as 'Dropouts' even if they passed all required classes.*



It is not possible to directly compare ARMT or AHSGE scores to results from the college and career readiness assessments. However, it is possible to compare our relative standing against the other school districts in our state when we have reports that allow us to do so.

The following table represents Hoover's relative ranking among the 135 school systems across the state for the past three years. The table only goes through 8<sup>th</sup> grade because the state has not yet released the new PLAN statewide results. We do not have access to system comparative data for the ACT itself.

We believe that this ranking demonstrates that the changes we have implemented are having the intended effect and that we are on track to perform even greater in 2014-15 and beyond.

## Comparative Ranking



# Hoover's ranking compared to 135 Alabama school systems

## Mathematics


	2011-12	2012-13	2013-14
Grade 3	72 <sup>nd</sup>	58 <sup>th</sup>	<b>15<sup>th</sup></b>
Grade 4	73 <sup>rd</sup>	17 <sup>th</sup>	<b>13<sup>th</sup></b>
Grade 5	41 <sup>st</sup>	33 <sup>rd</sup>	<b>17<sup>th</sup></b>
Grade 6	18 <sup>th</sup>	26 <sup>th</sup>	<b>7<sup>th</sup></b>
Grade 7	18 <sup>th</sup>	14 <sup>th</sup>	<b>7<sup>th</sup></b>
Grade 8	7 <sup>th</sup>	14 <sup>th</sup>	<b>7<sup>th</sup></b>

# Hoover's ranking compared to 135 Alabama school systems

## Reading

	2011-12	2012-13	2013-14
Grade 3	58 <sup>th</sup>	39 <sup>th</sup>	<b>11<sup>th</sup></b>
Grade 4	30 <sup>th</sup>	17 <sup>th</sup>	<b>9<sup>th</sup></b>
Grade 5	36 <sup>th</sup>	22 <sup>nd</sup>	<b>11<sup>th</sup></b>
Grade 6	24 <sup>th</sup>	31 <sup>st</sup>	<b>12<sup>th</sup></b>
Grade 7	16 <sup>th</sup>	6 <sup>th</sup>	<b>8<sup>th</sup></b>
Grade 8	12 <sup>th</sup>	7 <sup>th</sup>	<b>5<sup>th</sup></b>





The focus of our 2014-15 plan has been building on lessons learned during the 2013-14 year and preparing for the new PLAN 2020 accountability requirements.

Alabama's PLAN 2020 establishes specific goals for individual schools and districts based on their own previous performance (i.e. baseline) rather than setting an arbitrary number that applies to all regardless of differing conditions. **Goals are based on the expectation that gaps between current and ideal performance will be reduced by 50% over a six year period of time.**

## 2014-15 Continuous Improvement Plan

# District goals for 2014-15

1. Improve the percentage of students on track to be college and career ready in mathematics and reading.
  - *K-2: At least 65% of students performing at the 50<sup>th</sup> percentile or higher in math and reading*
  - *3-5: At least 63% of students in math and 53% in reading will meet the readiness benchmark*
  - *6-8: At least 61% of students in math and 62% in reading will meet the readiness benchmark*
  - *9-12: At least 51% of students in Algebra 1 and 73% of students in English 10 will meet the readiness benchmark*



# District goals for 2014-15

## 2. Improve district communication processes.

- *Improving consistency and reliability of communication between district and building leaders*
- *Developing and implementing an operational plan for moving to a common productivity interface (Exchange → Google)*
- *Updating the district organizational chart to establish clear lines of communication for administrative functions*



## District goals for 2014-15

3. Improve expertise in the interpretation and use of student data to support differentiated instruction.
  - *Ensuring easy teacher access to essential student data, formative and summative, that should be used in adapting instructional plans*
  - *Develop teacher and leader expertise in the interpretation and use of data from new assessments*
  - *Assessing teacher readiness in the use of differentiated instruction strategies and providing training for those who need it*





# District goals for 2014-15

4. Increase minority presence in advanced core classes in grades 6-12.
  - *Analyze historical and current demographic data for teachers and students in remedial, regular, and advanced core classes*
  - *Develop a plan to increase recruitment, retention, and support for minority students enrolled in advanced courses*
  - *At least a 5% increase in minority representation in advanced courses in 2015-16*



## District goals for 2014-15

5. Review existing instructional literacy resources in grades K-5 to evaluate alignment and support for the Alabama College and Career Ready Standards in Reading.
  - *Collaborate to identify and analyze existing instructional literacy resources*
  - *Production of a literacy resource renewal plan for 2015-16*

# Improved academic achievement of all students is our #1 hope and focus.

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”

- *Helen Keller*







***Thank you!***