

DISTRICT ACCOUNTABILITY PLAN REVIEW

District Code _____ District Name _____ Reviewer _____

Check each item reported by the district in its accountability plan. Leave the item blank if the district does not do it or if there is no evidence. If the district is in the process, mark the item "IP".

I. What is the nature of local content and performance standards in language arts and mathematics?

- A. The district has adopted standards for math and language arts that are:
- ____ State standards
 - ____ modified version of state standards
 - ____ own local standards
 - ____ unclear what, if any, standards have been adopted
- B. ____ Standards specify expected gains in ELD for EL students
- C. ____ District has compared its standards to state standards
- D. ____ Multiple stakeholders were involved in the formation of the local accountability system
- E. ____ Accountability system was publicized to staff, students, parents, and the community
- F. ____ District stated plans to refine accountability system over time
- G. ____ District is in the process of developing standards for other subject areas

II. What is the nature of local assessments for standards-based accountability and how are they used to determine whether a student has met or has not met the local standards?

A. Types of Measures

1. ____ SAT-9
2. ____ Grades
3. ____ Portfolios
4. Criterion-Referenced Assessments
 - a) ____ Mathematics (Local/Commercial)
 - b) ____ Language Arts (Local/Commercial)
 - c) ____ Writing Assessment (Local/Commercial)
4. ____ Teacher Evaluation/Judgment
5. ____ NRT other than SAT-9 (specify) _____
6. ____ Primary Language NRT (specify) _____

B. Accordance with State Specifications

1. ____ SAT-9 in grades 2-11
2. ____ multiple measures in at least one grade for each grade span (3-5, 6-9, 10-12)
3. ____ multiple measures in all or most grades
4. ____ assess all students at all grade levels (____ EL students) (____ SpEd)

C. Model for Combining Measures

- 1. ___ CDE Conjunctive Model
- 2. ___ CDE Compensatory Model
- 3. ___ Weighted Model
- 4. ___ Sum of Points Assigned

D. Proficiency Scores

- 1. ___ Define cut-off scores for each criteria
- 2. ___ Define how scores are combined to determine whether students meet standards
- 3. Use State criteria:
 - a) ___ Grades of A, B, or C
 - b) ___ SAT-9 scores of 50th % or above; 30th % if combined with grades
 - c) ___ 90% of IEP goals
- 4. ___ Provide information on reliability of scoring methods
 - a) ___ established rubric scoring procedures
 - b) ___ instituted grading policy
- 5. ___ Specify what assessments are used whenever students have missing data
- 6. ___ As or more rigorous than State criteria _____
- 7. ___ Less rigorous than State criteria _____
- 8. ___ Assessment data made public

E. Alignment with Standards

- 1. ___ Measures appear to be aligned with standards
- 2. ___ Future plans to further align measures with standards

III. How are data from local accountability systems used?

- A. ___ District views its accountability system as a tool for increasing student achievement over time
- B. ___ District has specified expectations for progress in increasing the percent of students meeting standards over time
- C. ___ District compares current data to baseline data to monitor progress for schools and subgroups
- D. ___ District uses clearly defined criteria, based on assessment data, to identify schools in need of improvement
- E. ___ District has clearly articulated and feasible intervention strategy for improving instruction for low-performing schools and subgroups of students
- F. ___ District builds capacity of schools to analyze data and use findings to inform school planning and classroom instruction
- G. ___ Data are provided to classroom teachers
- H. ___ Professional development is provided to teachers to help them use data to inform classroom instruction
- I. ___ Data used to develop strategies for dealing with students who do not meet grade-level standards

Overall Rating: ___ Inadequate ___ Satisfactory ___ Promising ___ Exemplary