

Next Generation Accountability Model

Index and Indicators: Elementary, Middle Schools and High Schools

Currently, changes are being discussed at SDDOE on how each item will be supported/changed/modified

What district plan or plans do you have aligned to the New Accountability Model? (EX: School-wide, Accreditation)

Indicator 1: Student Achievement

2013-14: 40 points of SPI

2014-15: 25 points of SPI

Components of Shifts that Align to Student Achievement:

- Common Core State Standards (CCSS)
 - Develop administrator/leadership knowledge
 - Develop teacher capacity
 - Support teachers in the transitions to CCSS
 - Train all staff in DOE Modules 1, 2, 3, 4, 5, 6
 - Support required shift in teaching pedagogy
 - Align curriculum and resources
 - Conduct technology audit to determine readiness of technology integration
- Smarter Balanced Assessment System
 - Develop administrator/leadership knowledge
 - Develop teacher capacity
 - Train all staff in DOE CCSS Modules 2, 5, 6
 - Train all staff on Formative, Benchmark, Summative Assessments
 - Conduct technology audit to determine readiness for online assessment
- SD-STARS (Longitudinal Data System)
 - Develop administrator/leadership knowledge
 - Develop teacher capacity
 - Train/Support Data STARS
 - Train all staff on system
 - Conduct data retreats
 - Data conversations
 - Utilizing data to inform instruction
- Teacher and Principal Effectiveness
 - Develop teacher capacity
 - Develop administrator/leadership capacity
 - Determine how domains impact all work teachers do
 - Determine method of collection
- What Else? (Add additional components you are working on within your district/school.)

If you are a Priority or Focus School think about the work you have completed thus far and determine how it fits/aligns with this component.

Indicator 2: Academic Growth

(Still in Development)

2013-14: 40 points of SPI

2014-15: 25 points of SPI



Components of Shifts that Align to Academic Growth:

- Common Core State Standards (CCSS)
 - Develop administrator/leadership knowledge
 - Develop teacher capacity
 - Support teachers in the transitions to CCSS
 - Train all staff in DOE Modules 1, 2, 3, 4, 5, 6
 - Support required shift in teaching pedagogy
 - Align curriculum and resources
 - Conduct technology audit to determine readiness of technology integration
- Smarter Balanced Assessment System
 - Develop administrator/leadership knowledge
 - Develop teacher capacity
 - Train all staff in DOE CCSS Modules 2, 5, 6
 - Train all staff on Formative, Benchmark, Summative Assessments
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 - Utilizing data to inform instruction
- Teacher and Principal Effectiveness
 - Develop teacher capacity
 - Develop administrator/leadership capacity
 - Determine how domains impact all work teachers do
 - Determine method of collection
- What Else? (Add additional components you are working on within your district/school.)

If you are a Priority or Focus School think about the work you have completed thus far and determine how it fits/aligns with this component.

Indicator 3: Attendance

2013-14: 20 points of SPI

2014-15: 15 points of SPI

Components of Shifts that Align to Attendance:

- Common Core State Standards
 - Train all staff in DOE Modules 5, 6
 - Engagement
 - Higher order thinking skills
 - Do students want to come to school every day?
 - Grading practices (standards-based instruction)
- Smarter Balanced Assessment System
 - Formative assessments
 - Know what every student needs every day
 - Common formative assessments
 - Summative assessments
 - Benchmark assessments
- SD-STARS
 - Track daily attendance
 - Track office referrals
- Other:
 - Parent involvement
 - Community involvement
- What else? (Add additional components you are working on within your district/school.)

If you are a Priority or Focus School think about the work you have completed thus far and determine how it fits/aligns with this component.

Indicator 4: Effective Teachers and Principals (Still in Development)

2013-14: 0 points of SPI

2014-15: 20 points of SPI



Components of Shifts that Align to Effective Teachers and Principals:

- Common Core State Standards
 - Domain 1: Planning and Preparation
 - Domain 2: The Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities
- Smarter Balanced Assessment System
 - Domain 1: Planning and Preparation
 - c. Selecting Instructional Outcomes
 - f. Designing Student Assessments
 - Domain 3: Instruction
 - b. Using Questioning and Discussion Techniques
 - d. Using Assessment in Instruction
 - Domain 4: Professional Responsibilities
- SD-STARS
 - Domain 1: Planning and Preparation
 - Domain 2: The Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities
- Other
 - Develop teacher capacity
 - Develop administrator/leadership capacity
 - Determine how domains impact all work teachers do
 - Determine method of collection
 - Parent and Community Involvement
- What else? (Add additional components you are working on within your district/school.)

If you are a Priority or Focus School think about the work you have completed thus far and determine how it fits/aligns with this component.

Indicator 5: School Climate

(Still in Development)

2013-14: 0 points of SPI

2014-15: 10 points of SPI



Components of Shifts that Align to School Climate:

- Common Core State Standards
- Smarter Balanced Assessment Systems
- SD-STARS
- Others:
 - District administered surveys
 - Parent and Community Involvement
- What else? (Add additional components you are working on within your district/school)

If you are a Priority or Focus School think about the work you have completed thus far and determine how it fits/aligns with this component.

