Proposed Policies and Procedures for the
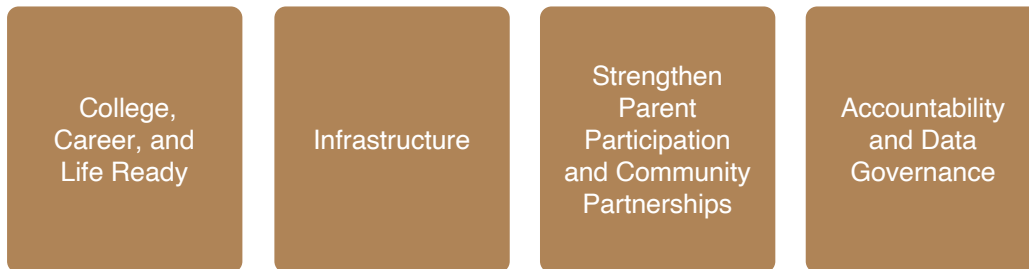## School Accountability and Improvement System (SAIS)

Vision

All students are empowered with 21st century literacy and cultural values, to achieve success and resilience in diverse life settings.

Mission

Provide highly effective educators, appropriate resources and promote community partnerships to ensure meaningful learning opportunities.

Strategic Priorities/ Pillars

College, Career, and Life Ready	Infrastructure	Strengthen Parent Participation and Community Partnerships	Accountability and Data Governance

School Accountability

The 2015 Every Student Succeeds Act (ESSA) reduces the federal role in education accountability decisions by eliminating many prescriptive requirements set forth by the No Child Left Behind Act (NCLB) and allowing educational agencies greater leeway in designing their own accountability systems. It also eliminates NCLB's specific list of corrective actions and required school improvement strategies.

American Samoa's SAIS is a broad set of indicators that help tell the story of how well a school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of school performance. It was developed by the Accountability Committee through an iterative process that included extensive consultation with American Samoa educators, national experts, and others.

To meet ASDOE and stakeholder needs, the SAIS consists of

- A comprehensive system of information production and reporting that supports both continuous improvement and meaningful, empowering, and relevant learning experiences for all students.

- A reciprocal accountability system that will more accurately distribute accountability across the many policymakers and leaders who design and shape the policies, programs, practices, and partnerships that are essential to student well-being and success.
- A set of clear performance standards that define ambitious but reachable success targets for the schools and students of American Samoa.
- A responsive system of supports and interventions, grounded in data, evidence, and equity, that prioritizes schools and students in greatest need of support.

SAIS Framework

The SAIS is primarily designed to provide valid and actionable information regarding the progress of all students toward meeting the ASDOE performance standards, prioritize support for schools identified for academic improvements, and enhance ASDOE's continuous support system with the goal of strengthening student achievement.

School Accountability and Improvement System (SAIS)

Performance
Standards

Continuous
Support
System

Student
Achievement
(College, Career,
& Life Readiness)

Measures

Determinations
& Reporting
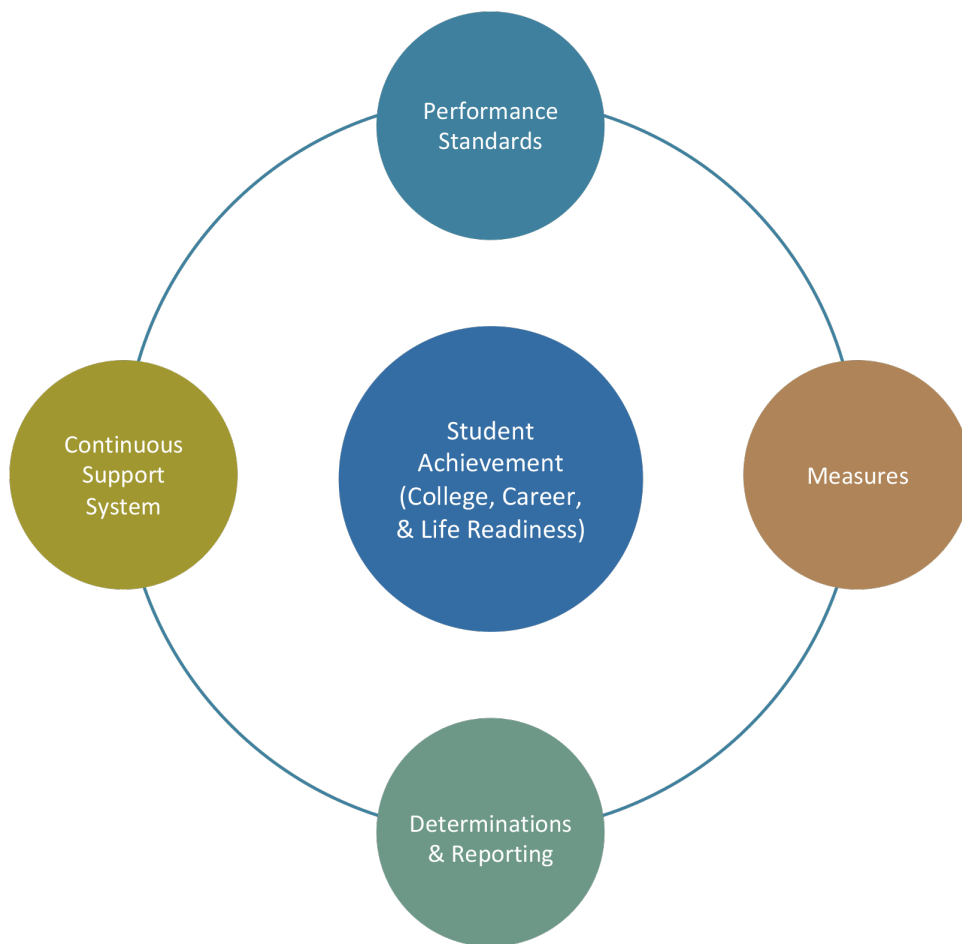
Principles

The core principles - **performance standards, measures, determinations and reporting, and continuous support system** - that anchor the SAIS are presented in detail below. Bold-faced statements represent the ESSA requirements for accountability systems.

To establish statewide department performance standards to hold schools accountable for student achievement

PRINCIPLE I: PERFORMANCE STANDARDS
1. Student Achievement
2. Student Growth
3. Graduation Rate
4. College and Career Readiness
5. Student Engagement

To use statewide multiple measures to collect student performance data for all students and subgroups

PRINCIPLE II: MEASURES
American Samoa Standards Based Assessment (ASSBA)-English Language Arts & Mathematics
American Samoa Alternate Assessment (ASAA)-English Language Arts & Mathematics
Graduation Rate
Post-Secondary, DUAL and AP Enrollment & Performance; NOCTI Assessment
Participation Rate (ASSBA)
Attendance Rate

To establish statewide performance criteria for all schools to meet

PRINCIPLE III: A. DETERMINATIONS				
ELEMENTARY SCHOOLS (3RD-8TH GRADE)				
Indicators	**Measures**	**Weight**	**Points**	**Annual Measurable Objectives (AMO)**
Academic Achievement	English Language Arts	25%	25	3% (Y1-Y3); 4% (Y4-Y6); 5% (Y7-Y9)
	Mathematics	25%	25	
Academic Growth	English Language Arts	20%	20	6% (Y1-Y3); 5% (Y4-Y6); 4%(Y7-Y9)
	Mathematics	20%	20	
Student Engagement	Participation	5%	5	95% All or Nothing
	Attendance	5%	5	95% and Higher

SECONDARY SCHOOLS (10TH GRADE)

Indicators	Measures	Weight	Points	Annual Measurable Objectives (AMO)
Academic Achievement	English Language Arts	20%	20	3% (Y1-Y3); 4% (Y4-Y6); 5% (Y7-Y9)
	Mathematics	20%	20	
Academic Growth	English Language Arts	15%	15	6% (Y1-Y3); 5% (Y4-Y6); 4%(Y7-Y9)
	Mathematics	15%	15	
Graduation Rate	Graduates	10%	10	2% All or Nothing
College Career Readiness	Post-Secondary, DUAL & AP Enrollment & Participation; NOCTI	10%	10	AP & NOCTI will not be included in Determinations until all schools can provide these course(s).
Student Engagement	Participation	5%	5	95% All or Nothing
	Attendance	5%	5	95% and Higher

To establish statewide performance levels to distinguish school performance

SCHOOL PERFORMANCE LEVELS	POINTS CRITERIA
Model Schools	86-100 points
Focus Schools *Targeted Support & Improvement (TSI)	85-66 points
Priority Schools *Comprehensive Support & Improvement (CSI)	65-below points

FOCUS AND PRIORITY SCHOOLS: (Struggling Schools) will adhere to the following:
1. Probation period: 1-3 Years dependent upon performance results
2. Schools are required to:
   a. Develop School Action Plan (SAP) to include the following:
      *Targeted objectives as identified from performance results,
      *Supports & resources identified to address targeted objectives,
      *Schedule of support and follow-up implementation, evaluation tool (s) to measure progress of targeted objectives, responsible staff, timeline of activities
3. SAP submitted to Division Leaders to Monitoring Committee (MC) a week before scheduled SAP review
4. Schools required to provide status report on SAP progress and challenges to MC before follow-up SAP review

Per ESSA, every 3 years schools will undergo school determinations and school performance levels identified accordingly for TSI or CSI

To provide statewide and school transparency on performance standards

PRINCIPLE III: B. REPORTING	
Territorial & School Report Cards	*Annually (1st week of September)
Progress Report	*Every three years

The data generated by the SAIS and broadly disseminated in the form of annual **Territorial & School Report Cards** and **3-Year Progress Report**, shall be used to drive decision-making related to curriculum, instruction, assessment, and other aspects of student achievement and school improvement.

Rationale: For schools to have appropriate data that provides depth of information to make systematic and comprehensive improvements, schools need timely access to quality and comprehensive data related to student achievement and related information on student progress and performance.

To provide guidelines for struggling schools through appropriate support and resources to assist with improvement efforts

PRINCIPLE IV: CONTINUOUS SUPPORT SYSTEM
a. Provided for schools identified as *Focus or Priority*
b. Instructional Divisions: Elementary & Secondary will support schools on the following: *Review School Action Plan (SAP) Components and Progress Evaluation forms   *Facilitate development and implementation process of SAP   *Conduct quarterly school visits to review SAP progress
c. An 8-member Monitoring Committee (MC) co-chaired by Elementary & Secondary, will be comprised of a representative from each area; Special Education, Career & Technical Education, Guidance & Counseling, Curriculum & Instruction, Technology Integration and Accountability Committee   **Responsibilities:**   1. Provide Monitoring Schedule and disseminate to all schools   2. Conduct SAP review meetings on the last week of November, January, March, May   3. Provide feedback to schools no later than 1 week after each SAP review   4. Complete the SAP Progress Evaluation Form after each SAP review and submit to Office of Accountability and School Improvement Systems