

Part One – English Language Arts and Mathematics

Arizona proposes setting long-term achievement goals that are ambitious and attainable for all schools. The long-term goals for academic achievement focus on student growth as well as student proficiency on our state-wide assessments for English language arts and mathematics. Because our state-wide assessment is given every year, from the third grade to the junior year, long-term goals and measures of interim progress (MIPs) have been created for every tested grade level. Additionally, because it is important to track the achievement of all students while simultaneously encouraging the growth of individual groups of students, goals that address a wide variety of student subgroups have also been created. By separating out groups of students, both the State Education Agency (SEA) and the Local Educational Agencies (LEAs) will be better equipped to direct services and supports where they are most needed. Failure to do so will result in a continuing pattern of wide achievement gaps among student subgroups. To this end, the team created additional subgroups, beyond those required by ESSA, titled Algebra 1 Prior to High School, Geometry Prior to High School, and Algebra 2 Prior to High School to better track the exceptional work that our LEAs are doing with advanced learners and to recognize their efforts in this area. Scores reported at the subgroup level allow the SEA to discover LEAs who are having great successes with students. In this manner, the SEA can facilitate peer-to-peer learning networks in the support of student academic achievement. Because some of our student groups lag far behind others, they will have to grow at a significantly greater rate to close proficiency gaps. Creating a peer-to-peer network will assist LEAs in achieving these rapid growth rates through Arizona specific, evidence-based practices to bring a more equitable educational opportunity to all students.

The work of setting long-term goals and MIPs requires the expertise of many. The creation of Arizona's goal-setting methodology began last year through a multi-sector, collaborative process involving business, community, educators, policy-makers, and parents. The Arizona Education Progress Meter, <http://education.azgovernor.gov/edu/progress>, utilized data and statistical procedures to develop goals for multiple facets of education. Important to this ESSA State Plan is their work in the area of 3rd grade reading and 8th grade mathematics. Two working groups met for just over one year to lay a foundation for goals in these two areas. Both teams looked at a variety of data sources to build goal recommendations: AzMERIT ELA and Mathematics results, Move on When Reading trends, NAEP assessment data, as well as other nationally recognized assessments. Additionally, each team used psychometricians from our state universities to assist in validating goal choices. Though this work focused on 3rd grade reading and 8th grade mathematics, it created a firm foundation for work on the remainder of the grade levels. By linking the Progress Meter to the ESSA long-term goals and MIPs, Arizona ensures a coherent system of goals that will be supported by the entire state rather than a disjointed set of initiatives which serves to cause confusion, fractures funding, and derails improvement initiatives. This alignment is essential to the success of these goals and will ultimately lend to the coherence of school funding. As Arizona continues, through both federal and state funds, to fine tune funding streams for our LEAs, the committee felt it important to recognize the need for consistent funding. Through consistent and reliable funding, innovative strategies to support all learners can be developed and sustained. Additionally, consistent and reliable funding assists LEAs in building a strong cadre of teachers and leaders to fully support learners within our Arizona schools and to accelerate the closing of proficiency gaps.

Several assumptions guided the work of both the Progress Meter teams and the ESSA long-term goals/MIPs team: focus on equity for all students, strategies must accompany goals in order to accelerate outcomes, initiative alignment is imperative, target goals will be adjusted when more longitudinal data is available, and goals are intended to define an aspirational end point rather than model projections of current progress. Additionally, specific criteria were put into

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

place to guide the formation of long-term goals and MIPs: ambitious, attainable, proficiency gaps close, and all LEAs show growth including those above the target indicator. To encourage growth in our top-performing groups of students, the team, as further outlined below, is recommending a final proficiency measure of “at least” 90%. Because some of our subgroups are already close to 90% proficiency, the “at least” designation indicates that growth beyond 90% proficiency is expected when attainable. Our current reality indicates that half of LEAs are below the state average; therefore, aggressive improvement is of vital importance. It is important to note, however, that Arizona has only two years of data for their state-wide assessments. Psychometrically speaking, this is not adequate data to predict trends. Therefore, these long-term goals and MIPs will need to be reevaluated as additional state-wide data is received to ensure that our criteria of ambitious and attainable are met.

Methodology:

Arizona will use the same methodology for creating long-term goals and MIPs for both ELA and mathematics. Additionally, the methodology is designed to be highly transparent so that schools and communities will be able to clearly understand expectations as they ramp up over the next few years. Finally, MIPs are set for every three years to allow districts and schools time to implement strategies to support improvement efforts before they are compared against interim measures. In future years, when more data is available, the team is highly interested in considering additional growth measures. Specifically, the team would like to recognize those students who, although not at full proficiency, are on-track to meet proficiency within a certain period of time. In this manner, schools who work with high numbers of underachieving students will be recognized for their work in accelerating achievement. Until we have more data, however, developing an “on-track” measure is not possible.

Proficiency Gap Reduction Strategy:

1. 2016 state-wide English Language Arts and mathematics assessment data will be set as the baseline year. As 2015 was the first year of our new state-wide assessment administration, this year was not set as the baseline year. Due to the new test format, adjusted test administration procedures, and movement to online testing, the first year was viewed as a pilot year and thus not a good choice for a baseline year.
2. Long-Term Goal #1: By 2027-2028, close proficiency gaps by at least 50%.
 - a. The proficiency gap is defined as the difference between 90% proficiency and baseline subgroup proficiency.
 - b. This gap divided in half forms the expected growth percentage for each subgroup.
 - c. MIPs set for every three years, provide LEAs with benchmarks to meet expected growth percentages.
 - d. Note that not all subgroups will end at equal levels of proficiency. Due to the wide gap in proficiency levels between sub-groups, the team determined that while requiring all subgroups to be at the same level of proficiency at the end of long-term goal #1 is ambitious, it would not meet our criteria of attainability.
 - e. Subgroups who close the proficiency gap by 50% prior to 2027-2028 must continue to show proficiency gains; thus, the rationale for setting an “at least” measure for this goal.
 - i. Incentives are likely to be built into the statewide accountability system to reward schools who make faster progress toward these goals.
 - ii. School and district report cards will display progress toward these goals on an annual basis.
3. Long-Term Goal #2: By 2039-2040, all subgroups must reach at least 90% proficiency on ELA and mathematics state-wide assessments.

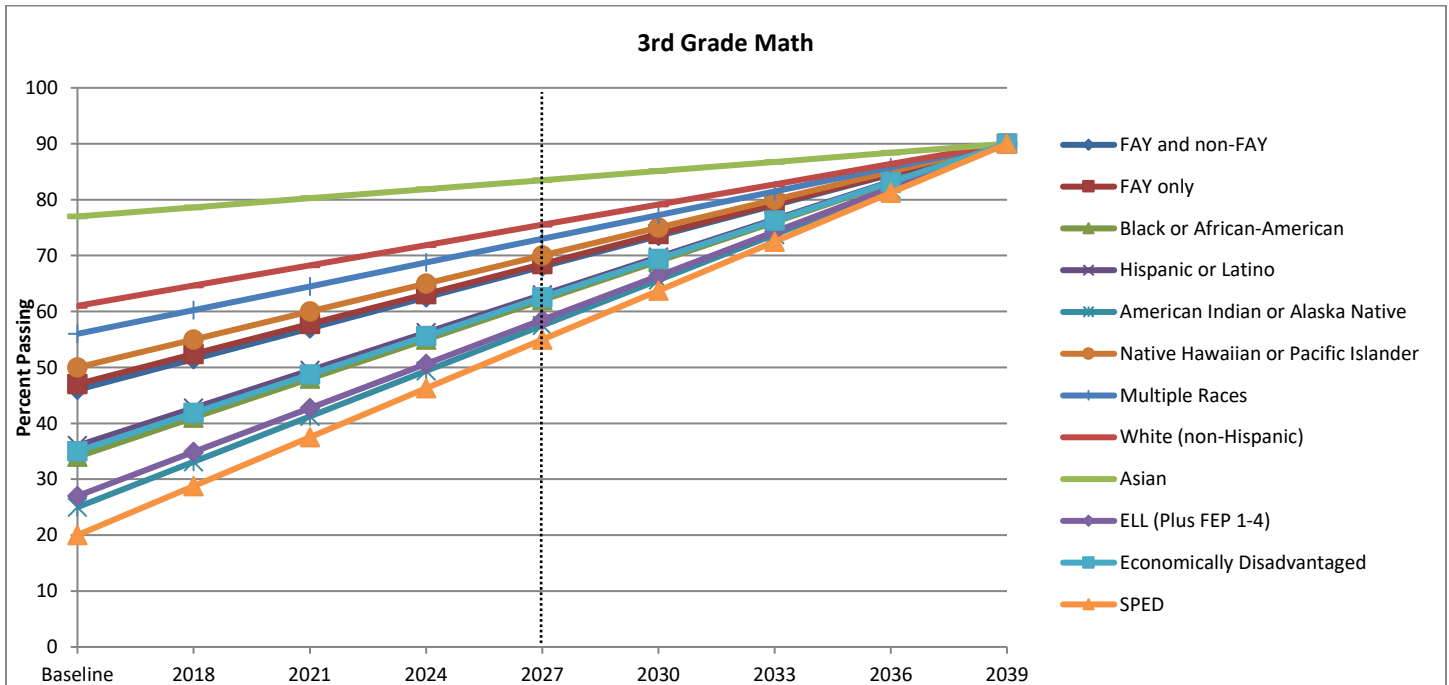
Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

- a. Continue setting MIPs every three years until all subgroups reach 90% proficiency.
- b. Subgroups who meet 90% proficiency prior to 2039-2040 must continue to show improvement gains; thus, the rationale for setting an “at least” measure for this goal.

The following data tables and charts provide examples of the MIPs that need to be met by schools to close the proficiency gap by 50% in 2027 and, ultimately, achieve an overall proficiency of 90% by 2039. Though not all grade levels are included in these examples, all tested grades will have similar data tables and charts.

3rd Grade Math

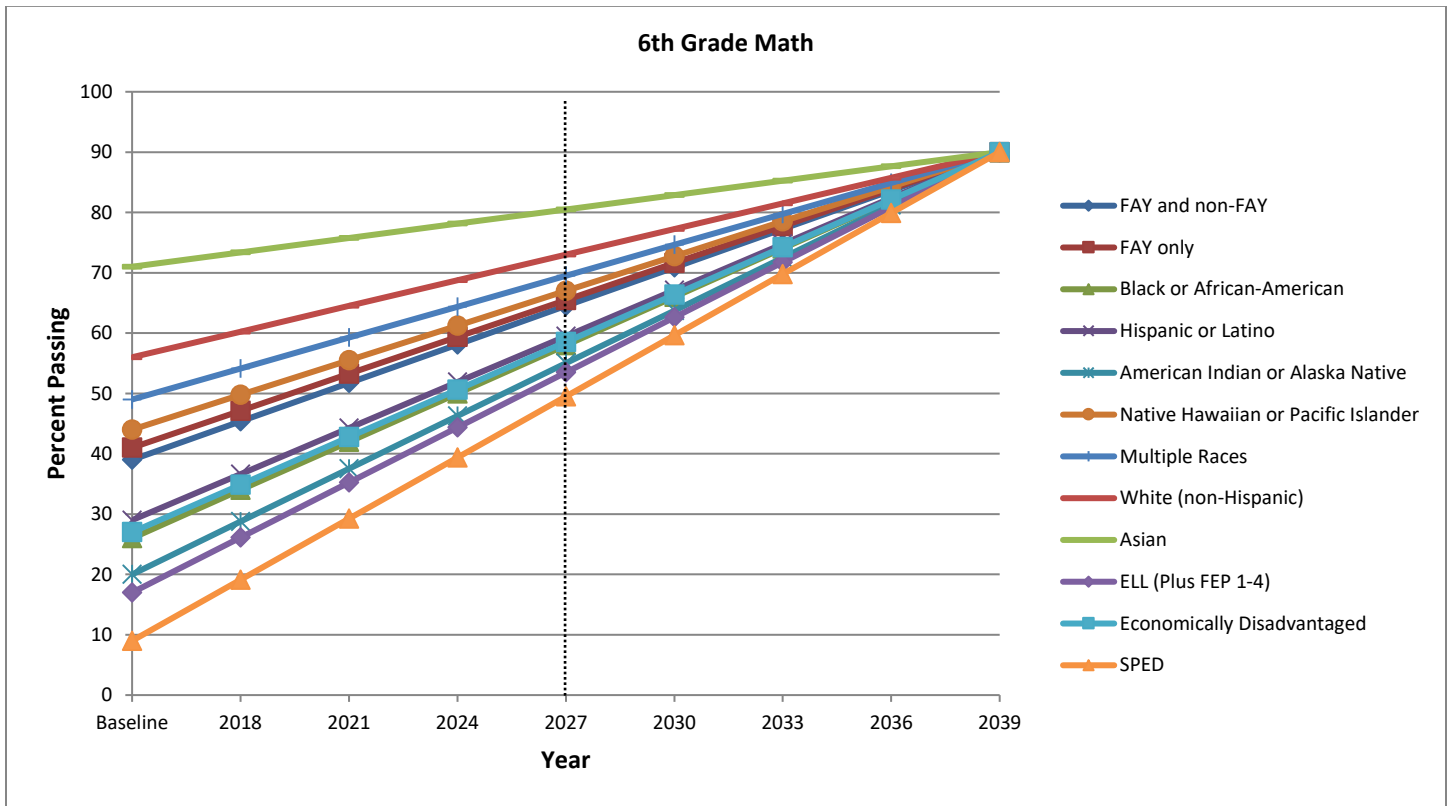
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	46	52	57	63	68	74	79	85	90
FAY only	47	52	58	63	69	74	79	85	90
Black or African-American	34	41	48	55	62	69	76	83	90
Hispanic or Latino	36	43	50	56	63	70	77	83	90
American Indian or Alaska Native	25	33	41	49	58	66	74	82	90
Native Hawaiian or Pacific Islander	50	55	60	65	70	75	80	85	90
Multiple Races	56	60	65	69	73	77	82	86	90
White (non-Hispanic)	61	65	68	72	76	79	83	86	90
Asian	77	79	80	82	84	85	87	88	90
ELL (Plus FEP 1-4)	27	35	43	51	59	66	74	82	90
Economically Disadvantaged	35	42	49	56	63	69	76	83	90
SPED	20	29	38	46	55	64	73	81	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

6th Grade Math

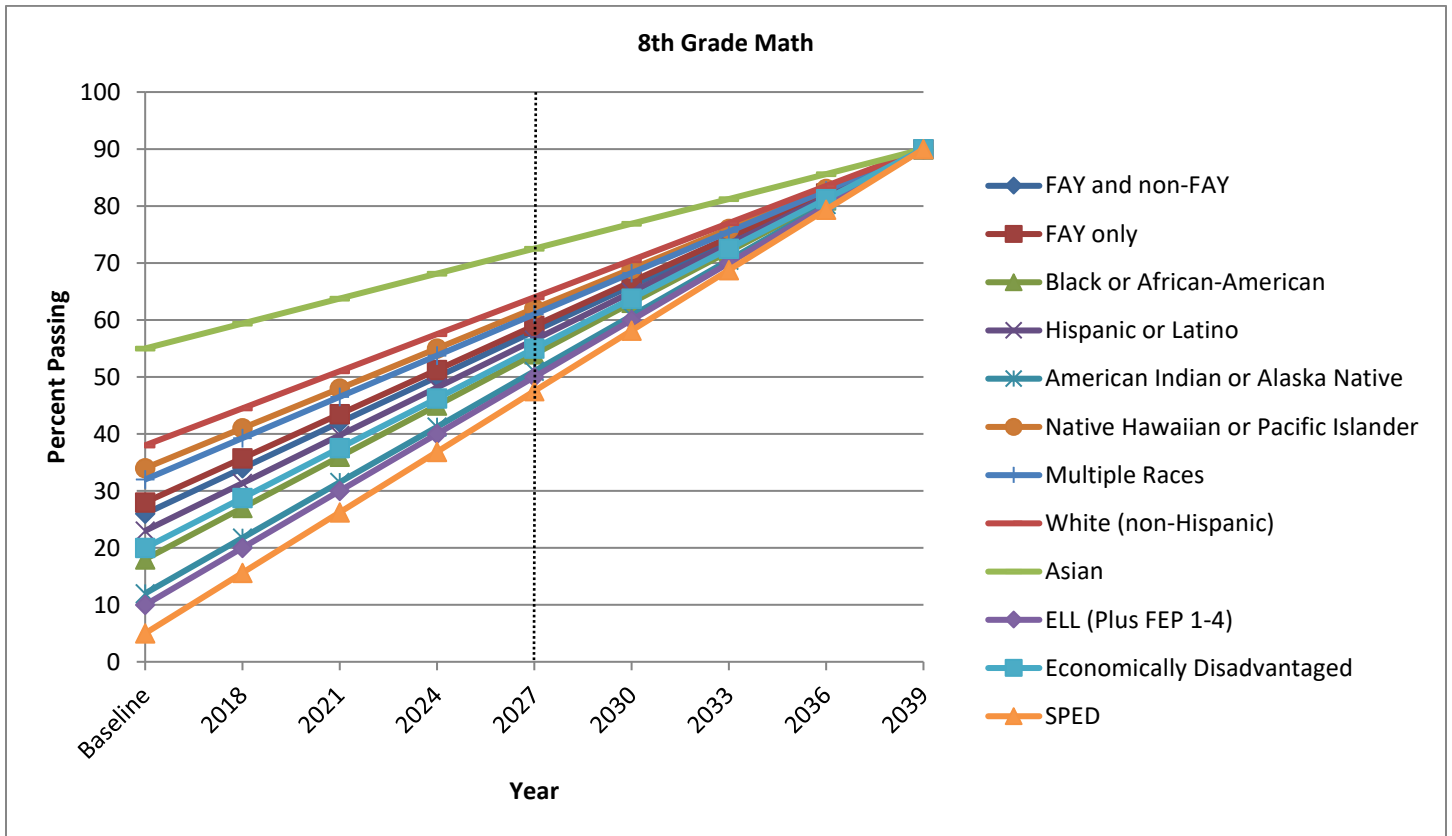
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	39	45	52	58	65	71	77	84	90
FAY only	41	47	53	59	66	72	78	84	90
Black or African-American	26	34	42	50	58	66	74	82	90
Hispanic or Latino	29	37	44	52	60	67	75	82	90
American Indian or Alaska Native	20	29	38	46	55	64	73	81	90
Native Hawaiian or Pacific Islander	44	50	56	61	67	73	79	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	56	60	65	69	73	77	82	86	90
Asian	71	73	76	78	81	83	85	88	90
ELL (Plus FEP 1-4)	17	26	35	44	54	63	72	81	90
Economically Disadvantaged	27	35	43	51	59	66	74	82	90
SPED	9	19	29	39	50	60	70	80	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

8th Grade Math

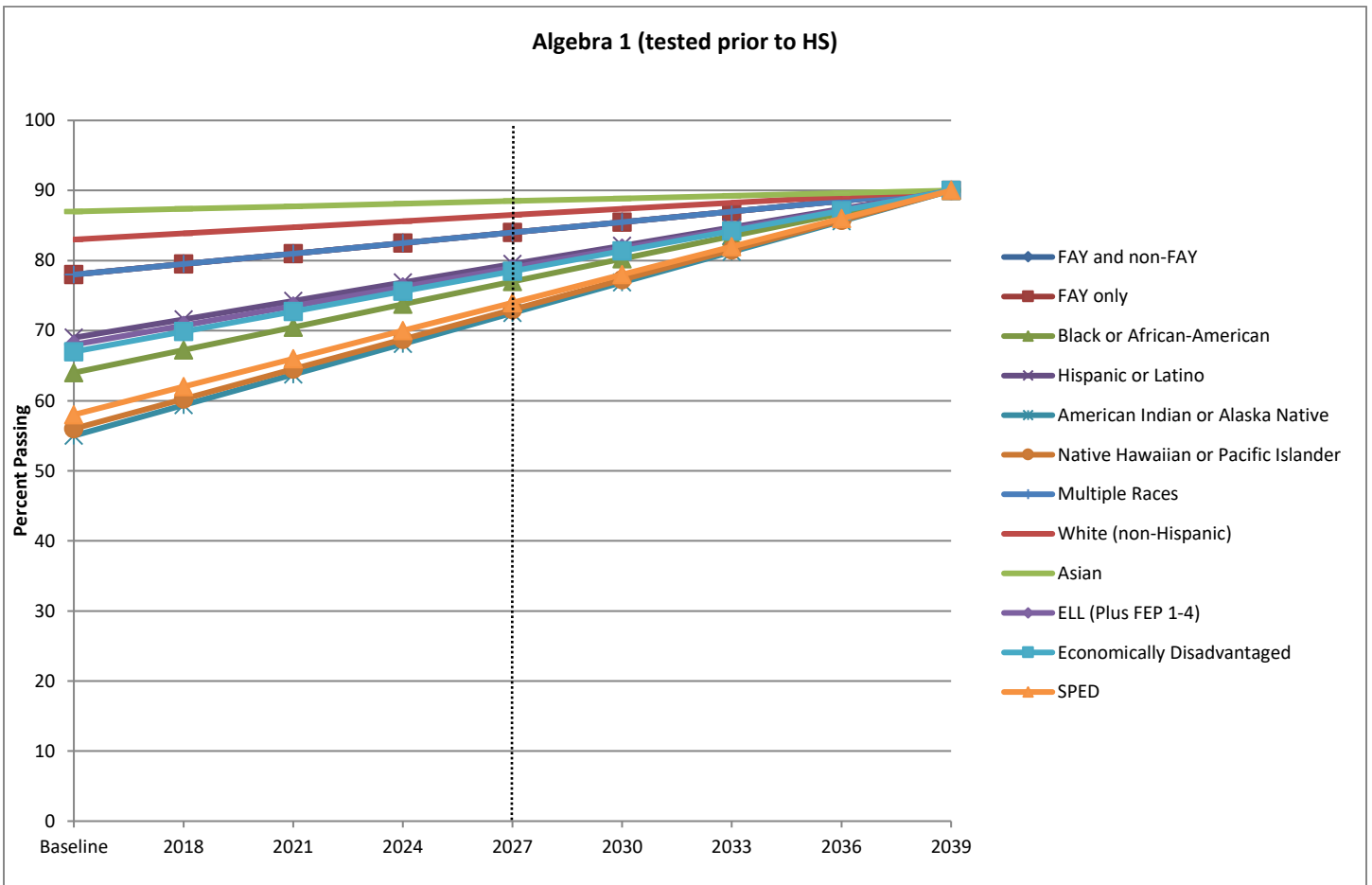
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	26	34	42	50	58	66	74	82	90
FAY only	28	36	44	51	59	67	75	82	90
Black or African-American	18	27	36	45	54	63	72	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	12	22	32	41	51	61	71	80	90
Native Hawaiian or Pacific Islander	34	41	48	55	62	69	76	83	90
Multiple Races	32	39	47	54	61	68	76	83	90
White (non-Hispanic)	38	45	51	58	64	71	77	84	90
Asian	55	59	64	68	73	77	81	86	90
ELL (Plus FEP 1-4)	10	20	30	40	50	60	70	80	90
Economically Disadvantaged	20	29	38	46	55	64	73	81	90
SPED	5	16	26	37	48	58	69	79	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Algebra 1 (tested prior to HS)

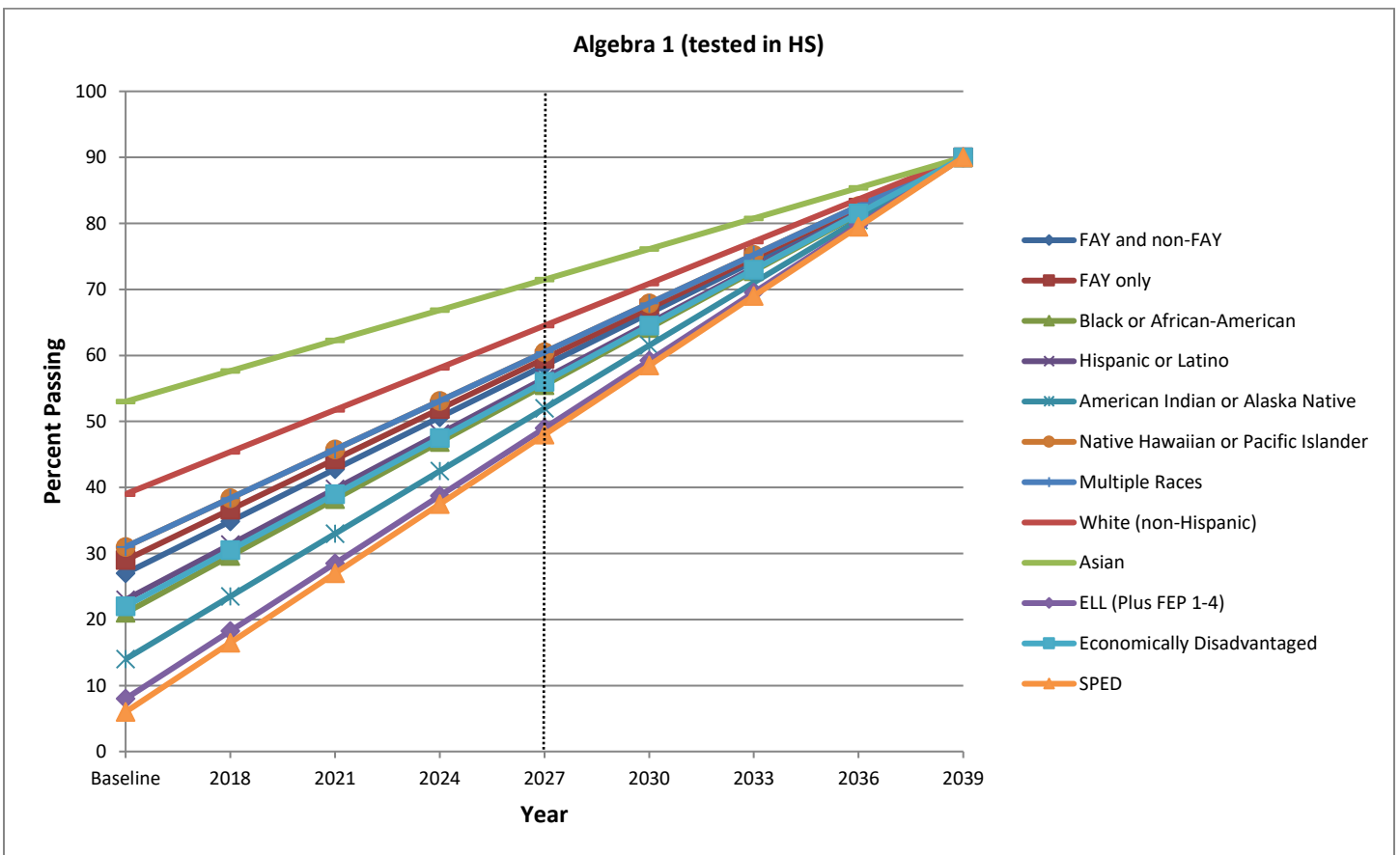
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	78	80	81	83	84	86	87	89	90
FAY only	78	80	81	83	84	86	87	89	90
Black or African-American	64	67	71	74	77	80	84	87	90
Hispanic or Latino	69	72	74	77	80	82	85	87	90
American Indian or Alaska Native	55	59	64	68	73	77	81	86	90
Native Hawaiian or Pacific Islander	56	60	65	69	73	77	82	86	90
Multiple Races	78	80	81	83	84	86	87	89	90
White (non-Hispanic)	83	84	85	86	87	87	88	89	90
Asian	87	87	88	88	89	89	89	90	90
ELL (Plus FEP 1-4)	68	71	74	76	79	82	85	87	90
Economically Disadvantaged	67	70	73	76	79	81	84	87	90
SPED	58	62	66	70	74	78	82	86	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Algebra 1 (tested in HS)

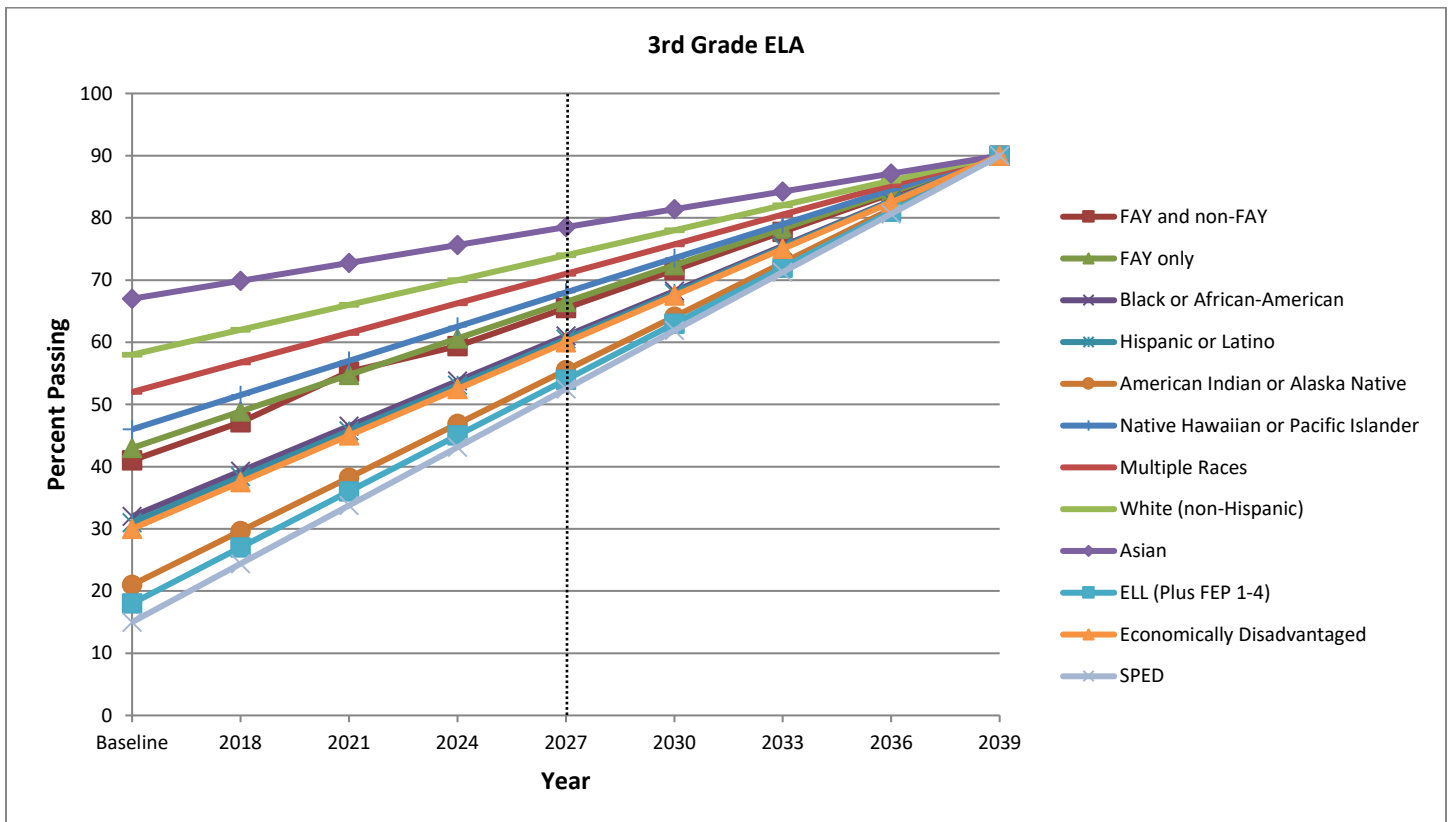
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	27	35	43	51	59	66	74	82	90
FAY only	29	37	44	52	60	67	75	82	90
Black or African-American	21	30	38	47	56	64	73	81	90
Hispanic or Latino	23	31	40	48	57	65	73	82	90
American Indian or Alaska Native	14	24	33	43	52	62	71	81	90
Native Hawaiian or Pacific Islander	31	38	46	53	61	68	75	83	90
Multiple Races	31	38	46	53	61	68	75	83	90
White (non-Hispanic)	39	45	52	58	65	71	77	84	90
Asian	53	58	62	67	72	76	81	85	90
ELL (Plus FEP 1-4)	8	18	29	39	49	59	70	80	90
Economically Disadvantaged	22	31	39	48	56	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

3rd Grade ELA

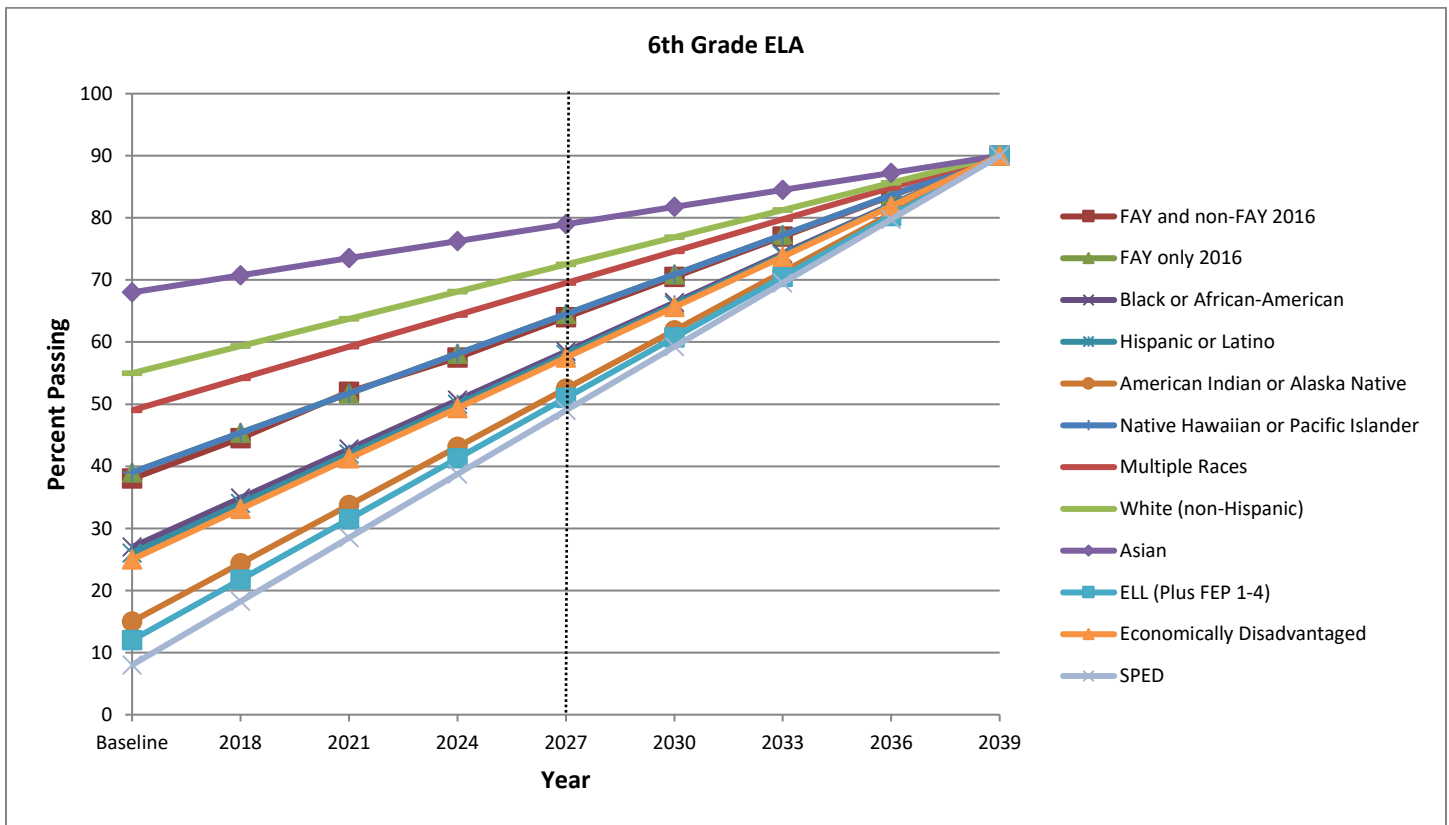
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY	41	47	55	59	66	72	78	84	90
FAY only	43	49	55	61	67	72	78	84	90
Black or African-American	32	39	47	54	61	68	76	83	90
Hispanic or Latino	31	38	46	53	61	68	75	83	90
American Indian or Alaska Native	21	30	38	47	56	64	73	81	90
Native Hawaiian or Pacific Islander	46	52	57	63	68	74	79	85	90
Multiple Races	52	57	62	66	71	76	81	85	90
White (non-Hispanic)	58	62	66	70	74	78	82	86	90
Asian	67	70	73	76	79	81	84	87	90
ELL (Plus FEP 1-4)	18	27	36	45	54	63	72	81	90
Economically Disadvantaged	30	38	45	53	60	68	75	83	90
SPED	15	24	34	43	53	62	71	81	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

6th Grade ELA

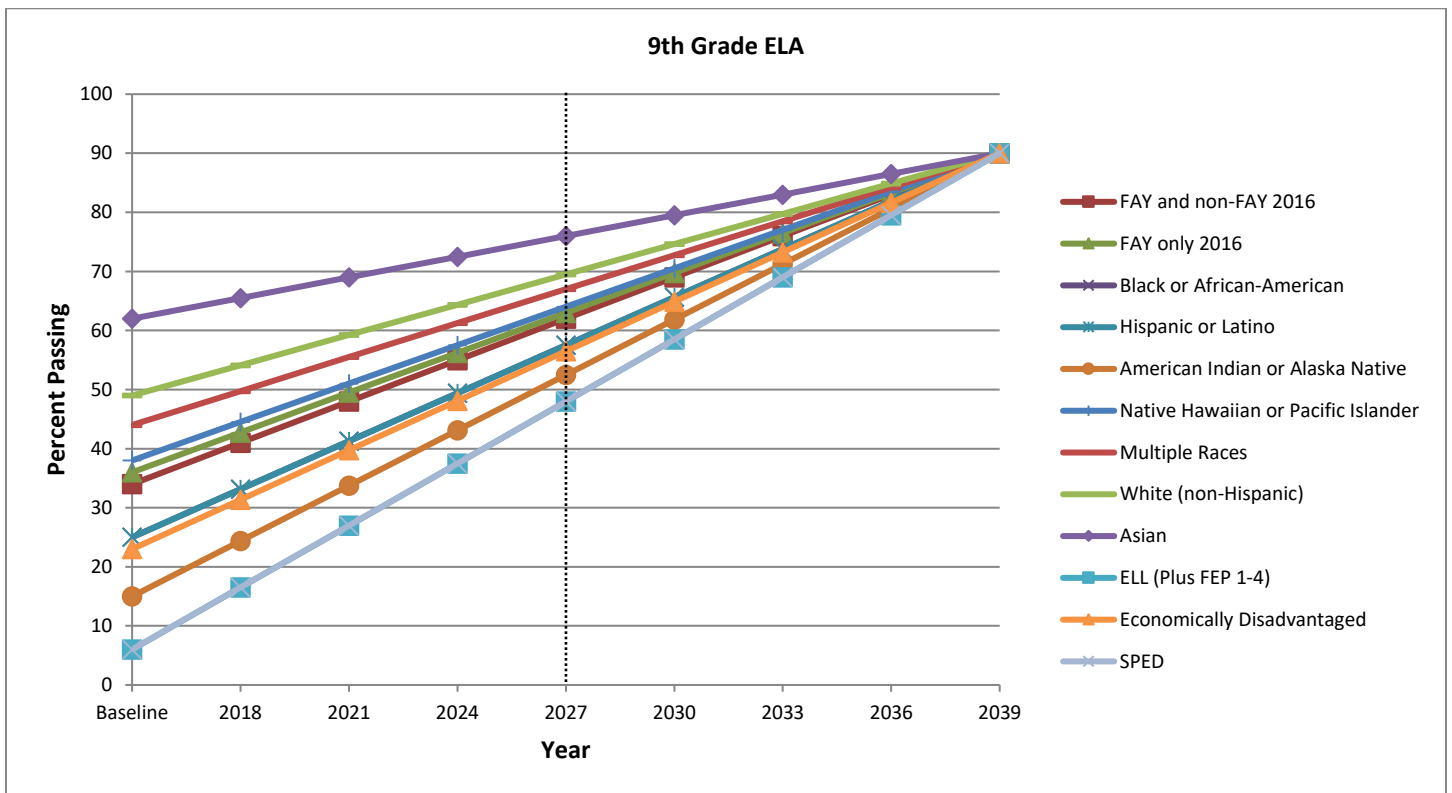
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY 2016	38	45	52	58	64	71	77	84	90
FAY only 2016	39	45	52	58	65	71	77	84	90
Black or African-American	27	35	43	51	59	66	74	82	90
Hispanic or Latino	26	34	42	50	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	39	45	52	58	65	71	77	84	90
Multiple Races	49	54	59	64	70	75	80	85	90
White (non-Hispanic)	55	59	64	68	73	77	81	86	90
Asian	68	71	74	76	79	82	85	87	90
ELL (Plus FEP 1-4)	12	22	32	41	51	61	71	80	90
Economically Disadvantaged	25	33	41	49	58	66	74	82	90
SPED	8	18	29	39	49	59	70	80	90



Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

9th Grade ELA

Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
FAY and non-FAY 2016	34	41	48	55	62	69	76	83	90
FAY only 2016	36	43	50	56	63	70	77	83	90
Black or African-American	25	33	41	49	58	66	74	82	90
Hispanic or Latino	25	33	41	49	58	66	74	82	90
American Indian or Alaska Native	15	24	34	43	53	62	71	81	90
Native Hawaiian or Pacific Islander	38	45	51	58	64	71	77	84	90
Multiple Races	44	50	56	61	67	73	79	84	90
White (non-Hispanic)	49	54	59	64	70	75	80	85	90
Asian	62	66	69	73	76	80	83	87	90
ELL (Plus FEP 1-4)	6	17	27	38	48	59	69	80	90
Economically Disadvantaged	23	31	40	48	57	65	73	82	90
SPED	6	17	27	38	48	59	69	80	90



Part Two: English Language Proficiency (ELP)

ESSA also requires states to set long-term goals and MIPs for its English learners. Arizona proposes setting long-term goals and MIPs that reflect both a student’s age and their initial proficiency level as determined by Arizona’s English language proficiency assessment. Arizona has begun the process of setting ELP goals by reviewing current research related to growth in proficiency among English learners, investigating models proposed by other states, and reviewing trend data from the AZELLA assessment. Similar to the ELA and mathematics team, it has been of central importance to assure that goals for ELP are both ambitious and attainable. The target goals which are ultimately approved must aggressively improve outcomes for English learners while remaining attainable for schools. Thus, these goals must be accompanied by strategies and support which accelerate students toward outcomes.

Student-Level Targets

The Student-level targets measure individual progress towards English language proficiency.

Grade Bands:

Grade bands were determined by grouping students with similar rates of expected growth. Despite the fact that the ELP assessment contains five Stages or grade bands, research indicates that the first two and final two Stages can be combined, as students in these grades have a comparable trajectory towards proficiency.

- K-3
- 4-6
- 7-12

Performance Levels:

Performance levels indicate a range of English language proficiency. Current performance cut scores are reflected in Table 2 below for grade levels, AZELLA stage, and each performance level: Pre-Emergent/Emergent, Basic, and Intermediate. Because the AZELLA Intermediate performance level has a large range of scale scores, many students stay in the Intermediate level for multiple years. As a result, research supports, that this level be divided for accountability purposes only, to recognize the substantial growth that can be made within this level. Therefore, the Performance levels used to calculate the ELP Indicator are: Pre-Emergent/Emergent, Basic, Intermediate, High Intermediate. A chart illustrating scale scores for Intermediate and High-Intermediate is shown in Table 1 below.

Table 1:

Grade	Intermediate	High-Intermediate
K	2283-2305	2306-2326
1	2339-2362	2362-2384
2	2338-2360	2361-2427
3	2414-2444	2445-2473
4	2434-2466	2467-2498
5	2442-2482	2483-2522
6	2443-2486	2487-2529
7	2443-2488	2489-2534
8	2443-2491	2492-2539
9-12	2468-2508	2509-2549

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

Table 2:

AZELLA Stage	Grade(s)	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
KG Placement Test	KG	100-205	206-256		257-300
I – Reassessment Test	KG	2000-2240	2241-2282	2283-2326	2327-3000
II	01	2000-2294	2295-2338	2339-2384	2385-3000
II	02	2000-2337	2338-2382	2383-2427	2428-3000
III	03	2000-2369	2370-2413	2414-2473	2474-3000
III	04	2000-2390	2391-2433	2434-2498	2499-3000
III	05	2000-2400	2401-2441	2442-2522	2523-3000
IV	06	2000-2403	2404-2442	2443-2529	2530-3000
IV	07	2000-2403	2404-2442	2443-2534	2535-3000
IV	08	2000-2403	2404-2442	2443-2539	2540-3000
V	09-12	2000-2425	2426-2467	2468-2549	2550-3000

Proposed Expected Growth:

Expected growth will vary based on initial AZELLA score and age at time of initial AZELLA test. Studies show that students will experience larger gains when they are in early grades and have a less proficient initial AZELLA test score. Research indicates that students in grades 7-12 will have a slower rate of expected growth, particularly if they enter these grades at an Intermediate proficiency level. Therefore, Arizona’s student-level targets should reflect more expected growth in grades K-3 and 4-6 than in grade band 7-12. The table below represents a suggested proficiency trajectory based grade band as well as initial proficiency.

Grade Band	Initial Proficiency	Predicted Expected Growth	Annual Gain by Grade Level
K-3	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	K-at least 241 pts 1-at least 295 pts 2-at least 338 pts 3-at least 370 pts
K-3	Basic	Intermediate, High-Intermediate, or Proficient	K-at least 42 pts 1-at least 44 pts 2-at least 45 pts 3-at least 44 pts
K-3	Intermediate	High-Intermediate or Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
K-3	High-Intermediate	Proficient	K-at least 23 pts 1-at least 23 pts 2-at least 23 pts 3-at least 30 pts
4-6	Pre-Emergent/Emergent	Basic, Intermediate, High Intermediate, or Proficient	4-at least 391 pts 5-at least 401 pts 6-at least 404 pts

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

4-6	Basic	Intermediate, High-Intermediate, or Proficient	4-at least 43 pts 5-at least 41 pts 6-at least 39 pts
4-6	Intermediate	High-Intermediate or Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
4-6	High-Intermediate	Proficient	4-at least 33 pts 5-at least 41 pts 6-at least 44 pts
7-12	Pre-Emergent/Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 404 pts 8-at least 404 pts High School-at least 426 pts
7-12	Basic	Intermediate, High-Intermediate, or Proficient	7-at least 39 pts 8-at least 39 pts High School-at least 42 pts
7-12	Intermediate	High-Intermediate or Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts
7-12	High-Intermediate	Proficient	7-at least 23 pts 8-at least 24 pts High School-at least 22 pts

For example, a student in Kindergarten who, on their initial assessment, tests at the pre-emergent/emergent level, would be expected to show at least a 241 point improvement on the AZELLA scaled score at their next assessment date.

A-F Accountability/ELP Indicator:

These aggressive goals are intended to be aligned with and support the A-F ELP accountability indicator to result in one coherent system to support all Arizona learners.

Proposed ELP Long-Term Goal:

Arizona will increase the percent of students making progress towards English language proficiency as determined by the student-level targets from 30% in 2016 by 3% annually over 10 years to reach 60% proficient by 2028.

Much as the ELA and math long-term goals will need to be revisited, ELP goals will also need to be closely monitored to ensure that our criteria of ambitious and attainable are met.

Part Three: Graduation Rate

ESSA requires states to set a long-term goal and MIPs for graduation rate. Though states have the option of setting 5-year and 6-year graduation rate goals, only the 4-year graduation rate is required through ESSA. The State Board of Education’s A-F Ad Hoc committee adopted the long-term four-year graduation rate goal of

Arizona Rationale for ESSA Long-Term Goals and Measures of Interim Progress

90% by the year 2030. This goal is aligned to the Arizona Progress Meter ensuring that Arizona has one state-wide goal that all constituents can work towards. In this manner, business, policy-makers, community, parents, and educators can direct resources, interventions, and strategies to support the common goal of achieving a state-wide graduation rate of 90% by 2030.

Subgroup	2015 Baseline	2018	2021	2024	2027	2030 Long-term Goal
All students	77%	79.6	82.2	84.8	87.4	90%
Economically disadvantaged students	73%	76.4	79.8	83.2	86.6	90%
Children with disabilities	66%	70.8	75.6	80.4	85.2	90%
English learners	25%*	*	*	*	*	90%
American Indian/Alaskan Native	66%	70.8	75.6	80.4	85.2	90%
Asian	87%	87.6	88.2	88.8	89.4	90%
Hispanic/Latino	72%	75.6	79.2	82.8	86.4	90%
Black/African American	74%	77.2	80.4	83.6	86.8	90%
White	84%	85.2	86.4	87.6	88.8	90%
Native Hawaiian/Pacific Islander	70%	74.0	78.0	82.0	86.0	90%
Multiple Races	72%	75.6	79.2	82.8	86.4	90%

*In 2017, Arizona will change its methodology for determining EL subgroup graduation rate. Currently, this graduation rate is determined by the number of 12th grade students who are still classified as EL students who graduate with their cohort. In 2017, this rate will be determined by assessing the number of EL students who were ever classified during high school as EL and graduated with their cohort. Once the EL graduation rate using the new methodology is determined, baseline and MIPs will be realigned.

Next Steps:

Though much input on goals related to ESSA was received through the Department’s initial surveys, the Department will gather further feedback related to this plan via an on-line survey and stakeholder focus groups. The link to this survey will be distributed widely to ensure broad input before a final plan is presented to the Board in May, 2017.