2013-2014 ACCOUNTABILITY DETERMINATIONS FOR ARIZONA SCHOOLS WITH PENDING LABELS
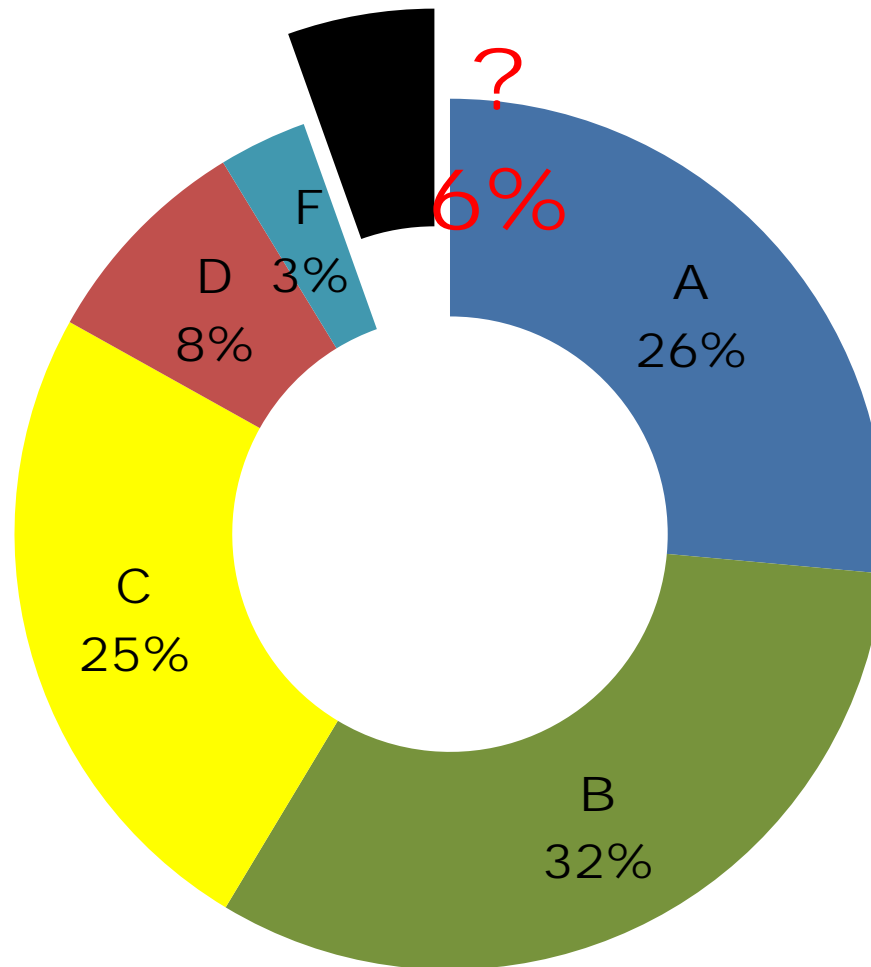
Overview

- Background

- Recommendation(s)

  1. Letter grades for Arizona Online Instruction Schools

  2. Accountability for schools with insufficient data

- Future Implications

2013-2014
School Letter Grades

Why Are Schools Not Rated?

Insufficient Data

Assumptions of A-F

Goals & Considerations During Development

Fairness for ALL schools

Nature of instruction

Increase the amount of information used in accountability determinations

Population served

Use available information

Process to Research & Develop Recommendations

AOI Schools

- Charter & District AOI Operators

- National researchers & organizations specializing in online instruction

- Impacted ADE program areas
    - School Improvement
    - School Finance
    - Government Relations

Schools with Insufficient Data

- School leaders in
    - Rural district schools
    - Qualified charter schools

- Other State Education Agencies

- Arizona State Board for Charter Schools

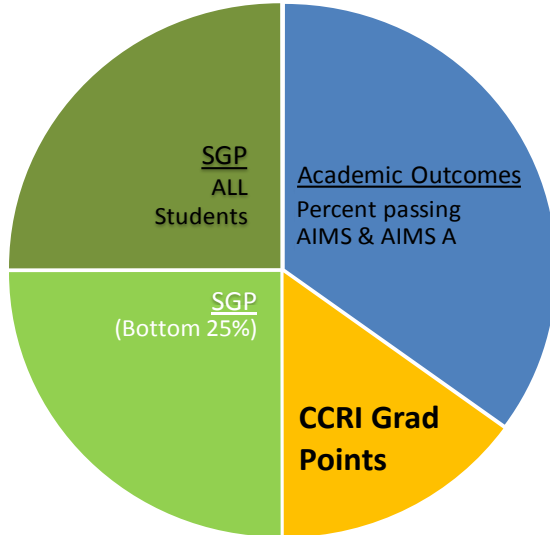- ADE Research & Evaluation, Highly Effective Teachers & Leaders, Standards, Assessment

2013-2014 Accountability Determinations
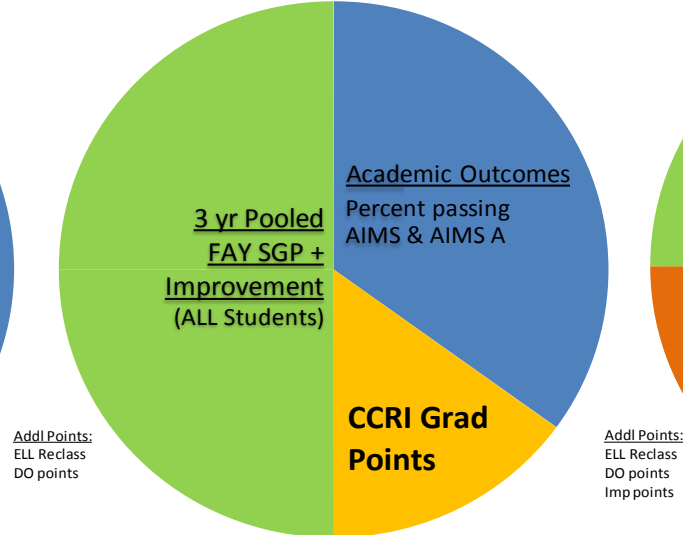
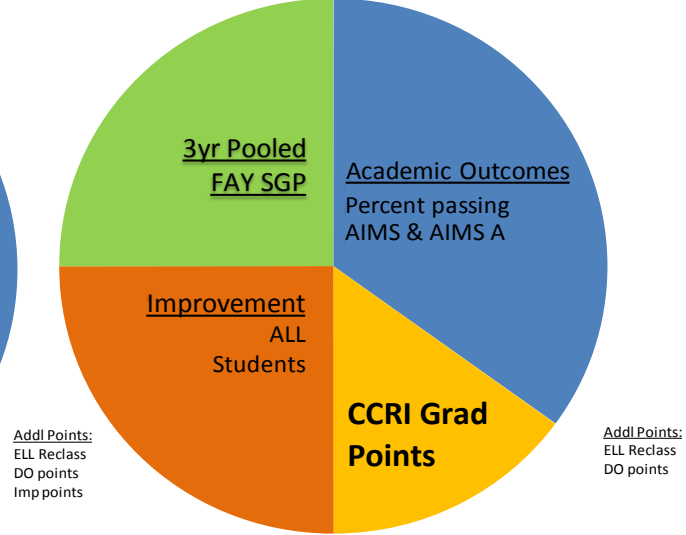# A-F LETTER GRADES FOR AOI SCHOOLS

2014 AOI Model

Traditional B&M 2013-2014

Proposed AOI Model 2013-2014

Alternative B&M 2013-2014

Percent Passing AIMS/AIMS A

AOI issues

- AOI students tend to be concurrently enrolled or not for full year

- District AOIs serve large numbers of students who test at other schools within the district

Recommended Changes

- **Include <u>all</u> students tested but adjust for FAY**

- **Option to use LEA percent passing for AOI letter grade**

Percent Passing AIMS/AIMS A

Which Ever is Higher

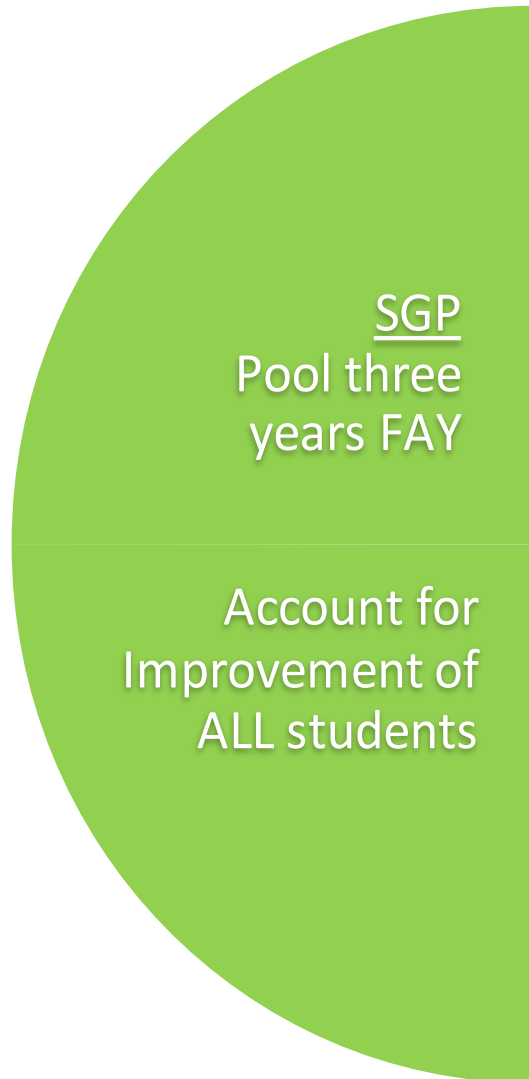| LEA's A-F percent passing	School's percent passing of <u>all students</u>
	• Adjusted by percentage of FAY students

Required within ARS 15-241 for 2014 Letter Grades

GROWTH & IMPROVEMENT

Growth Measure for AOIs

SGP
Pool three years FAY

Account for Improvement of ALL students

- Multiple years of SGP data

- Inclusion of Non-FAY for improvement only

- Change methodology to truly incentivize improvement

  - Additional points for improvement of high school re-testers

Additional points to earn and requirement to test at least 95% of students

ADDITIONAL POINTS AND TEST PARTICIPATION

Points Available

Cap points
- 95% Test participation rate required of ALL schools

0 or +3
- Dropout Rate Reduction

0 or +3
- ELL Reclassification

Up to 3 points
- Improvement of AIMS re-testers

Putting it all together

TOTAL POINTS AND A-F LETTER GRADE

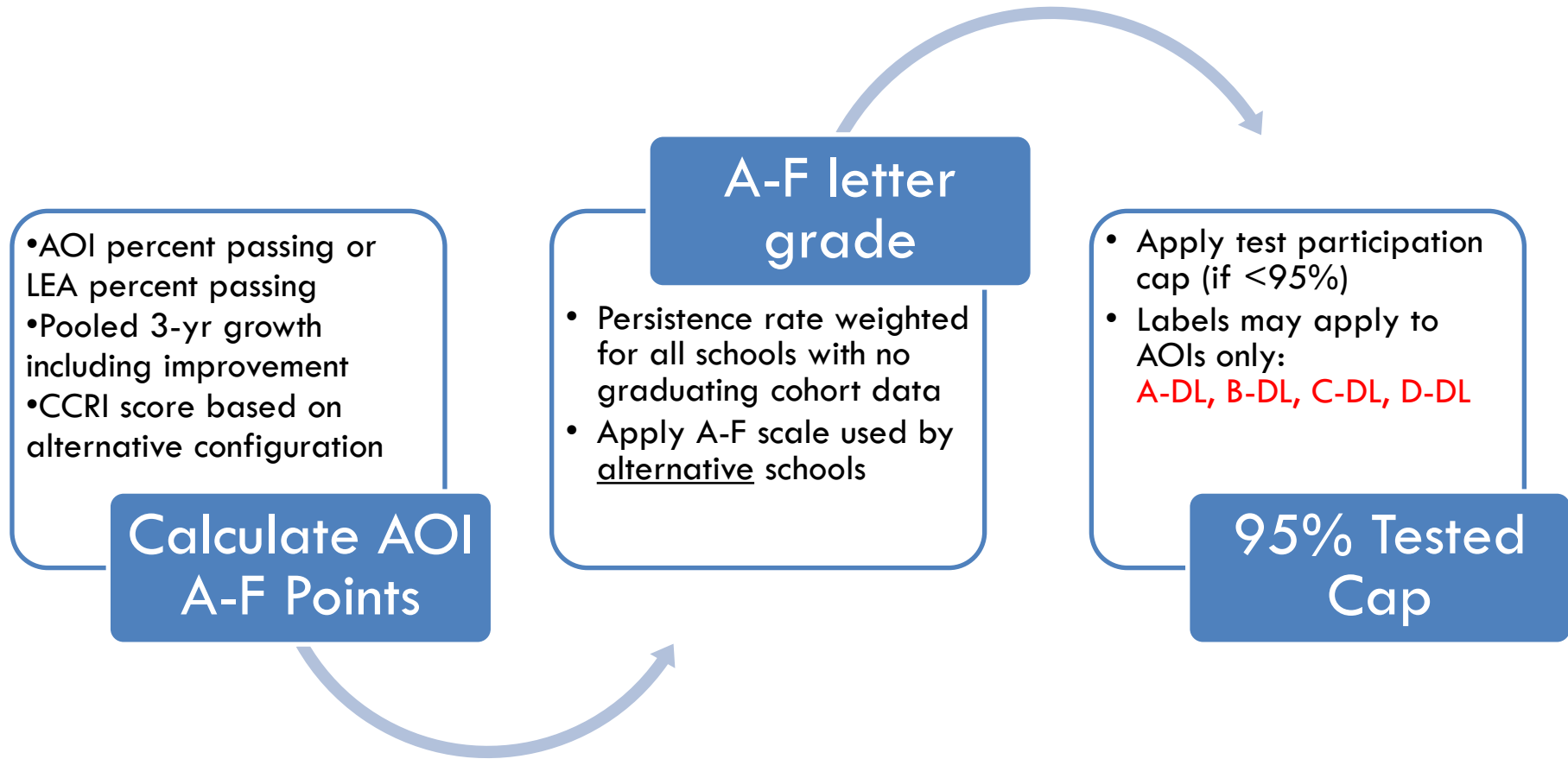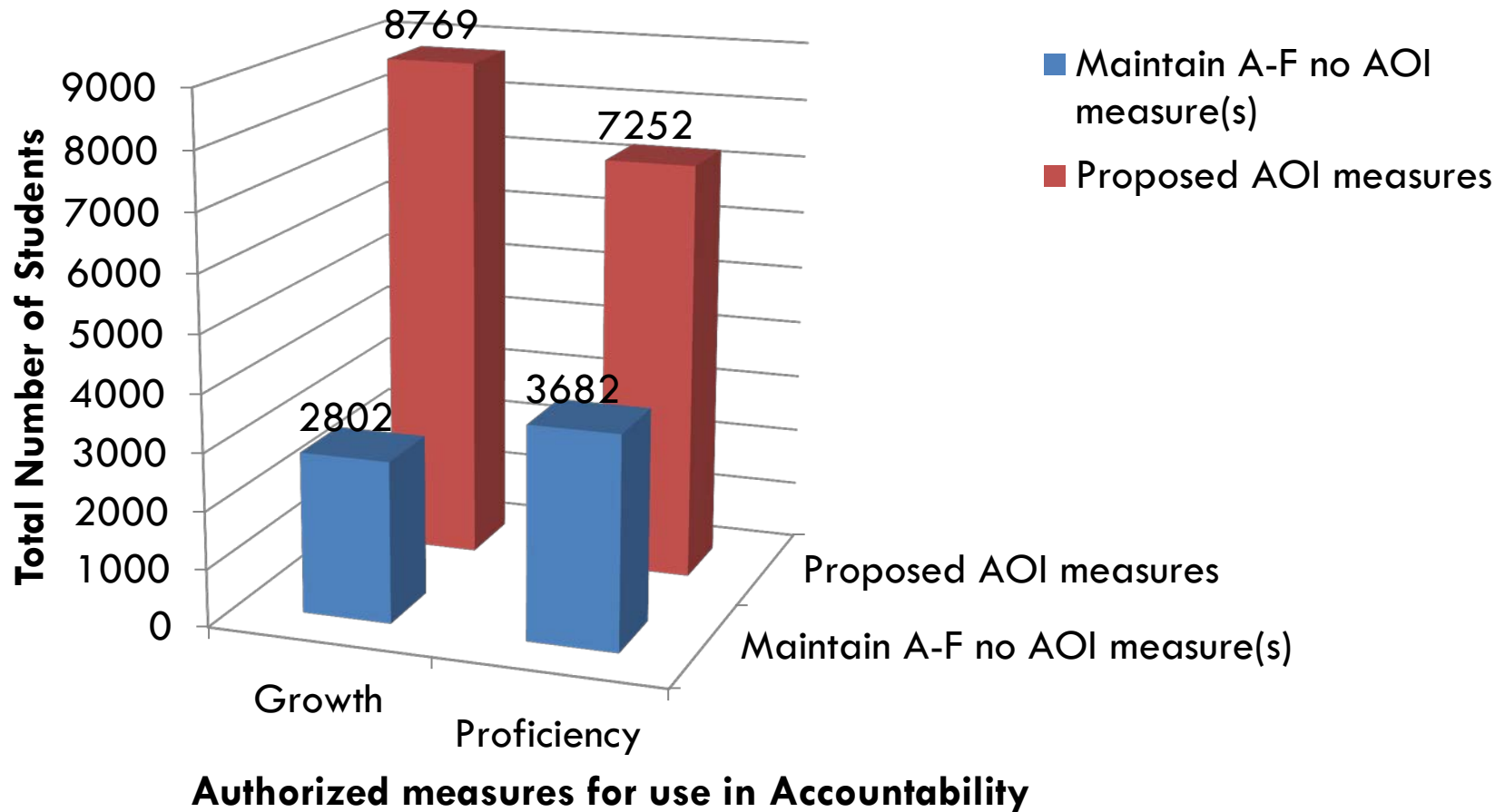# Letter Grade Scale

- AOI school grades denoted by "-DL"

- Apply 2014 Alternative Scale

  - Mirrors ALT measures (i.e. CCRI, improvement)

  - AOIs may qualify for ALT designation using AOI measurement

Letter Grades	Scale (ALT)
A-DL	167+
B-DL	132-166
C-DL	97-131
D-DL	0-96

Proposed 2014 AOI Letter Grading Process

Calculate AOI A-F Points

- AOI percent passing or LEA percent passing
- Pooled 3-yr growth including improvement
- CCRI score based on alternative configuration

A-F letter grade

- Persistence rate weighted for all schools with no graduating cohort data
- Apply A-F scale used by <u>alternative</u> schools

95% Tested Cap

- Apply test participation cap (if <95%)
- Labels may apply to AOIs only:
  A-DL, B-DL, C-DL, D-DL

Students Included in Accountability Determinations

Recommendation

Assign 2013-2014 A-F Letter Grades, as proposed by the Department of Education's Accountability Unit, for all AOI schools with pending labels using methodology and measures specific to online learning and instruction.

School Accountability based on Qualitative Evaluation

MEASURE OF ACADEMIC PROGRESS
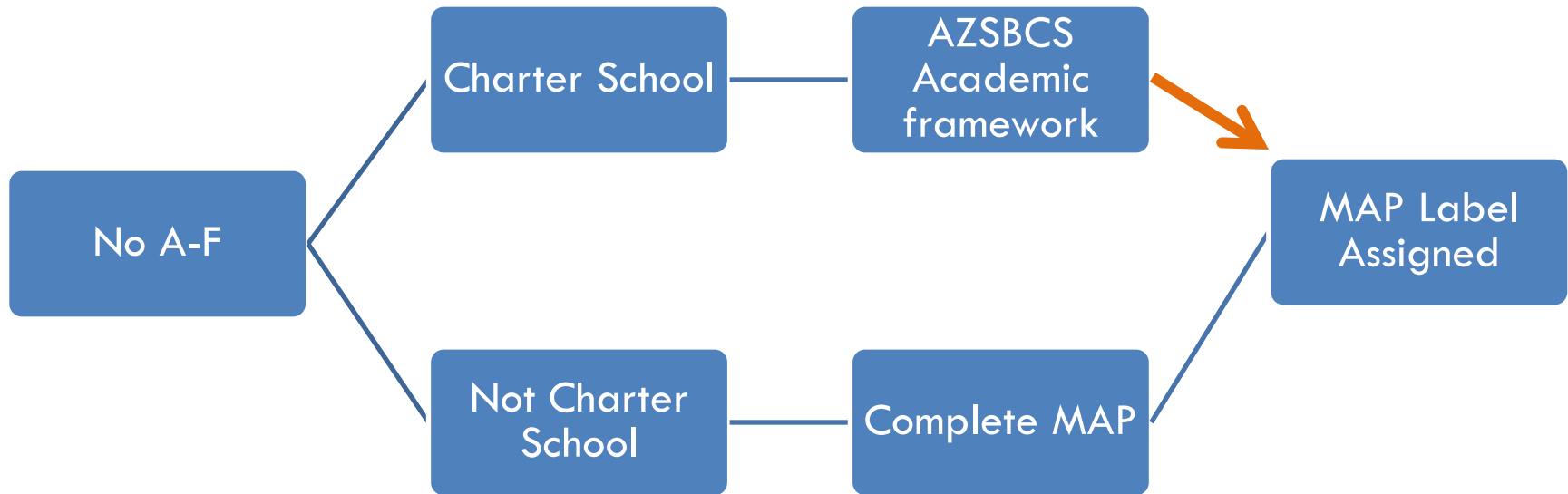
What is a MAP?

- Qualitative demonstration of academic program
  - Narrative description
  - Benchmark, portfolio, parent/student survey data, if available
- Each section independently evaluated

- Qualified education practitioners to review, rate schools' submission
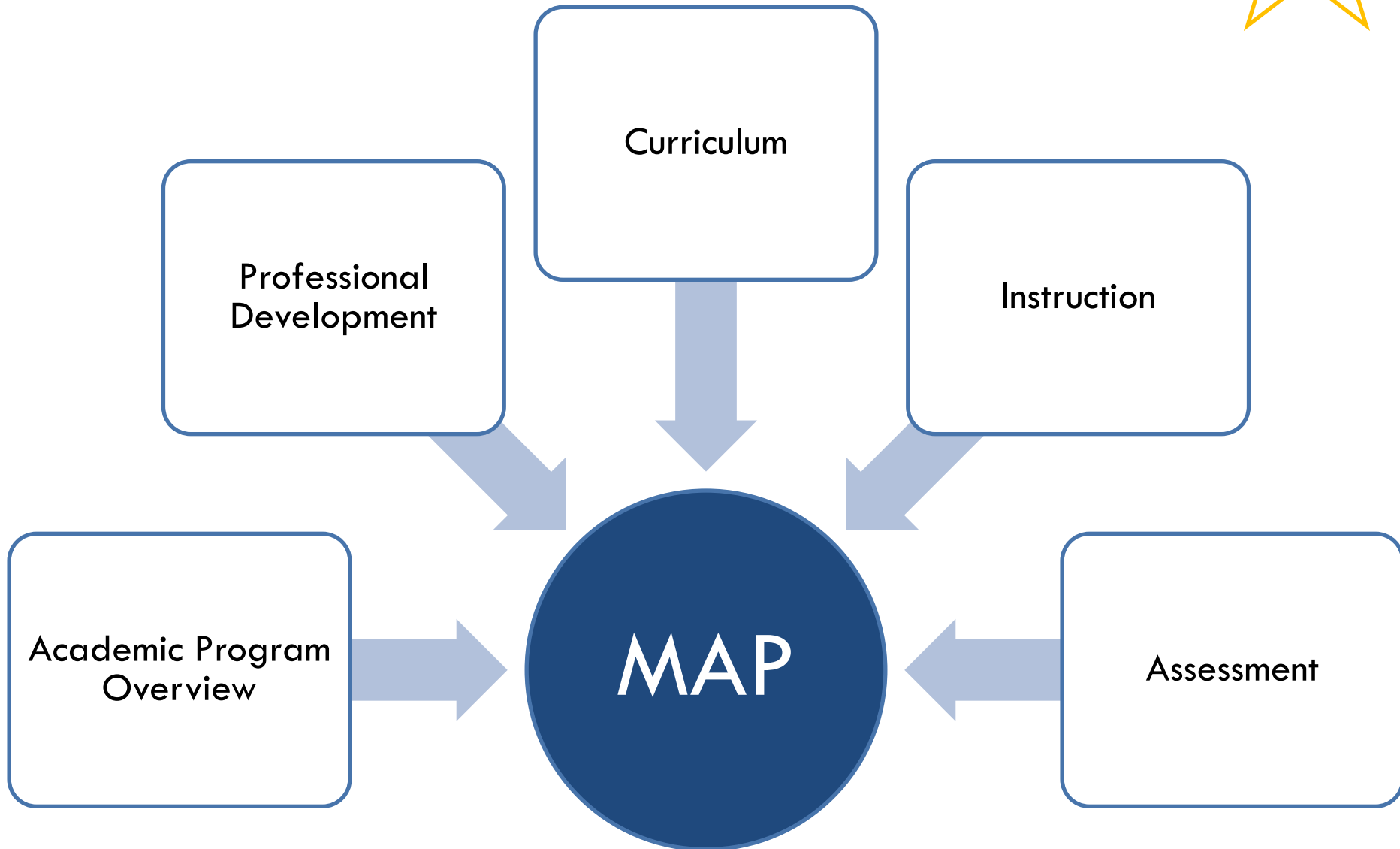
Which Schools Qualify?

✓ Brick and mortar schools that did not receive an A-F Letter Grade.

✓ Schools with less than 30 test records in the last three years.

✓ Schools where assessment data do not capture full-time students served by the school for full-time instruction purposes.

MAP Process

Components of a MAP Submission

Curriculum

Professional Development

Instruction

Academic Program Overview

MAP

Assessment

Accountability labels using MAP

Rating	Curriculum	Instruction	Professional Development	Assessment
Exceeds Standard				Rubric provided.
Meets Standard				Narrative limited to no more than 500 words per prompt.
Approaches Standard				Only 1-2 prompts per construct.
Falls Far Below				Schools may include attachments, portfolios, etc. to supplement narrative.
	Each area is independently scored by a <u>qualified</u> educator for an OVERALL DETERMINATION.			

Recommendation

Adopt and implement the MAP system for 2013-2014 accountability determinations in order to evaluate schools with insufficient data and currently pending labels as proposed by the Department of Education's Accountability Unit.

Contact achieve@azed.gov for additional feedback!