

The Grader

Greetings!

This past quarter has brought about many changes, and we will work diligently to communicate those changes to you as effectively as possible. Prior to the May 18, 2015 State Board meeting, ADE Accountability staff had the opportunity to meet with hundreds of stakeholders face-to-face during regional visits to Vail, Yuma, Lake Havasu City, Prescott Valley, Flagstaff, and Central Phoenix. Thank you to the County Superintendents and local school districts for hosting us, and thank you to all those who traveled in order to attend in person. In Central Phoenix, all 100 in-person seats were filled within a day. We will discuss new aspects and utility of our transitional accountability system at Leading Change in Tucson on June 25, 2015. The PowerPoint from the regional meetings is available on our website but a narrated version is not yet available.

Since SBE approved a model for 2014 A-F letter grades for AOI schools March 23, 2015, all letter grades from the 2013-2014 school year have been finalized. Congratulations to the students and schools who completed the inaugural year of Arizona's computer-based test.

At this time, the ADE is soliciting qualified evaluators in order to assign extremely small schools and other schools with insufficient data with an overall MAP rating. An updated data availability table is included and will be updated with each newsletter. This newsletter is packed with important information here are the questions ADE is still working to address:

- What kind of recognition should qualifying non-Title I schools receive if they meet criteria for Reward or Focus status?
- What is the final determination of Arizona's current request for continued ESEA flexibility?
- After standard setting, when will all data be available from AzMERIT and NCSC?

Thank you again for all the feedback and support demonstrated as we visited schools and educators this past quarter. It's always a very exciting and valuable experience which we hope to do more often as we develop a new accountability system sensitive to the uniqueness of Arizona's many different schools and communities.

In This Issue

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Arizona's Accountability Transition Plan

The calendar below was provided to the State Board of Education in March 2015 as well as the U.S. Department of Education in Arizona's [request](#) for continued ESEA flexibility. The transition plan allows Arizona to observe requirements of ESEA flexibility as well as SB1289 by using disaggregated data to identify schools in need of support or recognition. The fully revised criteria to identify Reward, Focus, and Priority schools are on page 3. On May 18, 2015, SBE adopted the criteria to identify schools which demonstrate a "below average level of performance" using methodology ADE developed in order to target support to Priority schools (Title I lowest performing) as required for Arizona's continued ESEA flexibility. The Board adopted the criteria to fulfill requirements of SB1289 with the amendment that the Department give additional consideration as to whether new criteria will more effectively identify "below average" alternative schools than A-F points; ADE will also discuss implications of possible Reward, Focus, and Priority labels especially as they pertain to all non-Title I schools which might otherwise receive recognition if the Department extends labels beyond the minimum requirement to identify "below average" or "D" schools. ADE will publish a parent guide prior to issuing any accountability determinations which may help schools communicate their labels or non-labels to families and the community. In addition to operationalizing a new, transitional system, ADE will cooperate in the development of new legislation which will serve as the foundation of Arizona's revised accountability system for the 2016-2017 school year. Stakeholders can review much more detailed analyses of the transition plan and how it differs from A-F letter grades in the publicly posted ESEA flexibility request submitted to the US Department of Education on April 1, 2015 and posted at www.azed.gov/eseawaiver. ADE will keep stakeholders updated on any changes to the status of Arizona's most recent application for ESEA flexibility.

School Year	August	October-November	December	January	February	March	June	July
2014-2015					SB1289 suspends A-F for CY and FY16 Identify criteria for RFP & "below average" (state)	Request ESEA Waiver with updated criteria, current priority & focus schools; A-F Hiatus		Begin reporting available 14-15 data ASAP
2015-2016	Development of Arizona's new state accountability system							
	Continue waiver; A-F Hiatus	ETA for 14-15 student outcome data	SBE & Dept submit revised accountability legislation	Submit amendment based on new AMOs and state timeline	<u>PILOT RFP criteria statewide on 14-15 data</u>		Publicly report 2015-2016 data; <u>Apply RFP criteria statewide on 15-16 data</u>	<u>PILOT A-F internally based on 15-16 data</u>
2016-2017	Beginning of 16-17 F/P implementation						<u>Apply RFP criteria statewide on 16-17 data</u>	Issue 2017 A-F Letter Grades based on 16-17 data

Reward Schools

High Performing

- Tested $\geq 95\%$ **AND**
- Percent passing in state top quartile **AND**
- ALL growth in state top quartile **AND**
- B25 growth in state top quartile **AND**
- 4 year grad rate* in state top quartile **AND**
- ELL reclassification in state top quartile **OR**
- Science Percent passing > State Average

High Progress

- Tested $\geq 95\%$ **AND**
- Less than 140 A-F points in 2014 **AND**
- Percent passing in top half of state **AND**
- Growth in state top quartile for ALL Students **OR**
- B25 Subgroup **AND**
- ELL reclassification* in state top quartile **OR**
- Science Percent passing > State Average Science Percent passing **AND**
- 4-year grad rate* Avg. Annual Change (2011 to CY) in state top quartile **OR**
- 4 year grad rate > state average

Focus Schools

Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 **OR**
- Percent passing of All Students group in the top half of the state **AND**
- Percent passing of B25 subgroup in the lowest quartile of state **OR**
- FEP1 & 2 percent passing in the lowest quartile

Low Achieving Subgroup

- Highest quartile of overlap between the school's B25 subgroup and the state Bottom 25% **AND**
- ELL Reclassification rate in the lowest quartile **OR**
- Percentage of school's B25 with SGP > 75 in the lowest quartile of the state

Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years **OR**
- CCRI Grad ≤ 22 **AND**
- 4-year grad rate Avg. Annual Change (2011 to CY) < 0

Priority Schools

Lowest Performing Schools

- Less than 100 points in 2014 A-F (all models) **AND**
- CY Percent passing in the lowest quartile **AND**
- Percent passing in the lowest quartile for two prior fiscal years **OR**
- CY ALL growth in lowest quartile **OR**
- CCRI Grad Average Annual Change (2014 to CY) < 0

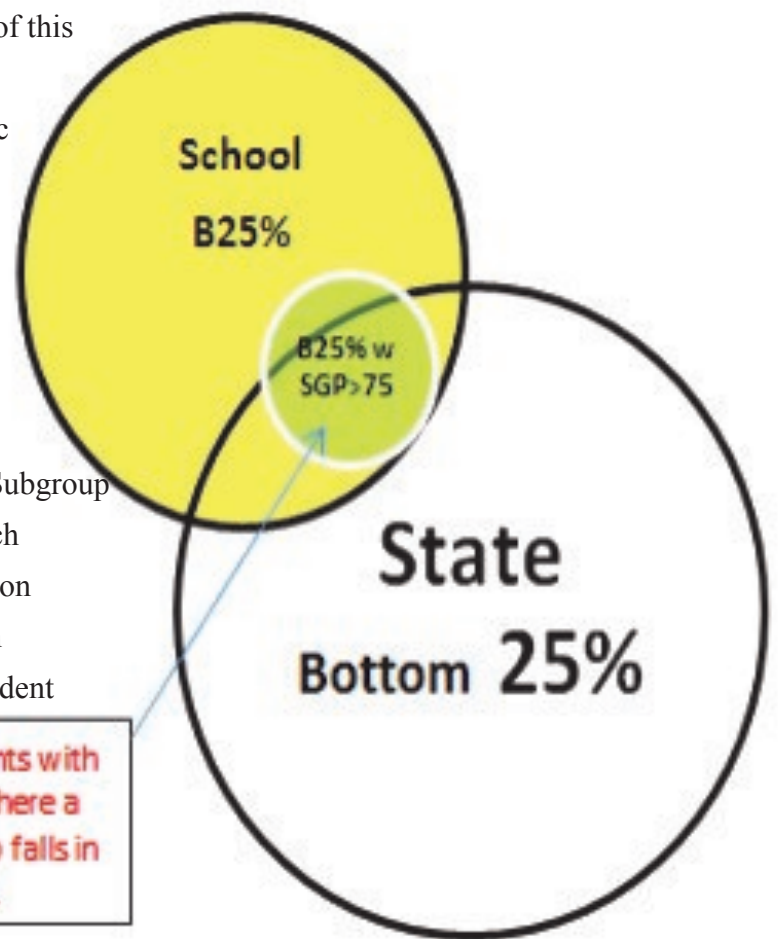
Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years **AND**
- Dropout rate in the highest quartile

2015 Leading Change:

Is your school's Bottom 25% Arizona's Bottom 25%? And other ways to use Accountability data.

ADE's Chief Accountability Officer will present a session on **June 25, 2015** at the Leading Change conference in Tucson. This session will cover who a school's Bottom 25% is, who the state's Bottom 25% is, how they overlap, and what it means if they overlap. This session will also review how this information and additional Bottom 25% student achievement data are used in the interim state accountability system. A.R.S §15-241 requires that the accountability determination for a school include the school's lowest achieving students. The former A-F Letter Grade Accountability System emphasized the growth of this particular group of students at every school because regardless of geographic location or the socioeconomic status of the surrounding community, every school's lowest achieving students should be identified and supported. Arizona will continue to emphasize the importance of supporting the lowest achieving students by identifying the scale score at the 25th percentile for each subject and grade level and identifying the percentage of a school's Bottom 25% Subgroup which also fall below statewide Bottom Quartile at each subject and grade level. Furthermore, Arizona's focus on increasing the scale score at the 25th percentile at each subject and grade level as a measure for improving student performance statewide aligns with other efforts for results-driven accountability.



2014 A-F Letter Grades

- ⇒ All 2014 A-F Letter Grades have been issued to AOI schools, late receipt schools, and schools which were investigated due to irregularities on AIMS and/or enrollment data.
- ⇒ All publicly displayed letter grades assigned from the 2013-2014 school year must clearly state the letter grade's year. Schools which currently display ANY letter grade without noting the assigned year violate A.R.S. 15-114.

ELL Accountability

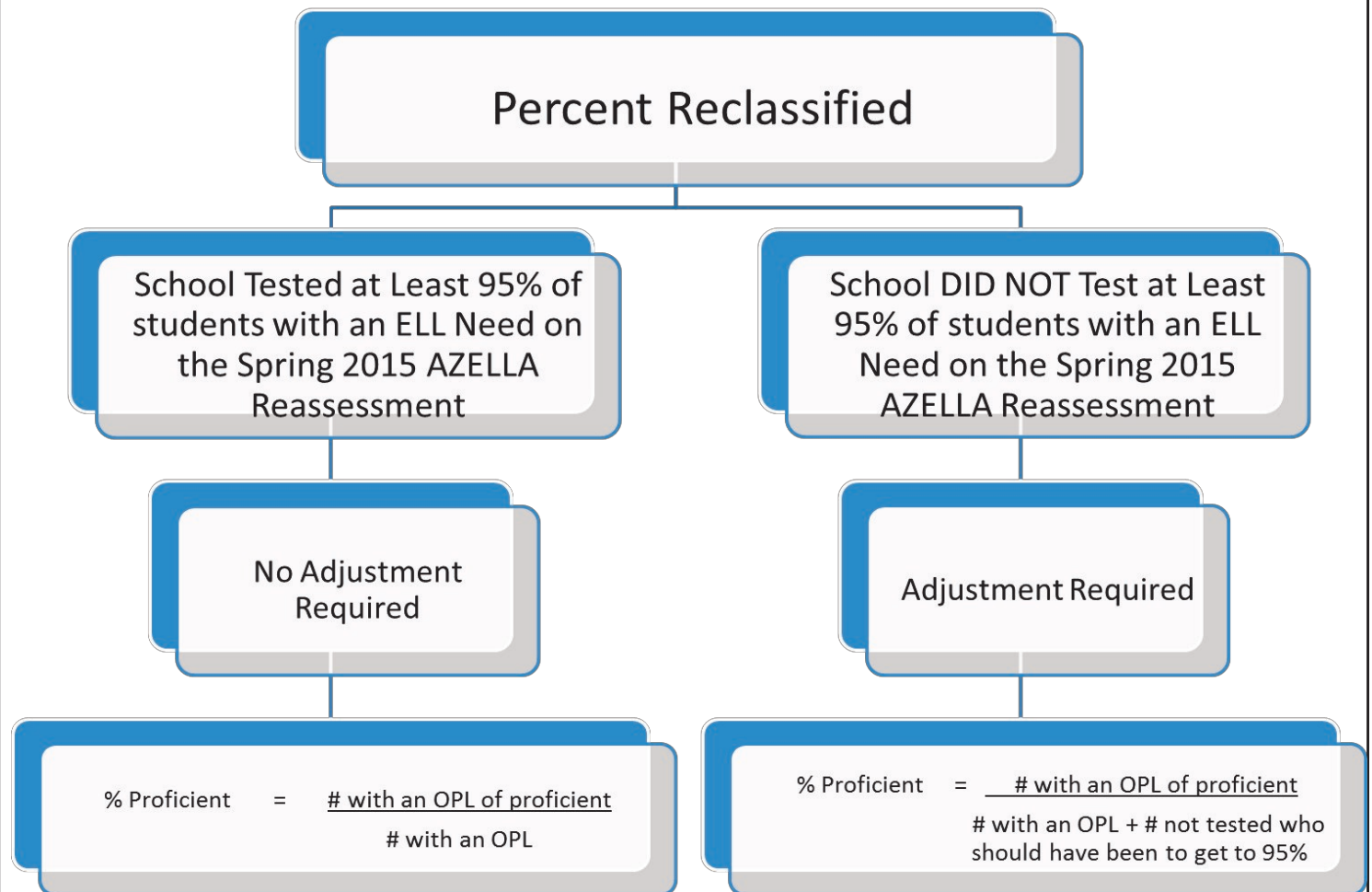
Without letter grade calculations, there will be no ELL points. Due to this, there is no target percentage for Percent Proficient, formerly known as reclassification rates, for state accountability. Instead, ELL Percent Proficient at each school (if n count is equal to or greater than 10) will be reported. ELL Percent Proficient will be calculated slightly differently this year if the school does not test at least 95% of its students with an ELL need on the Spring 2015 AZELLA Reassessment. The 95% tested criterion is calculated using the following formula:

$$\text{Percentage of students with an ELL need tested on AZELLA} = 100 * \frac{\text{\# of Students with an ELL need Tested on the Spring 2015 AZELLA Reassessment}}{\text{\# of Students with ELL Need Enrolled on Last Day of Spring AZELLA Reassessment}}$$

Schools that tested less than 95% of their students with an ELL Need on the Spring 2015 AZELLA Reassessment will receive an adjustment to their percentage of students tested, while schools that tested 95% or more of their students with an ELL Need on the Spring 2015 AZELLA Reassessment will receive no adjustment. This adjustment will be utilized to calculate the final ELL Percent Proficient at each school. Below is the formula:

$$\text{Percentage of ELL students proficient} = 100 * \frac{\text{\# of ELL students with an Overall Proficiency Level of Proficient on the Spring 2015 Reassessment}}{\text{\# of ELL students with an Overall Proficiency Level on the Spring 2015 Reassessment}}$$

Schools are accountable for testing ALL students with an ELL need which are enrolled at the school on the LAST day of the test window (March, 27, 2015). Please note that students added to the denominator in order to execute the reclassification adjustment will only apply to schools which do not test at least 95% of all students.



Reporting Accurate 2015 Fiscal Year End Data

Although ADE will not calculate A-F points (for traditional schools only at this time) in the standard manner or timeframe as in past years, it is still **extremely important** that a school's year end data submissions be accurate and complete by June 30th at 5pm. This information will be used to identify FAY students, graduation rates, dropout rates, ELL reclassification rate, etc. All this information will be reported in spite of delayed AzMERIT scores for ELA and Mathematics. Over the past year, the Department has worked diligently to protect the integrity of the data used for high stakes purposes, and ADE units will continue to coordinate efforts in order to monitor irregular enrollment practices, erratic enrollment counts, and drastic disparities between fiscal and accountability data. Although some of these points may not impact ADM funding, common issues related to year end data and accountability include:

- ⇒ Are the students enrolled in the correct grade in SAIS?
- ⇒ Do all students have a valid withdrawal exit or end of year code?
- ⇒ In order to ensure accurate AZELLA participation, are dual-need students accurately reported?
- ⇒ Are recent graduates from previous cohorts enrolled and withdrawn appropriately so they can be captured in the school's graduation rate cohort report?

ADE MAY NOT CAPTURE FISCAL YEAR 2015 DATA CORRECTIONS MADE VIA THE 15-915 PROCESS (REQUIRED AFTER JUNE 30TH) FOR USE IN FINAL ACCOUNTABILITY DETERMINATIONS. SUPERINTENDENTS, PRINCIPALS, SAIS COORDINATORS, BUSINESS DIRECTORS, ETC., SHOULD NOW USE THE SDDI STUDENT INTEGRITY STATUS REPORT TO ENSURE ALL YEAR END DATA ARE READY FOR FINAL SUBMISSION.

2015 ELL Accountability Amendment Request Process

Using the new ELL73 report, ADE will use fiscal year end data reported by June 30th at 5pm in order to identify all students with an ELL need and respective AZELLA reassessments as of March 27, 2015. Last year was the first year schools were able to amend the student level data within the "denominator" (all students expected to reassess) by submitting a form to ADE Accountability. This year, the amendment request process will occur only after all of the following criteria has been met:

1. All student needs are processed during statewide integrity on June 30th (via SAIS)
2. Schools correct all unmatched AZELLA records (via AZELLA corrections application available now)
3. Schools provide a reason for not testing students with an ELL need enrolled at their school on March 27, 2015 (via the new application associated with AZELLA corrections app) ***This data collection does not remove the requirement to assess a student for either state or federal accountability. However, schools that do not report reasons for all untested students will not be able to submit any ELL amendment requests.***
4. Schools request to amend the "denominator" of untested individual students for valid reasons not captured by any other data process (i.e. undetermined status due to incomplete reassessment, student not enrolled within test window, etc.) when the application opens in mid-July.
5. Authorized LEA/school official will certify the accuracy of the data submission & amendment requests no later than August 7, 2015.
6. ADE will update the ELL73 report for any approved amendment requests. All amendment requests which are not approved will remain on ELL73 report(s); ***schools must review ELL73 report & final reclassification percentage available in September 2015 for status of amendment requests submitted before August 7, 2015.***

Audit of Student Withdrawal Forms

The Accountability Unit is working in conjunction with a number of ADE units and other education organizations to audit student withdrawal forms especially as they relate to high school student cohort membership.

The ADE units will be familiar to you as they perform routine site visits and monitoring. The ADE units which already conduct site visits such as Title I, School Improvement, Audit, and Arizona State Board of Charter Schools have been trained to review and report results of the audit to Accountability.

During the site visit/monitoring, the unit may ask to review the withdrawal forms and cumulative files for a particular type of transaction such as cohort year, need code, or any random selection provided by the LEA. The process will minimize the administrative burden on LEA's which may be visited by multiple ADE units. Units will likely review no more than 1-2 student records per school site. Please remember that each withdrawal must have a student withdrawal form on file and must have supporting documentation for the reason indicated.

ADE has updated the form with appropriate SPED and ELL terminology and examples of acceptable supporting documentation. The new form can be downloaded [here](#).

Code	Examples of Documentation based on Withdrawal Reason
W1 Transfer	Request for student records from a receiving public or private high school or an educational program (that culminates in a regular high school diploma). Written record of a response from an official in the receiving school or program verifying or acknowledging the student's enrollment. Report from SAIS indicating other enrollment in an Arizona high school (i.e. Dropout tracker report).
W2 Illness	Documentation of illness from a medical provider. Documentation from parent.
W3 Expelled or long term suspension	- School expulsion documentation supporting the expulsion.
W4 Absences or status unknown	- Attendance record showing 10 consecutive days of unexcused absence.
W5 Dropout	Attendance record. If under age 18, parent's signature on pupil withdrawal form. If over age 18, parent's/student's signature on pupil withdrawal form.
W6 Age	Documentation showing student not of school age (under 6 or over 21 years of age). Documentation showing date of birth.
W7 Graduated	- Official transcript or diploma.
W8 Deceased	Death certificate. Obituary, other newspaper article. Program from the funeral/memorial service. Written statement from the parent or guardian.
W9 Transfer to be home taught	- Written parental statement.
W10 Transfer to detention	Copy of court order. Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.
W11 GED	Copy of the GED certificate. Written documentation from the testing company must include the date of GED completion, location, address, or contact information of the company.
W12 Continuing studies at vocational or technical school	Parent's signature on pupil withdrawal form. Documentation of enrollment in a vocational or technical school.
W13 Completed course requirements but did not pass AIMS.	- Official transcript and AIMS assessment result.
S99 Summer transfer within district	- Request for records from receiving school.

Data collection for each exit/withdrawal reason complies with or is required by one of the following:

- ⇒ A.R.S. §15-1042(H)
- ⇒ Adjusted Cohort Graduation Rate
- ⇒ Federal School Improvement (NCLB) and/or State Board Rule

Estimated Data Availability Schedule

The data reporting schedule below refers to the availability of this information statewide. While there is NO embargo on any of the data below so schools may report their own rates, ADE will report this information with Accountability business rules applied. **Updated May 2015.*

August 2015	Graduation 4, 5, 6, and 7 year Rate (s)
August 2015	Persistence Rate
August 2015	Dropout rate
*September 2015	Reclassification on AZELLA rate
August 2015	AZELLA Test Participation Rate
August 2015	AIMS & AIMS A Science Proficiency
November 2015	College and/or Career Readiness Index Information
November 2015	ELA/Math/Science Test Participation Rate
November 2015	AzMERIT (All Subjects) Pass or CCR rate
January 2016	Student Growth Percentiles
January 2016	NCSC pass rate
February 2016	Reward, Focus, Priority PILOT Determinations

New Data Reports & Development

- ⇒ Annual, school-level persistence rates for all traditional and alternative high schools are available as part of CCRI reports in ADE Connect.
- ⇒ With stakeholders and evidenced-based research, ADE will continue to develop a high school College and Career Readiness Index score with multiple indicators for use in the fully revised accountability system.
- ⇒ Schools will be able to download different school and student level data reports available at different times throughout the year from the application formerly used to download “ELL 95% Test List”

Date(s) for FAY & Test Participation

FAY students are enrolled on the initial date AND test date(s).

School Type	Initial Date	AZELLA	AzMERIT/NCSC ELA & Math CBT	AzMERIT/NCSC ELA & Math PBT	Science
Traditional non-AOI	First 10 days of calendar start date	03/27/2015	03/30/2015	04/13/2015	03/16/2015
Alternative non-AOI	10/1	03/27/2015	03/30/2015	04/13/2015	03/16/2015
AOI	75% of instructional minutes by grade level accrued starting 7/1	03/27/2015	03/30/2015	04/13/2015	03/16/2015

Non-FAY students enroll after initial date but enrolled on/before test date only. All students enrolled in a tested grade on test date are required to test.

Accountability Customer Satisfaction Survey Results

Thank you to all those who participated in the first survey to rate the ADE Accountability staff. As a newly established Unit within the Department, we will be held accountable to improving in the areas identified from this baseline survey. The ability to communicate and provide information on a timely basis will become a larger focus for the ADE Accountability Section during the upcoming school year. The Chief Accountability Officer, Program Specialist, Research Scientist, and Director of ELL Accountability make every attempt to answer the 5000+ emails sent just to Achieve@azed.gov annually, but recognize areas to improve the clarity and timeliness of communication.

Although ADE conducts a survey for each of its units on an annual basis, Accountability is always looking for feedback to help us improve our processes and service to all 2000 Arizona public schools. ADE especially appreciates the actionable information provided by those respondents who took time to provide more feedback (see below).

Categories	#	Response Text
Communication	1	Keep up the communication efforts.
	2	Continue to communicate regularly.
	3	Ensure clearer understanding of implications and process during communications.
	4	Provide clearer answers to questions.
	5	I work at a small alternative school and many of the accountability rules and dates are different from large comprehensive High Schools. Much of the critical information I need to meet accountability requirements is not easily accessible and is not communicated in places that are readily accessible. I spend a lot of time trying to figure things out and am often frustrated because I get information after deadlines. ADE Accountability needs to improve how information is disseminated so that it is easily accessible.
	6	Provide webinars as to how you will be doing things this year. Changes are explained during conferences, but the information needs to be heard more than twice.
	7	Communication is not consistent. Sometimes I receive emails, like November's The Grader newsletter, but then I never received an email with February's newsletter. I am on the accountability email list and I didn't even receive the email regarding this survey - my Superintendent had to forward it to me. So I never know if I'm getting all of the information or not.
	8	Communication from the Accountability department should always connect the goal of accountability work in improving educational outcomes for all students. All work should be centered on that goal. Particular study by the department of metrics that can be used to understand, communicate, and affect school success in breaking down barriers to achievement including poverty and local geo-political contexts is missing and clearly needed.
	9	Often, those in this department struggle to communicate in a way that meets the needs of all stakeholders.
Support (5)	10	Hire more staff so that they do not have to answer phone calls and emails 24/7.
	11	Listen more, ask questions and collaborate better with other departments at ADE.
	12	Offer more training for new grants people.
	13	Continue to support our district and schools.
	14	Leadership needs to focus on the intervention of school instead of simply a score reflective of socio-economic status. Leadership needs to take an advocacy role in establishing better measures for accountability.
Responsiveness (4)	15	Have a real person answer the phone.
	16	Listen and respond in a timely manner.
	17	Provide timely information.
	18	Ensure timely responses.
Miscellaneous (2)	19	Most of the frustrations are from the Legislature and SBE.
	20	Update systems to meet the demands of the current technology.
Working well (2)	21	The collaboration with and understanding of the field has increased significantly and is greatly appreciated.
	22	They are already at the maximum level of satisfaction for me!

FY 2015 Approved Alternative School List

LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
85540	Academy of Building Industries, Inc.	85541	Academy of Building Industries	Y	Y	Y
79213	Academy with Community Partners, Inc.	10795	Academy with Community Partners, Inc.	Y	Y	Y
4297	Accelerated Learning Center	5462	Accelerated Learning Center	Y	Y	Y
80995	American Charter Schools	80996	Alta Vista High School	Y	Y	Y
4422	Tucson Youth Development/ACE Charter High School	5861	Alternative Computerized/ACE Charter High School	Y	N	Y
79883	American Charter Schools	6346	Apache Trail High School	Y	Y	Y
4346	Arizona Call-a-Teen Youth Resources	5520	Arizona Call-a-Teen /Center of Excellence	Y	Y	Y
90536	Pima Prevention Partnership	90907	Arizona Collegiate High School	Y	N	Y
79701	North Star Charter School	79702	Arizona Preparatory Academy	Y	Y	Y
79379	Yavapai Accommodations School	91815	Aspire High School	N	Y	Y
89869	AZ Compass Schools, Inc.	89870	AZ Compass Prep School	Y	Y	Y
4508	Yuma County Juvenile Court	6192	Az-tec High School	Y	Y	Y
87600	Gila county Regional School District	90038	Biyaagozhoo Center	N	N	Y
81041	Blueprint Education	90158	Blueprint Education	Y	Y	Y
4286	Phoenix Union High School District	6249	Bostrom Alternative Center	N	Y	Y
4283	Pendergast Elementary School District	87525	Calderwood Alternative	N	N	Y
81029	Canyon Rose Academy	81030	Canyon Rose Academy	Y	Y	Y
79047	Jean Duffy	80025	Career Success High School-North Phoneix	Y	Y	Y
79047	Career Success Schools	80025	Career Success Jr/Sr High School	Y	Y	Y
79047	Career Success Schools	79129	Career Success Main Campus	Y	Y	Y
79047	Career Succss Schools	80430	Career Success Schools - Glendale	Y	Y	Y
4191	Center for Academic Success	4802	Center for Academic Success #2	Y	Y	Y
4191	Center for Academic Success	4801	Center for Academic Success High School #1	Y	Y	Y
10386	Coconino County Accommodation School District	79010	Coconino County Jail Education Program	N	Y	N
10386	Coconino County	78915	Coconino County Juvenile	N	Y	N
4287	Tempe Union High School District	5450	Compadre Academy	N	Y	Y
4442	Coolidge Unified School District #21	92608	Coolidge Alternative Program	New School	N	N
79077	Cornerstone Charter School, Inc.	79099	Cornerstone Charter School	Y	Y	Y
90331	Hiaki High School	87412	CPLC Community Schools dba Hiaki High School	Y	Y	Y

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LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
80032	CPLC Community Schools	80033	CPLC Community Schools dba Toltecalli High School	Y	Y	Y
79874	American Charter Schools	78813	Crestview College Preparatory	Y	Y	Y
79475	James Sandoval Preparatory High School	79476	Crown Point High School	Y	Y	N
79872	American Charter Schools	78901	Desert Hills High School	Y	Y	Y
79441	Desert Rose Academy	79442	Desert Rose Academy	Y	Y	Y
4234	Maricopa County Regional School District	6823	Durango Transitional Learning Center	N	Y	N
4235	Mesa Unified District	78932	East Valley Academy	N	Y	Y
78833	Eastpointe High School Inc.	78836	Eastpointe High School	Y	N	N
4421	Edge Schools, Inc.	5860	Edge High School Himmel Park EdOptions High School Learning Center	Y	Y	Y
90201	Educational Options Foundation	90844		Y	Y	Y
90201	Educational Options Foundation	90202	EdOptions Preparatory Academy	Y	Y	Y
4509	Yuma Private Industry Council	6193	Educational Opportunity Center	Y	Y	Y
79059	Learning Matters Ed Grp	81143	E-Institute @ Surprise	Y	Y	Y
79059	E-Institute charter Scool Inc.	91199	E-Institute Avondale	Y	Y	Y
79059	E-Institute Charter High School, Inc.	90768	E-Institute Charter High School	Y	Y	Y
79059	e-Institute Charter High School	90389	e-Institute Grovers	Y	Y	Y
79059	e-Institute Charter High Schools, Inc.	79117	e-Institute High School @ Union Hills	Y	Y	Y
79059	e-Institute Charter Schools, Inc.	90075	e-Institute@Metro	Y	Y	Y
4342	Kaizen Education Foundation dba El Dorado High School	78899	El Dorado High School	Y	Y	Y
79873	Foundation dba Estrella High School	78900	Estrella High School	Y	Y	Y
4332	Genesis Program, Inc.	5504	Genesis Academy	Y	Y	Y
87600	Gila County Regional School District	87602	Globe Education Center	N	N	Y
6369	Ha:san Educational Services	5872	Ha:san Preparatory and Leadership School	Y	N	N
81041	Blueprint Education	81042	Hope High School	Y	Y	Y

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LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
81041	Blueprint Education	81182	Hope High School Online	Y	Y	N
4337	Academy of the United States, Inc.	81181	Humanities and Sciences Academy Arizona	Y	Y	Y
87405	PPEP	91830	Insight Academy of Arizona	Y	Y	Y
79951	SC Jensen Corporation, Inc. dba Intelli-School	79952	Intelli-School	Y	Y	Y
4352	Intelli-School, Inc.	10746	Intelli-School - Paradise Valley	Y	Y	Y
79953	PAS Charter, Inc. dba Intelli- School	90208	Intelli-School Glendale	Y	Y	Y
79953	PAS Charter, Inc. dba Intelli-	5530	Intelli-School Metro	Y	Y	Y
4334	International Commerce Secondary Schools, Inc.	88232	International Commerce High School - Phoenix	Y	Y	Y
4337	Humanities and Sciences	79042	International Commerce High	Y	Y	Y
4216	Liberty High School	4878	Liberty High and Juniro High	Y	Y	Y
80299	Life Skills Centers of Arizona	80300	Life Skills High School	Y	Y	Y
4403	Tucson Unified School District	6269	Mary Meredith K-12	N	N	Y
79882	Kaizen Education Foundation dba Maya Public Charter High School	10748	Maya Public Charter High School	Y	Y	Y
4404	Marana Unified School District	6279	MCAT High School	N	Y	Y
4234	Maricopa County Regional School District	6822	Mesa Transitional Learning Center	N	Y	N
10879	Mountain Rose Academy	10885	Mountain Rose Academy	Y	Y	Y
4218	Safford Unified School District	4885	Mt. Graham High School	N	Y	Y
4386	Navajo County Accommodation District	7654	Navajo County Instruction for Success	N	Y	N
4400	Career Development, Inc.	5652	Northern Arizona Academy Taylor	Y	Y	Y
4400	Career Development, Inc.	5650	Northern Arizona Academy	Y	Y	Y
79881	Nosotros, Inc.	79899	Nosotros Academy	Y	Y	Y
90326	Ombudsman Educational Services	90033	Ombudsman Central Charter	Y	N	Y
90326	Ombudsman Educational Services	5493	Ombudsman East Charter	Y	N	Y
90326	Ombudsman Educational Services	89440	Ombudsman East II Charter	Y	N	Y
4323	Ombudsman Educational Services	78814	Ombudsman Metro Charter	Y	N	Y

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LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
4323	Ombudsman Educational Services	79174	Ombudsman Northeast Charter	Y	N	Y
4323	Ombudsman Educational Services	80026	Ombudsman Northwest Charter	Y	N	Y
90326	Ombudsman Educational Services	89827	Ombudsman Valencia Charter	Y	N	Y
4323	Ombudsman Educational Services	10737	Ombudsman West Charter	Y	N	Y
79068	PACE Preparatory Academy	79108	Pace Preparatory Academy, Camp Verde	Y	Y	N
79068	PACE Preparatory Academy, Prescott Valley	80437	PACE Preparatory Academy, Prescott Valley	Y	Y	N
4413	Vail Unified School District	84665	Pantano High School	N	Y	Y
4510	Parker Unified School District	80408	Parker Alternative School	N	N	Y
4209	Payson Unified School District	10822	Payson Center for Success High	N	Y	N
79875	Foundation dba Peoria Accelerated High School	78817	Peoria Accelerated High School	Y	Y	Y
4237	Peoria Unified School District	6231	Peoria Transition Center	N	Y	Y
4457	Nogales Unified School District	5961	Pierson Vocational High School	N	Y	Y
87334	Pillar Charter School, Inc.	87335	Pillar Academy of Business &	Y	N	Y
89864	Pima Prevention Partnership dba Pima Partnership Academy	89865	Pima Partnership Academy	Y	N	Y
79959	Pima Prevention Partnership dba Pima Partnership School, The	79960	Pima Partnership School, The	Y	N	Y
90997	Pima Rose Academy	90998	Pima Rose Academy	Y	Y	Y
4420	Pima County Board of Supervisors	6057	Pima Vocational High School	Y	Y	Y
10386	Coconino County Accommodation School District	85842	Ponderosa High School	N	Y	Y
4431	Portable Practical Educational Preparation Inc.	5876	PPEP TEC - Alice S. Paul Learning Center	Y	Y	Y
4431	Portable Practical Educational	5873	PPEP TEC - Celestino Fernandez	Y	Y	Y
4431	Portable Practical Educational	5878	PPEP TEC - Cesar Chavez Learning	Y	Y	Y
4431	Portable Practical Educational	5880	PPEP TEC - Colin L. Powell	Y	Y	Y
4431	Portable Practical Educational	5879	PPEP TEC - Jose Yezpe Learning	Y	Y	Y
4431	Portable Practical Educational Preparation Inc.	5877	PPEP TEC - Raul H. Castro Learning Center	Y	Y	Y
4431	Portable Practical Educational Preparation Inc.	5882	PPEP TEC - Victor Soltero Learning Center	Y	Y	Y
79569	Premier Charter High School	79570	Premier Charter High School	Y	Y	Y
79065	Kestrel Schools, Inc.	79111	Prescott Preparatory Academy	Y	Y	Y
79461	Primavera Technical Learning Center	81178	Primavera Online School	Y	N	Y
4403	Tucson Unified School District	6264	Project MORE Alternative HS	N	Y	Y
79878	Kaizen Education Foundation dba	6349	Quest High School	Y	Y	Y

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LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
79053	AIBT Non-Profit Charter High	79123	RCB Medical Arts Academy	Y	Y	Y
4241	Paradise Valley USD	5071	Roadrunner	N	N	Y
79047	Career Success Schools	81126	Robert L. Duffy High School	Y	Y	N
8103	RSD Charter School, Inc	89603	RSD Computerized Plus High	Y	N	Y
8103	RSD Charter School, Inc	90825	RSD Computerized Plus On line Program	Y	N	Y
79047	Career Success Schools	80050	SAGE	Y	N	N
4320	Salt River Pima Maricopa	90159	Salt River Accelerated Learning	Y	Y	Y
79226	Benson Unified School District	85879	San Pedro Valley High School	N	Y	Y
4454	Santa Cruz Valley Union High School District	90415	(formerly known as Santa Cruz Valley Union High Alternative	N	Y	N
4405	Flowing Wells School District	6054	Sentinel Peak High School	N	N	Y
90329	Skyline Gila River Schools, LLC	89941	Skyline D5	Y	N	Y
79084	Skyline Schools, Inc.	79092	Skyline Prep High School	Y	Y	N
79880	dba Skyview Public Charter High School	6350	Skyview Public Charter High School	Y	Y	Y
78868	Sonoran Desert School	78869	Sonoran Desert School	Y	N	Y
79233	Kaizen Education Foundation dba South Pointe Elementary School	78851	South Pointe Elementary School	Y	Y	Y
80989	Foundation dba South Pointe High School	80990	South Pointe High School	Y	Y	Y
78965	Kaizen Education Foundation dba South Pointe Jr High School	79178	South Pointe Jr High School	Y	Y	Y
90540	South Valley Academy, Inc.	91122	South Valley Prep and Arts School	Y	N	Y
90136	District Db a South Verde Technology Magnet School	90137	South Verde Technology Magnet School	Y	N	Y
79000	Southern Arizona Community Academy	79028	Southern Arizona Community Academy	Y	Y	Y
79085	Southgate Academy Inc.	79091	Southgate Academy Inc	Y	Y	Y
4234	Maricopa County Regional School District	90797	Southwest Keys Transitional Learning Center	N	Y	N
90243	Southwest Leadership Academy	92044	Southwest Leadership Academy	Y	Y	Y
206	St. Johns Unified School District	89607	St. Johns Learning Center	N	Y	Y
4407	Sunnyside Unified School District #12	6288	STAR Academic Center	N	Y	Y
85807	Starshine Academy	80475	StarShine Academy	Y	N	Y
78997	GARLLC dba Student Choice High School	79022	Student Choice High School	Y	N	Y

FY 2015 Approved Alternative School List

LEA Entity ID	LEA Name	School Entity ID	School Name	Charter Status (Y/N)	Credit Recovery Status (Y/N)	Recertification (Y/N)
78997	GARLLC dba Student Choice High School	90737	Student Choice High School	Y	N	Y
78997	GARLLC dba Student Choice High School	90738	Student Choice High School Tatum	Y	N	Y
4192	Flagstaff Unified School District	4803	Summit High School	N	N	Y
79876	Kaizen Education Foundation dba Summit High School	10749	Summit High School	Y	Y	Y
79877	Foundation d.b.a. Sun Valley High School	6347	Sun Valley High School	Y	Y	Y
4286	Phoenix Union High School District	79617	Suns Diamondbacks Education Academy	N	Y	Y
4241	Paradise Valley Unified School District	92611	Sweetwater Community School	New School	N	N
79059	e-Institute Charter Schools Inc.	90815	Taylion Virtual High School of Arizona	Y	Y	Y
4403	Tucson Unified School District	6272	Teenage Parent High School	N	Y	Y
6379	Phoenix School of Academic Excellence	10814	The Learning Institute Charter High School	Y	Y	Y
10386	Coconino County Accommodation School District	81127	Tse'Yaato' High School	N	Y	Y
6374	Tucson Preparatory School	5892	Tucson Preparatory School	Y	Y	Y
4234	Maricopa County Regional School District	80410	Tumbleweed Transitional Learning Center	N	Y	N
4455	Vechij Himdag Alternative School Inc.	5952	Vechij Himdag MashchamakuD Alternative	Y	Y	Y
4435	Mary C. O'Brien Accommodation District	6067	Villa Oasis Interscholastic Center for Education	N	Y	Y
4507	Yuma Union High School District #70	6302	Vista Alternative High School	N	N	Y
79907	Midtown High School	80385	Vista Charter School	Y	Y	Y
90330	Kaizen Education Foundation dba Vista Grove Preparatory Academy	89867	Vista Grove Preparatory Academy	Y	Y	Y
79871	Vista Grove Preparatory Academy Middle School	79177	Vista Grove Preparatory Academy Middle School	Y	Y	Y
79879	American Charter Schools	6348	West Phoenix High School	Y	Y	Y
4395	Cedar Unified District	87518	White Cone High School	N	N	N
90210	Show Low School District	79646	White Mountain Institute	N	Y	Y
90210	Show Low School District	91203	White Mountain Institute Online	N	Y	N
4281	Litchfield Elementary School District	79220	White Tanks Learning Center	N	N	N
79379	Yavapai Accommodations School District	79380	Yavapai County High School	N	Y	N
4422	Tucson Youth Development/ACE Charter High School	90286	YouthWorks High School	Y	N	Y

FAQs

In the February newsletter, it was mentioned that the accountability measures for AOIs would go to the board in March. How can I access the results?

You can access the board items here: <http://www.azed.gov/accountability/memos/>.

You can also see the State Board of Education's website for the minutes of the meeting, here: <https://azsbe.az.gov/public-meetings>.

All 2014 A-F Letter Grades for AOI schools have been issued in Common Logon/ADE Connect.

Grades 3-8 and Grade 11 are used in the Percent Tested determination. Does this mean Grades 9 and 10 are not used in Percent Tested?

In Grades 3-8, the percentage of students tested will be based on the AzMERIT grade level ELA and Mathematics tests only. For high school, the percentage of students tested will be based on whether or not all students enrolled in Grade 11 currently have a CY or PY ELA or Mathematics assessment (this would include AIMS from when these students were in Grade 10 as an eligible assessment).

The end of year codes Still Enrolled - AIMS (SA) and Still Enrolled - Met No Requirements (SE) were used in conjunction with AIMS, would these codes still apply or would Still Enrolled - Course Study Requirements (SC) be the only valid year end code for a student that is still enrolled?

The codes can still be used. They will be repurposed to fit the changes that have been made with the assessment but you should not have any issues still using those codes.

Will the FAY definitions apply to the AzMERIT, if so will they be different than with AIMS?

There is no updated definition or guidance on "Full Academic Year" based on the new assessment at this time. We will disseminate this information as soon as it has been established/finalized; the ADE and our technical advisory group will review potential implications of the new assessment on the previous definition in the next few weeks.

If a student completes a class in one district but is enrolled in another during the test dates, who is responsible for testing that student?

Either school can assess the student, however for accountability purposes ADE will look at which school the student is enrolled in.

Does a student need to delay graduation if they finish their last class and are ready graduate in February or March?

This is a local decision once the LEA determines a student has met all graduation requirements.

Typically if a student graduates midyear, he or she is withdrawn with a W7 (graduation midyear) code.

With AIMS no longer being a graduation requirement, will the school need to re-enroll the student and establish they have met current requirements before they can graduate?

Yes.

Is there any length of time which a student must be enrolled, before the school/district can consider the student meeting the requirements and be eligible for graduation?

No. A student can graduate as soon as the school/LEA verifies their credits/eligibility. A midyear graduate is coded as a W7. The school should not attempt to change End of year status for prior fiscal years based on this year's graduation code.

If a student is enrolled within the first 10 days of school, then withdraws and returns to the school, is that student considered a FAY student?

If a student re-enrolls with a corresponding R code within 10 days of the withdrawal date, the student would remain FAY.

What roster will be used to calculate 95% tested?

ADE will not be using the students in TIDE for accountability and will continue to rely solely on enrollment reported to ADE for school finance purposes.

Are AIMS Science results embargoed?

The embargo in the past has applied to AIMS Mathematics and Reading results used in A-F Accountability determinations, but schools have always been able to use their assessment data in order to make educational decisions on behalf of students and/or programs. Assuming there is no student data privacy concern, there is no embargo on 2015 AIMS Science data.

Will there still be an appeals process?

If a school receives a label (or does not receive a label for recognition) under the transitional accountability system, the appeals process mandated by ARS 15-241 will still be in place.

FAQs Regarding Growth

What does the Arizona's Growth Model tell us?

The Arizona's Growth Model tells us how individual students (and groups of students) progress from year to year toward state standards. Each student's progress is compared to the progress of other students in the state with a similar score history on state assessments in that subject area. Schools and LEAs that produce the highest rates of growth in academic achievement may not be the ones with the highest test scores every year - growth level is completely independent of achievement level for individual students.

What is growth?

For an individual student, growth is a measure of progress in academic achievement. For some states, this measure might simply be a change (a gain or a loss) in test scores from one year to the next. For Arizona, growth is not expressed in test score point gains or losses, but in *student growth percentiles*. An individual's test scores are used as the basis for a growth calculation, using a statistical model called quantile regression. The calculations use **all available** test scores to estimate an individual growth score, or student growth percentile. The student growth percentile tells us how a student's current test score compares with that of other students across the state whose previous test scores are similar. This process can be understood as a comparison to members of a student's academic peer group. So, Arizona's measure of growth is a normative rather than an absolute one.

For example: what does it really mean when Susie's Reading score was 379 last year and is now 402? Is 23 points a big or a small increase? How much did she really learn? Obviously, just seeing how much a student's test score went up or down in two consecutive years is not really a meaningful exercise. Test score points are not in units that have a real world meaning, so we are not sure whether students gaining a certain number of points are showing typical or extraordinary academic growth. Now, using the Growth Model, students with the same achievement history are compared to each other, helping us understand whether their growth is high, typical, or low. We are not stuck trying to understand what a 23-point increase really means, because we can understand how surprising or unsurprising the new score is on the basis of other students' scores, students that were similar in the first place. We use other students' scores to put the norm in normative, and to understand every student's academic progress.

What is an academic peer?

Academic peers are defined as students in a particular grade with a similar state assessment score history. The type of test records to be included is discussed in the Arizona Department of Education A-F Technical Manual available on ADE's web-site. The state assessment score history examined includes all past scores available for a given student. So, for a student who has had low state assessment scores for the last few years, his or her growth is compared to students who have scored similarly.

What is a student growth percentile?

A student growth percentile defines how much relative growth a student made. Arizona's Growth Model serves as a way for educators to understand how much growth a student makes relative to a student's academic peers. More specifically, Arizona's Growth Model essentially compares each student's current achievement to students in the same grade throughout the state who had similar state assessment scores in past years. The model then produces a student growth percentile. This score has some things in common with the children's height and weight percentiles that pediatricians share with parents. Percentile scores have a relatively straightforward interpretation: A child that is in the 76th percentile in weight is as heavy or heavier than 76% of other children of the same age. But this is not a measure of growth, just a spot measurement of how much above or below the average a particular child is.

In terms of Arizona's Growth Model, a student growth percentile of 60 indicates the student **grew** as well or better than 60% of her academic peers. It is **not** about how that recent test score compares to all the other test scores. Even students with test scores that are very low can receive high **growth** scores.

The test score data underlying these student growth percentiles are not perfectly precise, because they contain measurement error, so the growth percentiles themselves are in turn also not perfectly precise. A student with a growth percentile of 63 may not actually be growing significantly faster than another student with a 60. In a similar way, even though you might not be able to reliably discern a 63-decibel sound from a 60-decibel one, you can still easily categorize different sounds as soft, normal, or loud - finer-grained comparisons are hard to make. For this reason, student growth percentiles are categorized by "low," "typical," or "high" growth - we can be pretty sure about these large differences, even if small differences may not be reliable or meaningful.

FAQs Regarding Growth

What is a median growth percentile?

The median growth percentile summarizes student growth rates by LEA, school, and grade level, or other group of interest. The median is calculated by taking the individual student growth percentiles of all the students in the group being analyzed, ordering them from lowest to highest, and identifying the middle score - the median. The median may not be as familiar to people as the average, but it is similar in interpretation – it summarizes the group in a single number that is fairly calculated to reflect the group as a whole. Medians are more appropriate to use than averages when summarizing a collection of percentile scores.

Does successfully moving from one achievement level to a higher one necessarily produce a higher growth percentile than moving up within an achievement level?

No. Student growth percentiles are calculated on the basis of overall growth using exact test scores, not with reference to movement between achievement levels. For example, a student can have a higher growth percentile and stay within the Approaches level of achievement than a student moving from Approaches to Meets. Growth percentiles describe growth anywhere along the score scale, not just as achievement levels are crossed.

How does Arizona's Growth Model account for demographic or regional differences among students in its calculations?

Arizona's Growth Model does not account for any demographic or context variables in the calculation phase itself. The calculations do not take into account what school or LEA each student is in. The algorithms used only know students' grades in a set of calendar years and what scores they earned on the state assessments in those years.

When growth data are reported for groups of students, the individual growth scores are grouped **after** the growth calculations have been performed. No adjustments are made to the calculations on the basis of any demographic or other group, so that all students are treated equally by the model.

Does the transition to AIMS/AIMSA from AZMERIT break the growth model?

No, growth can be calculated on two different tests across different years.

The first year of producing SGP scores with AzMERIT will be during the FY2016-2017, but technically, *Student Growth Percentiles* can be calculated even if test history is based on different types of test, e.g., current year test is AzMERIT and prior year tests are AIMS/AIMSA. This is because the measure compares how students do on the test this year compared to their peers who scored similarly on state assessments in prior years. After the growth model is validated, ADE will calculate and report SGP. A new growth model may be considered for the revised accountability system to be developed. ADE will study & discuss viability of SGP for use beyond Grade 8 and across administration modalities.

2015 AzMERIT

