A-F School Grading
Arizona State Board of Education
May 23, 2016

Foundation for Excellence in Education

Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

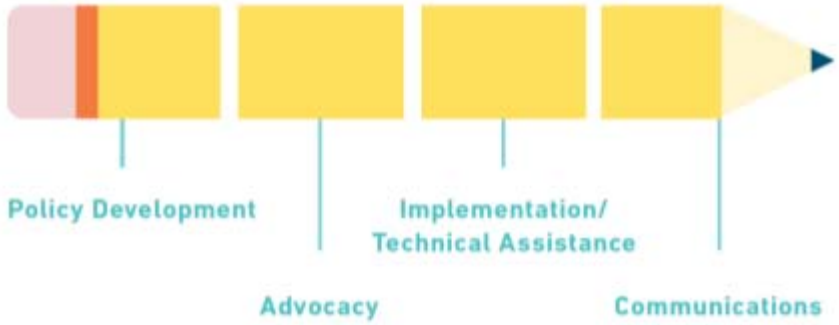
Our Guiding Principles

All children can learn.

All children should learn at least a year's worth of knowledge in a year's time.

All children will achieve when education is organized around the singular goal of student success.

What We Do



Our Board of Directors



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Chair of the Board of Directors



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Board of Directors



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Governor Ducey's Vision for K-12 Education

"We have a moral obligation to give our kids the best we've got."

Governor Ducey's remarks to the State Board of Education on March 23, 2015,
http://azgovernor.gov/governor/news/2015/03/governor-duceys-remarks-arizona-state-board-education

First is "choice."

- Parents and children need quality choices so that they can choose the education that's best for them.
- Board [needs] to continue and to accelerate the pace of reforms that give more choices to more families.

Second is "excellence."

- We need to commit ourselves to achieving excellence.
- This Board – along with my office and the Legislature – needs to design policies that get Arizona on a path to significant improvement in the quality of education.

Third is "accountability."

- A word that is vastly under-utilized when it comes to education, but he it takes very seriously.
- Where we see mediocrity we should call it for what it is – and demand that the people responsible…up their game and make meaningful improvements. And if they can't summon the will to do it, then they should step aside and let someone else take charge who can. It's not the children's fault that they are locked in a failing school, but our kids are the ones who pay the price for the failure of the adults around them to provide the environment where they can learn.

Fourth is "results."

- It's time to focus on how we best use the resources we have. I would far prefer to focus on "are the kids learning", "are kids reading", by looking at results and—ultimately-- "are the kids graduating and prepared for what's next" by looking at our graduation rates.

Fifth is "everyone."

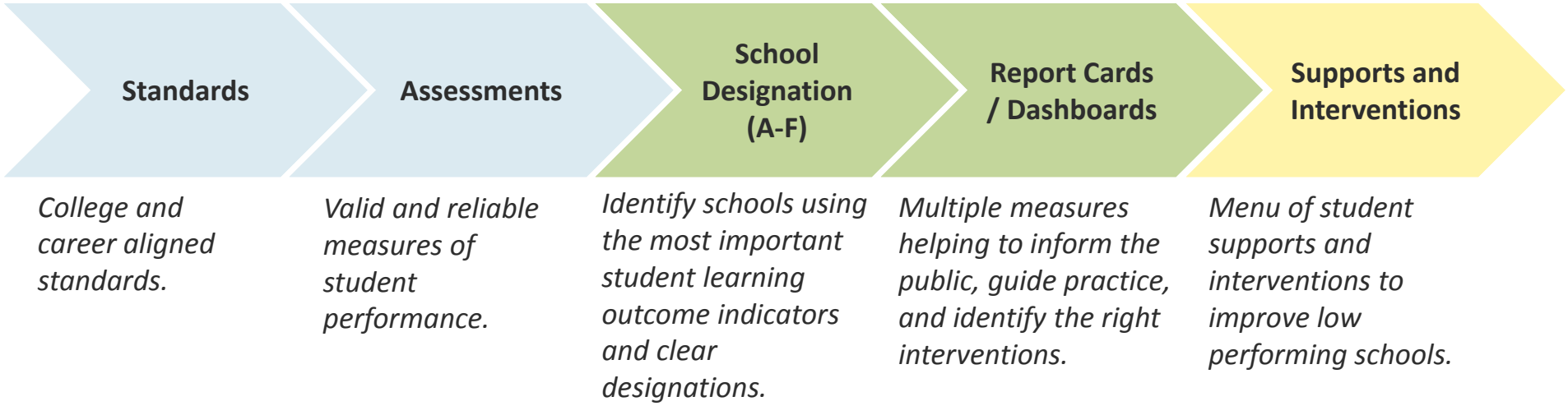
- All the words I've used so far don't work if they don't apply to all children in all corners of our state. It shouldn't matter what your zip code is – if you're a child in Arizona you deserve our absolute best.

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Components of an Accountability System

Accountability systems hold schools responsible for helping all students achieve their full potential. Rigorous accountability:

- Sets clear goals to rally around — goals that are meaningful, ambitious, and achievable;
- Provides information to parents, educators, policymakers and the community about school performance;
- Prompts and supports improvement where it is needed; and
- Protects taxpayer investment in education.

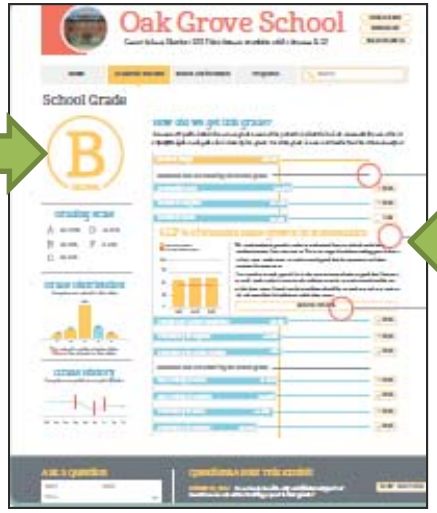


Components of an Accountability System

Standards → Assessments → School A-F Designation → Report Cards / Dashboards → Supports and Interventions

School Designation (A-F)

- Proficiency
- Growth
- Graduation Rates
- English Language Proficiency
- College and Career Ready
- Lowest 25% performing students



Report Cards / Dashboards

Required Under ESSA

- Accountability system details
- Disaggregated results
- Disaggregated assessment participation rates
- The state's minimum N
- Civil Rights Data Collection
- Educator qualifications
- State, local and federal per-pupil expenditures
- NAEP results
- Disaggregated grad rates/college enrollment

Optional

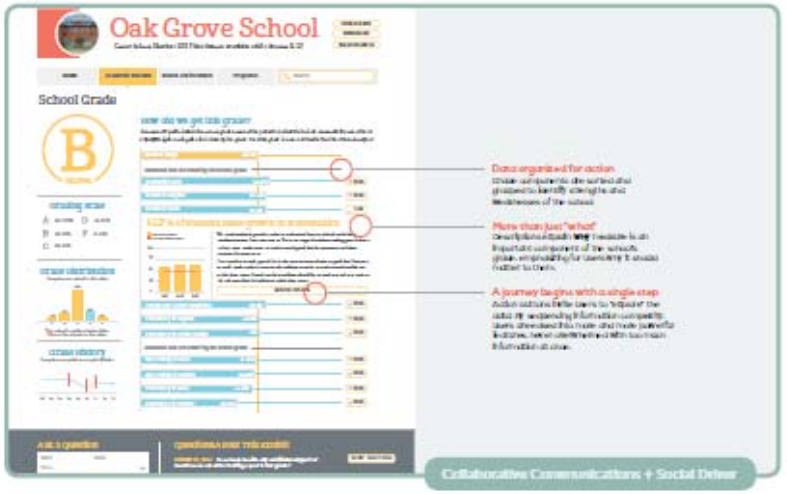
- Attendance
- Expulsion/Suspension
- School Climate
- Parent/Teacher Survey
- Social and Emotional Supports

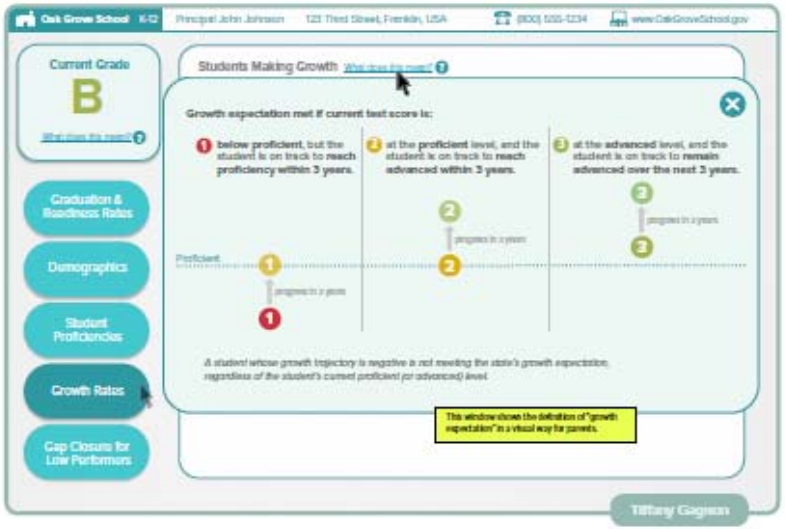
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My School Info Design Challenge

http://myschoolinfochallenge.com/

- 2014 Report Card redesign challenge informed by ECS report and our research concluding most state report cards are not well designed
- Launched the competition website
- Offered prizes totaling $35K and invited designers to compete
- Assembled a panel of diverse judges to rate and rank entries also hosted a “People’s favorite” voting contest
- Announced winners
- States using Open Source Code created during competition to revise report cards.



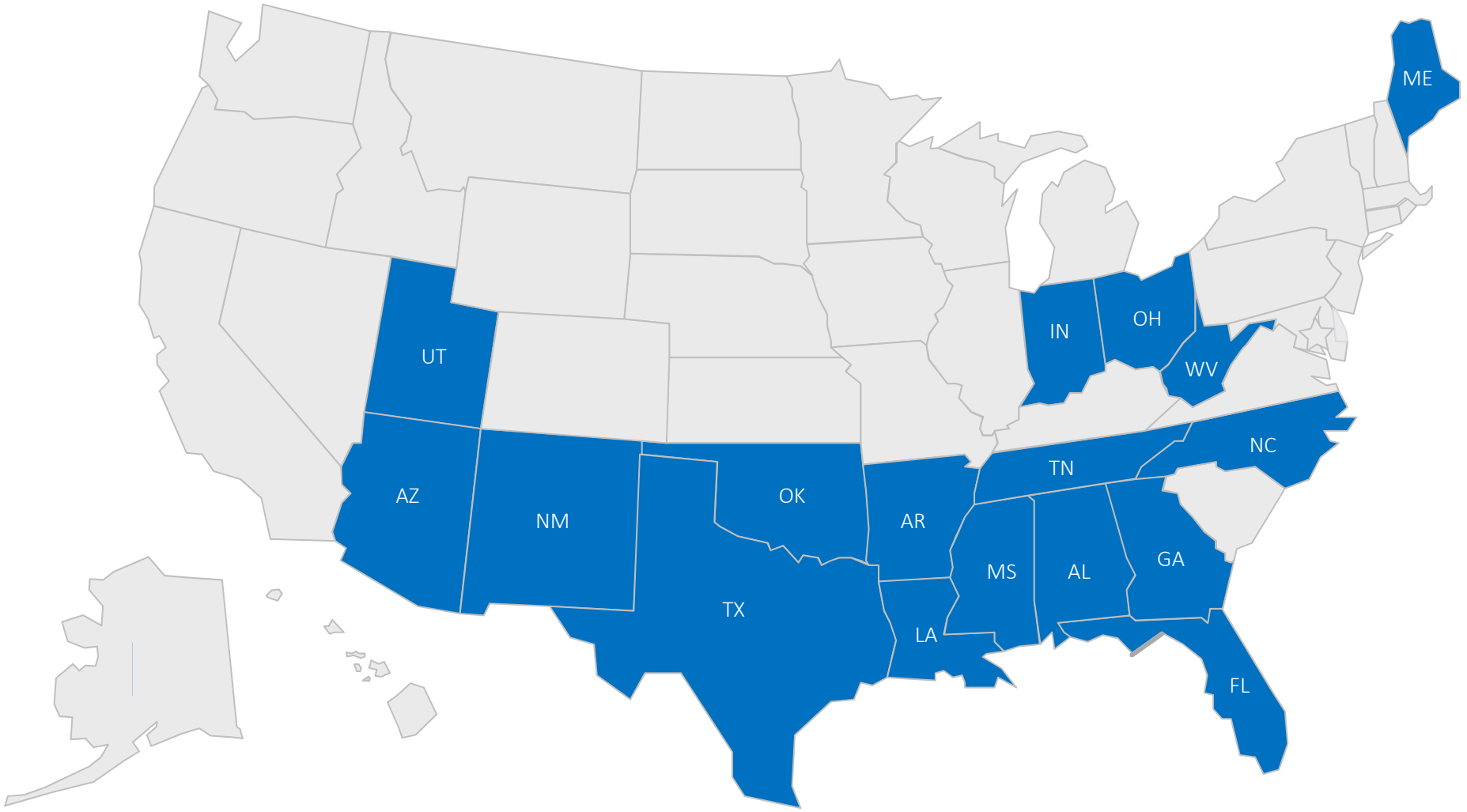






All states are required to have a school accountability system, but few are transparent and focused on student learning outcomes

17 States Have Adopted A-F School Grading



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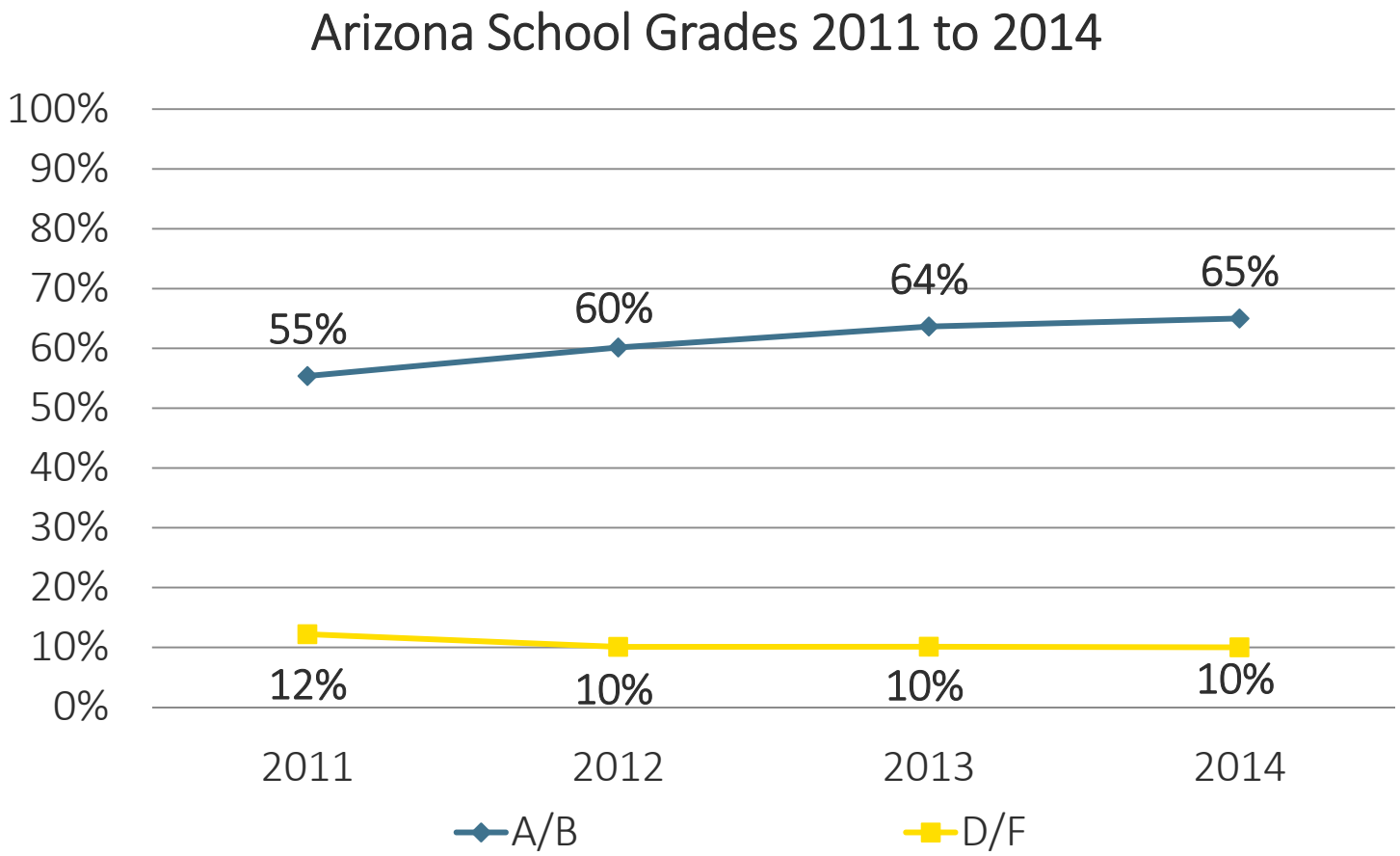
Arizona's Proficiency Gap 2013 vs 2015

	AZ Read 4	AZ Read 8	AZ Math 4	AZ Math 8
2015 Gap	12	4	4	-1
AZ Proficiency	42	35	42	34
NAEP Proficiency	30	31	38	35
2013 Gap	49	44	24	27
AZ Prof Proficiency	77	72	64	58
NAEP Proficiency	28	28	40	31
Difference	-37	-24	-36	-32

http://www.whyproficiencymatters.com/arizona

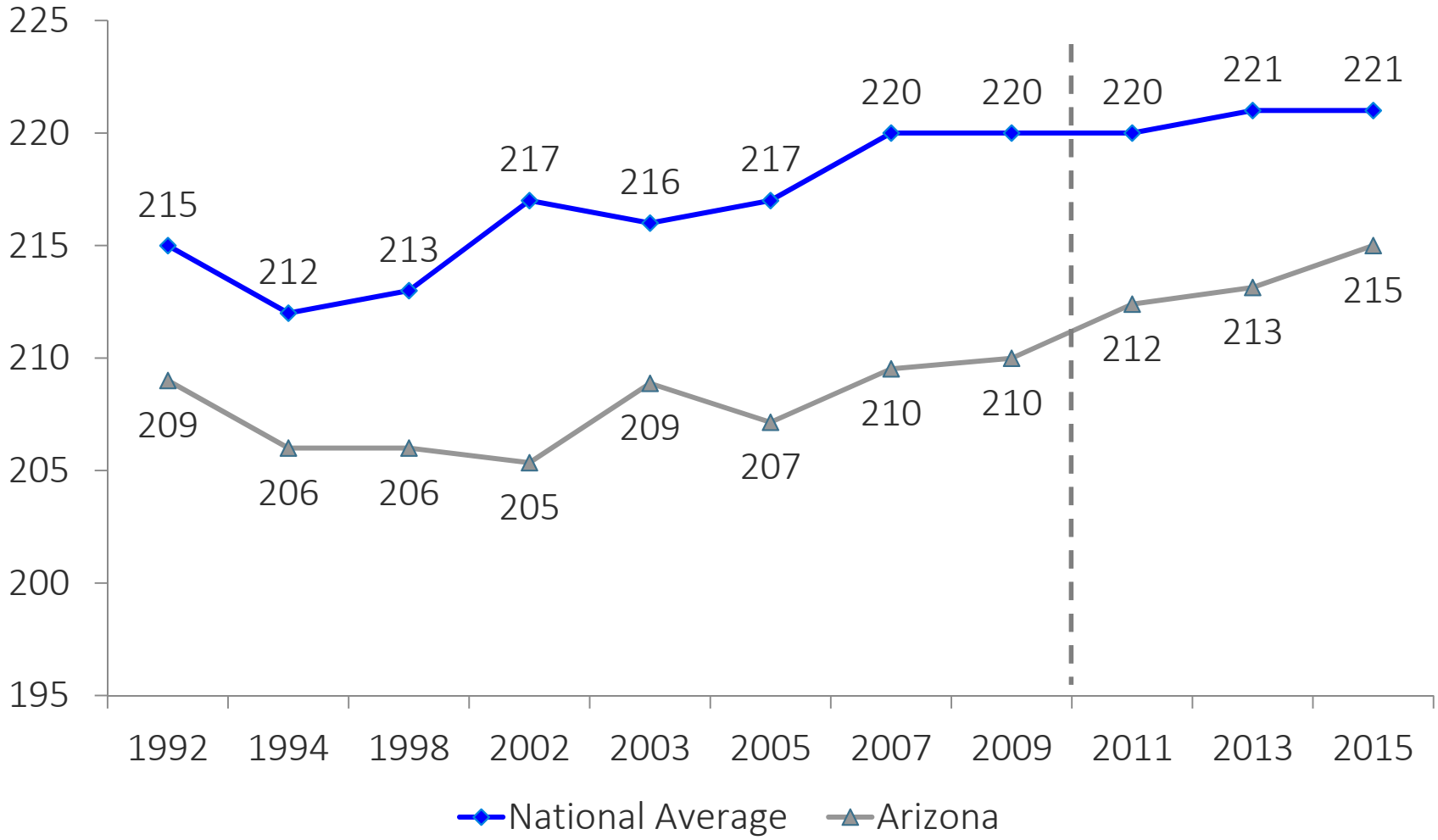
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Arizona School Grades Have Improved Since 2011

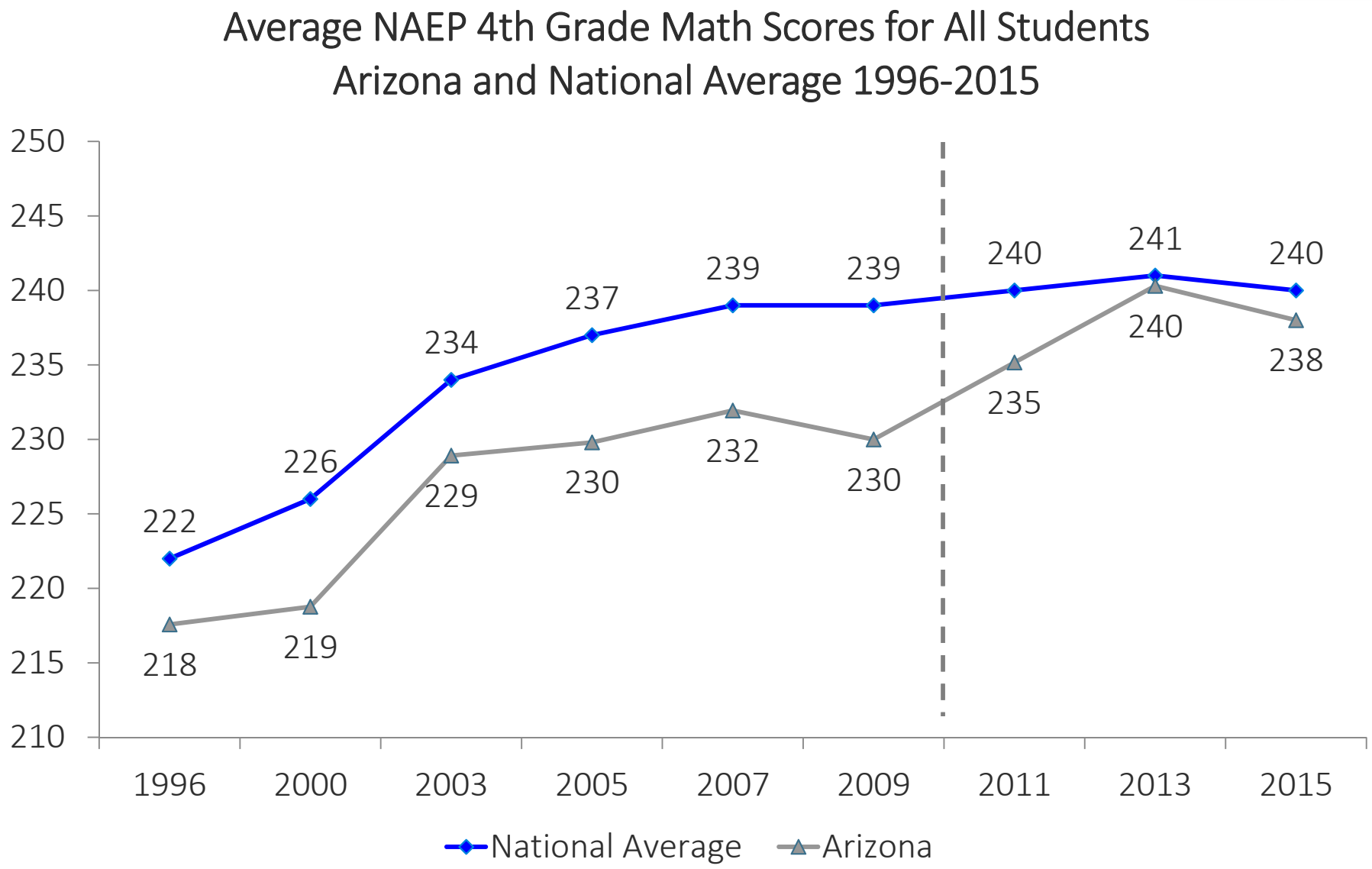


NAEP

Average NAEP 4th Grade Reading Scores for All Students
Arizona and National Average 1992-2015

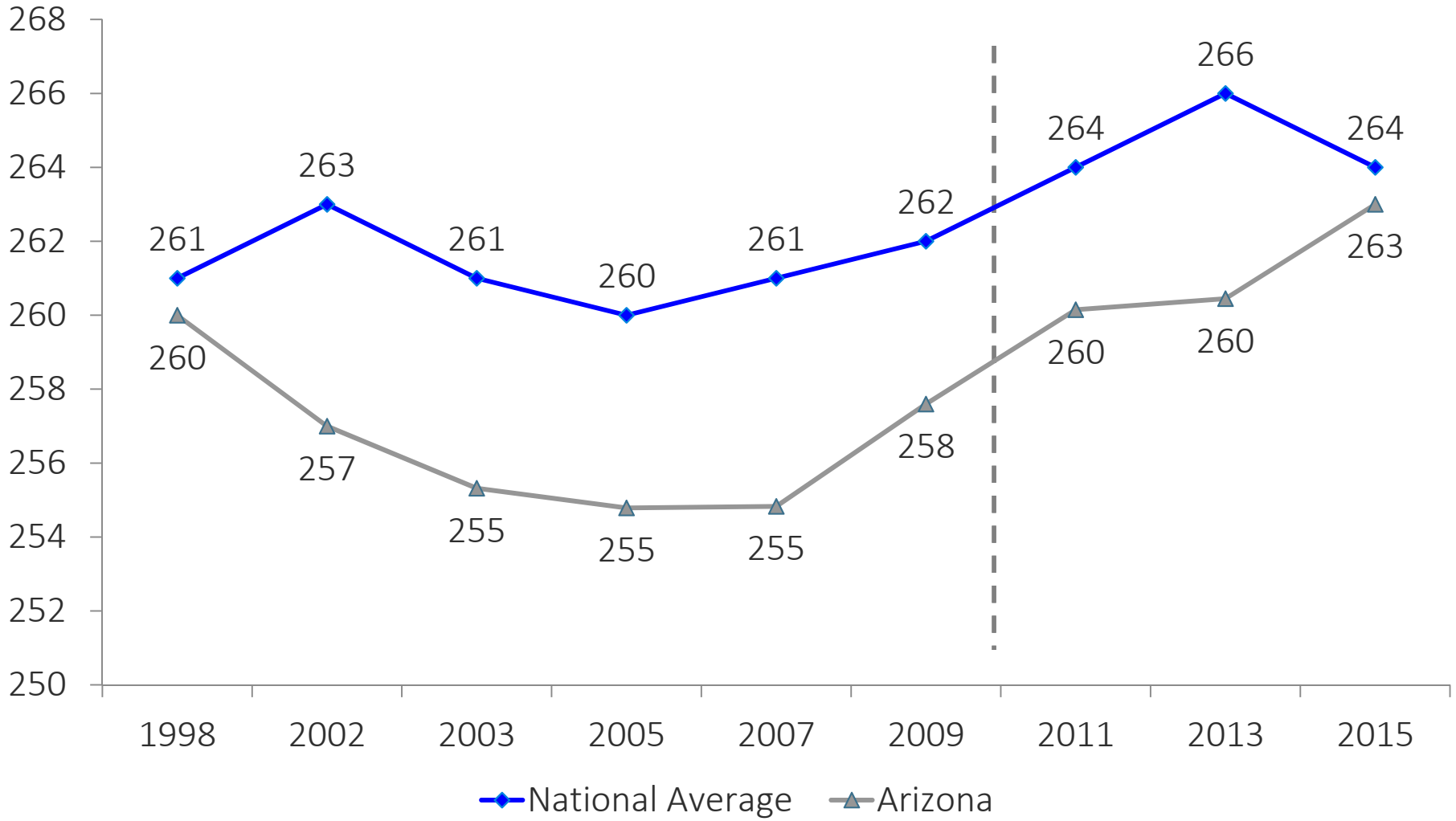


NAEP

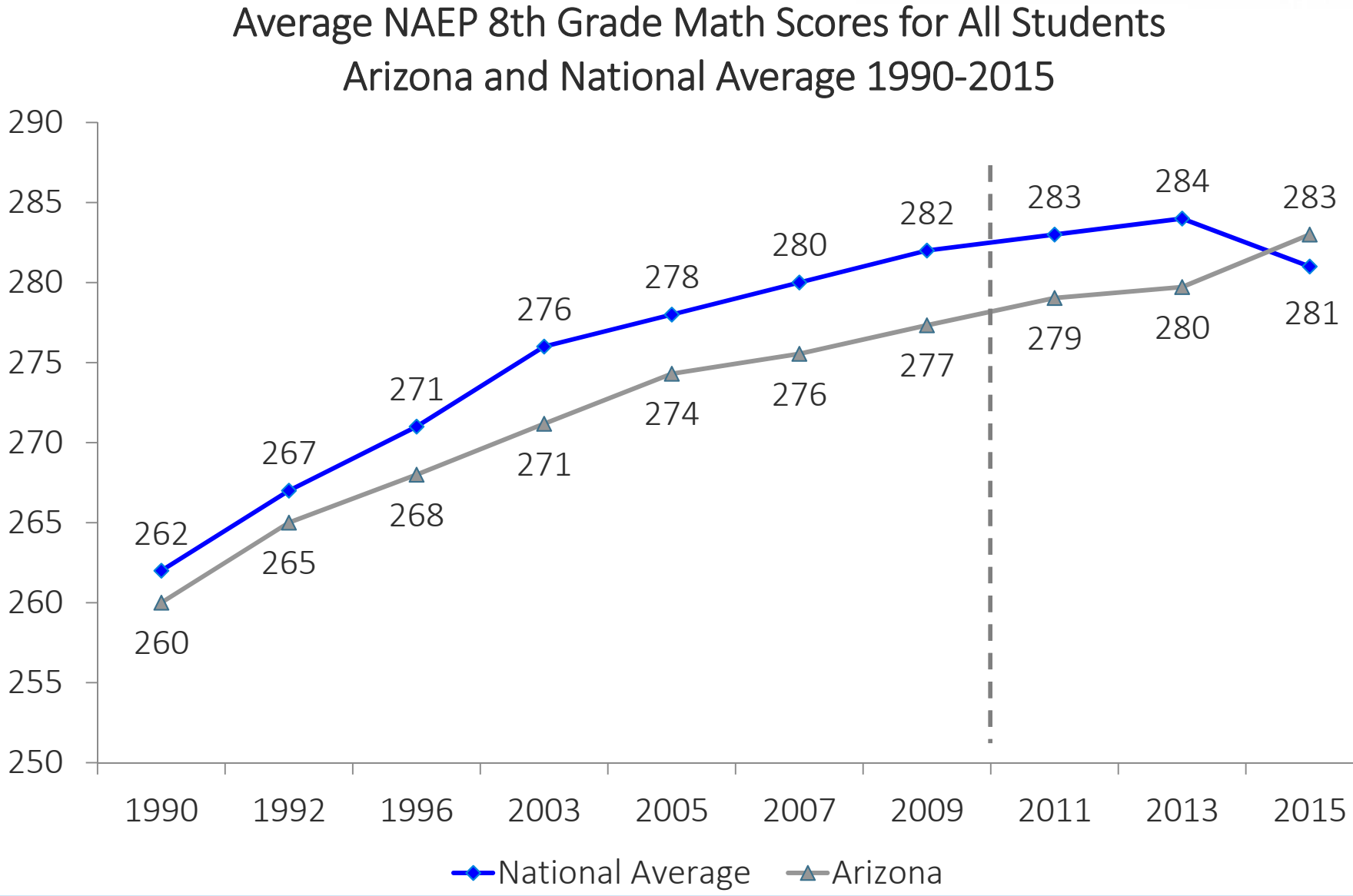

Average NAEP 4th Grade Math Scores for All Students
Arizona and National Average 1996-2015
250
245
240
235
230
225
220
215
210
222
226
234
237
239
239
240
241
240
218
219
229
230
232
230
235
240
238
1996
2000
2003
2005
2007
2009
2011
2013
2015
National Average
Arizona

NAEP

Average NAEP 8th Grade Reading Scores for All Students
Arizona and National Average 1998-2015



NAEP


Average NAEP 8th Grade Math Scores for All Students
Arizona and National Average 1990-2015
290
285
280
275
270
265
260
255
250
262
267
271
276
278
280
282
283
284
283
260
265
268
271
274
276
277
279
280
281
1990
1992
1996
2003
2005
2007
2009
2011
2013
2015
National Average
Arizona

NAEP

GR 4 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	229	230	232	230	**235**	**240**	**238**	8	1	-4.1	Pre 2010
National Public	234	237	239	239	240	241	240	1	5	6.9	Post 2010

GR 8 Math	2003	2005	2007	2009	2011	2013	2015	'15-'09	'09-'03	AZ v NP	
Arizona (2010-11)	271	274	276	277	**279**	**280**	**283**	6	6	0.6	Pre 2010
National Public	276	278	280	282	283	284	281	0	6	6.0	Post 2010

States are listed with their implementation year in ( ).
Gray cells represent the baseline NAEP score before for A-F policy was implemented.
Bold numbers are NAEP scale score during A-F policy implementation.
'15-'09 column represents the difference in the NAEP score from the baseline to 2015.
"09-'03 column represents the difference in the NAEP score from 2003 to the state baseline year.
AZ v NP column represents the difference in AZ and National Public score pre and post 2010
Positive numbers in AZ v NP column mean the AZ outperformed the National Public between the baseline and compare years.
****Scale score values in this chart are rounded to whole numbers, but computed using multiple decimal places.****

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School Grades: Fundamental Principles

A-F school grades provide **transparent, objective, and easily understood data** to parents, educators and the public to spur improvement among all schools.

1. Use clear and transparent descriptors of A, B, C, D, and F
2. Include objective, concise student learning outcome measures
3. Balance measures of student performance and progress
4. *Calculate student progress toward grade level and advanced achievement*
5. Focus on the progress of the lowest performing students in each school
6. Report results as close to the end of the school year as possible
7. Communicate clearly to parents
8. *Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades*
9. Use grades to identify schools for recognition, intervention, and support

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School Grades: Fundamental Principles

1 Use clear and transparent descriptors of A, B, C, D, and F

Arizona School Classifications

2002: Adequate Yearly Progress and Underperforming School
2003: Excelling, Improving, Maintaining, Underperforming, Failing
2004: High Performing, Performing, Performing Plus, Underperforming, and Failing to Meet the Academic Standards
2011: A, B, C, D, F

Senate Bill 1430 defines:

- A letter grade of "A" reflects an Excellent level of performance
- A letter grade of "F" reflects an Failing level of performance

The State Board of Education will define:

- A letter grade of "B" reflects an _____ level of performance *(above average)*
- A letter grade of "C" reflects an _____ level of performance *(average)*
- A letter grade of "D" reflects an _____ level of performance *(below average)*

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School Grades: Fundamental Principles

2 Include objective, concise student learning outcome measures

School accountability measures need to be based on what is important and what measures student success. Measures also need to be consistent across schools so accurate comparisons can be made.

Strong school accountability models include measures such as:

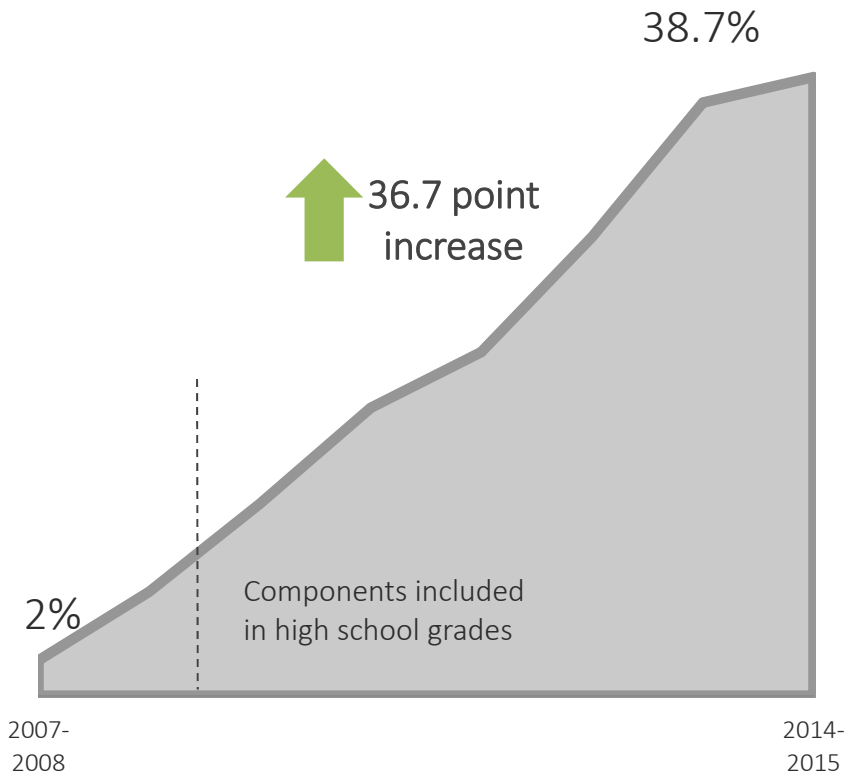
- Proficiency on statewide assessments
- Growth on statewide assessments
- Proficiency and Progress on English Language Assessments
- Graduation rates
- College and career readiness performance measures. Passing AP, IB, dual credit and industry certification, scoring ready on ACT/SAT

Input measures such as attendance, parental satisfaction or school climate surveys do not ensure that students are learning and reduce local control. These inputs should be reported but not part of a school's grade.

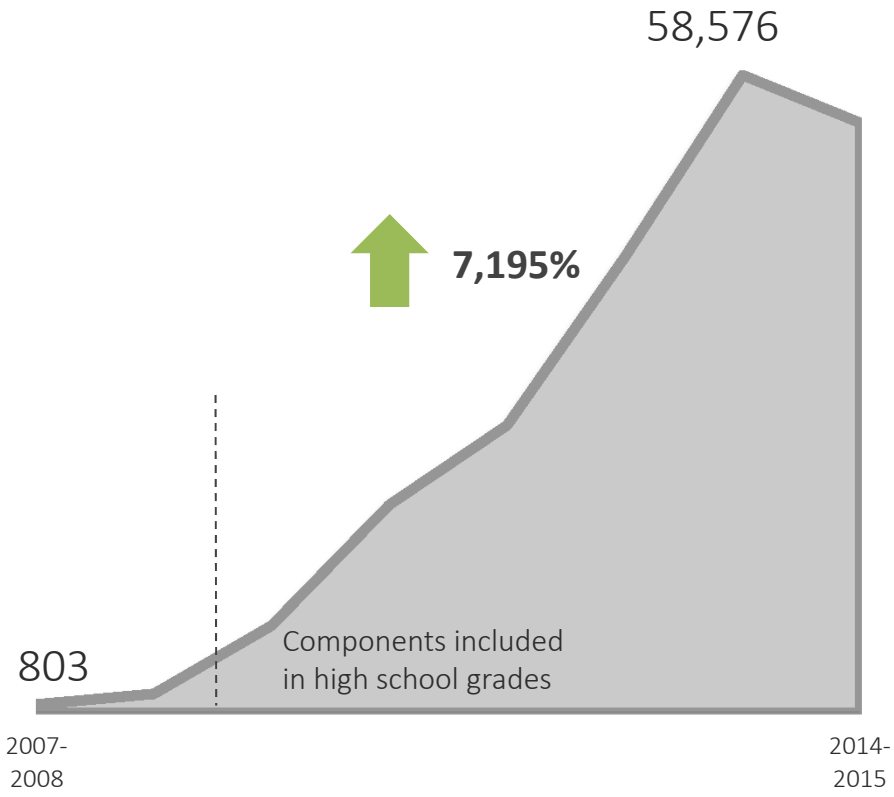
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The Florida Incentive Works for Industry Certification

Percentage of Florida high school students enrolled in courses that lead to an industry certification



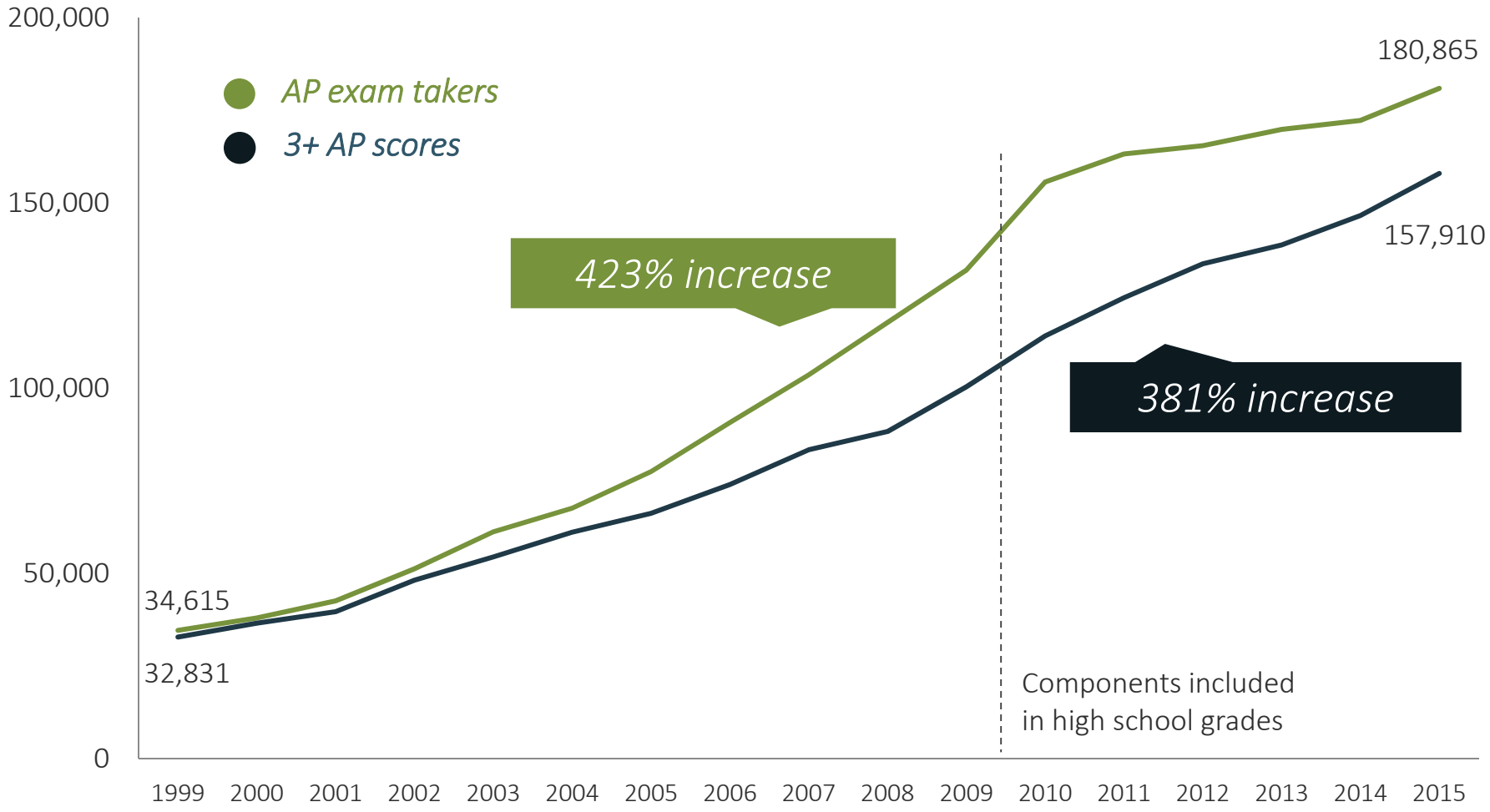
Number of students earning industry certifications in Florida



Florida Department of Education, Career and Professional Education Act Enrollment and Performance Report, 2013-14

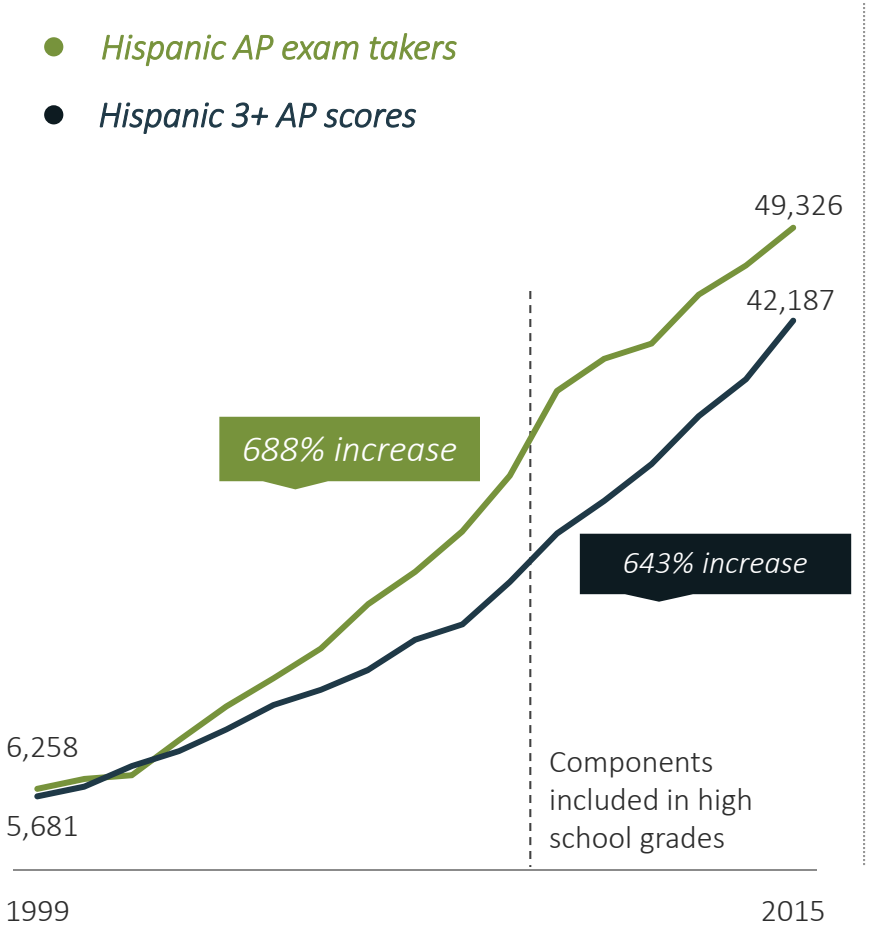
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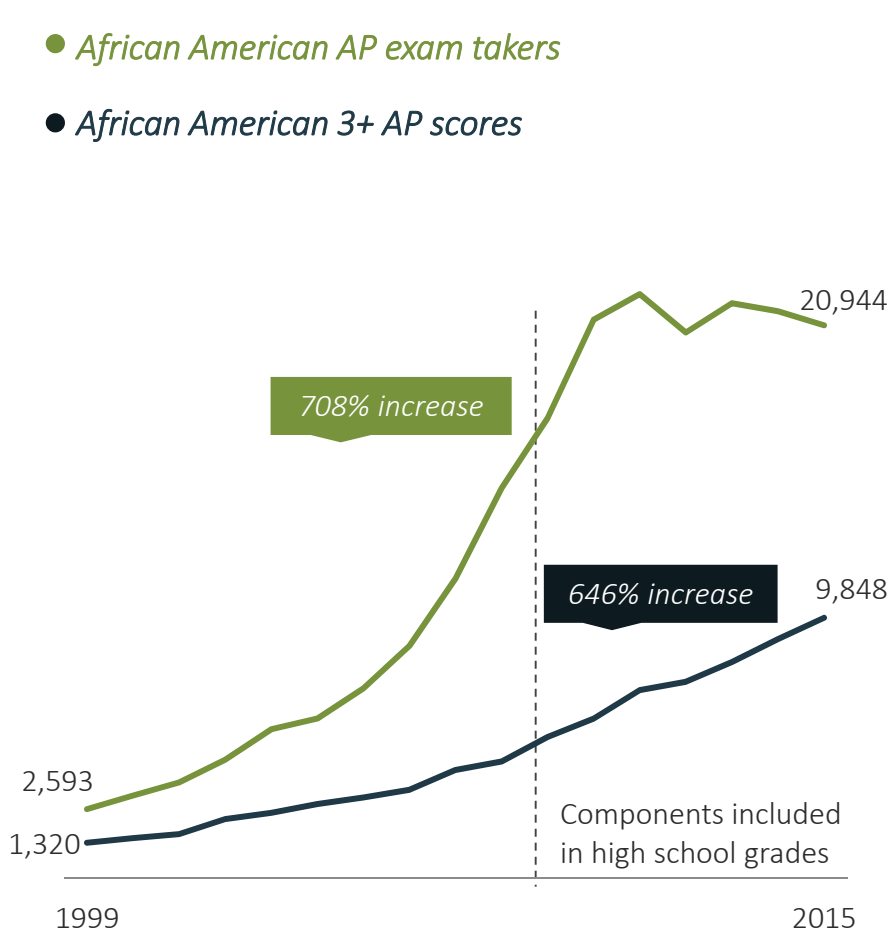
The Florida AP Incentive Works



College Board

The Florida AP Incentive Works





College Board

School Grades: Fundamental Principles

3 Balance measures of student performance and progress

All students have the ability to learn and grow, and a strong accountability system must capture measures of that growth.

The ultimate goal is that all students will be performing on grade level but focusing on both proficiency and growth provides a true picture of how a school is doing.

Proficiency and growth should be equally weighted in an accountability system.

- Weighting growth more than proficiency provides less incentive to ensure students are on grade level.
- Weighting proficiency more than growth creates an uneven playing field.

The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made progress.

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Example Elementary and Middle School Grade

English/ Language Arts	Math	Social Studies	Science
Proficiency 83%	Proficiency 78%	Proficiency 81%	Proficiency 63%
Growth (all students) 90%	Growth (all students) 85%		
Growth (lowest 25%) 86%	Growth (lowest 25%) 82%		

800 Points Total

Each component has 100 possible points

The percent equals the points earned

648 points earned / 800 points possible

81% = B

Graduation rate and college and career readiness are included in a High School grade at 100 points each.

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Arizona's Elementary and Middle School Grade

English/ Language Arts	Math	Graduation Rate	Bonus Points
Proficiency 50 Points (35 Points HS)	Proficiency 50 Points (35 Points HS)	High School Only 30 points	ELL Reclass, FFB, Grad/Drop 3 points each
Growth (all students) 25 Points	Growth (all students) 25 Points		
Growth (lowest 25%) 25 Points	Growth (lowest 25%) 25 Points		

200 Points Total
+ up to 6 Bonus Points

A = 140 – 200
B = 120 – 139
C = 100 – 119
D = 0 – 99

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School Grades: Fundamental Principles

4 Calculate student progress toward grade level and advanced achievement

There are two widely used methods for calculating student growth – "criterion-based" and "norm-referenced."

- Criterion-based methods determines whether or not the student has the demonstrated growth towards the mastery of a certain set of skills.
- Norm-referenced growth models compare a student's performance to the performance of other students.

Criterion-based growth models are the fairest, because they measure what matters – whether each student is learning each year – not how well a student did compared to their peers, on an ever-changing scale.

It is also important that "enough" growth is made to ensure students are going to achieve proficiency or advance performance at a certain time.

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Reasons to Measure Growth to Proficient and Advanced

- Individual student learning expectations are set and measured
- All students could demonstrate growth
- Criteria for determining individual student growth is set, and expectations are known by students, parents, educators, policymakers, and the public before testing
- Consistent expectations from year to year allows for longitudinal comparisons
- Expectations, if met each year, will result in proficient or advanced student achievement
- Educators can compute and replicate growth calculation

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School Grades: Fundamental Principles

5 Focus attention on the progress of the lowest performing students in each school

Effective school accountability systems place more focus on students most in need, without ignoring those that are proficient or advanced.

- Under federal accountability, states had been required to focus on demographic and curricular subgroups.
- Many schools did not have students in these subgroups.
- Schools do have students that are low performing who were not receiving more focus.
- By focusing on the lowest performing students the accountability system will focus on the students that need the most attention, and guarantees that all schools have a focus group of lowest performing students.

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School Grades: Fundamental Principles

6 Report results in a timely manner as close to the end of the school year as possible

Timely reporting has many benefits:

- Gives parents enough time to make decisions about where to send their child to school
- Allows teachers and students in schools with a high grade to celebrate success
- Ensures that administrators and educators in schools with a low grade have ample time over the summer to analyze where and how to improve.

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School Grades: Fundamental Principles

7 Communicate clearly to parents

- Parents need access to school grades and the underlying data for the underlying measures.
- Information should be easy to navigate and explained in simple language and graphics, including on the state website.
- Schools and districts should be required to notify parents of the school's grade and provide information to parents who cannot access the site.

Law does require a school report card to be issued.

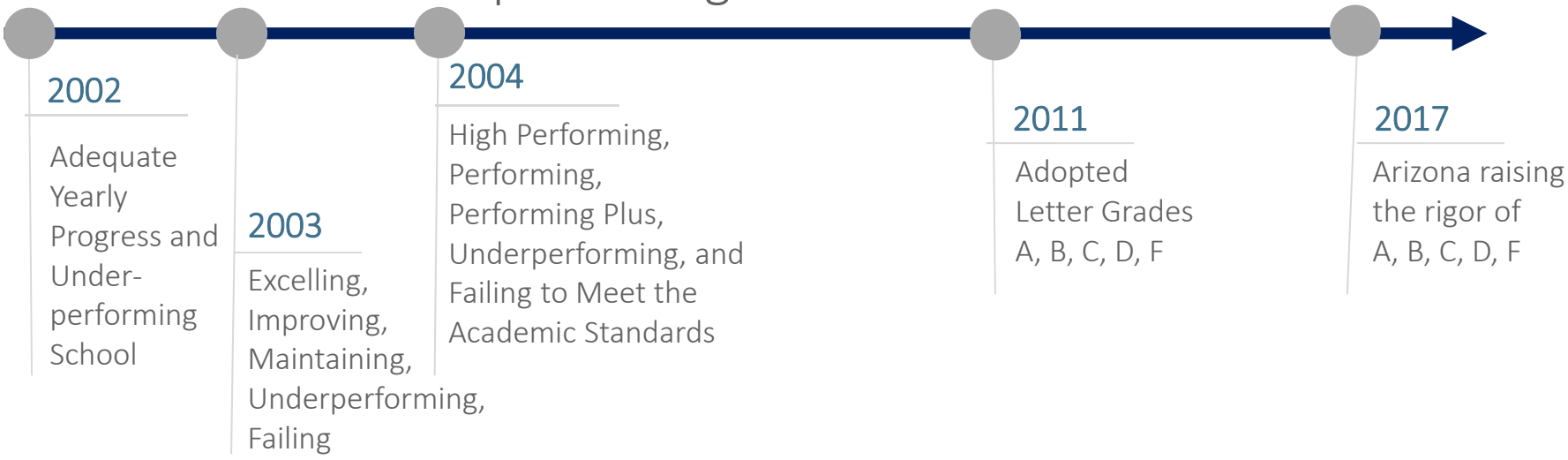
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School Grades: Fundamental Principles

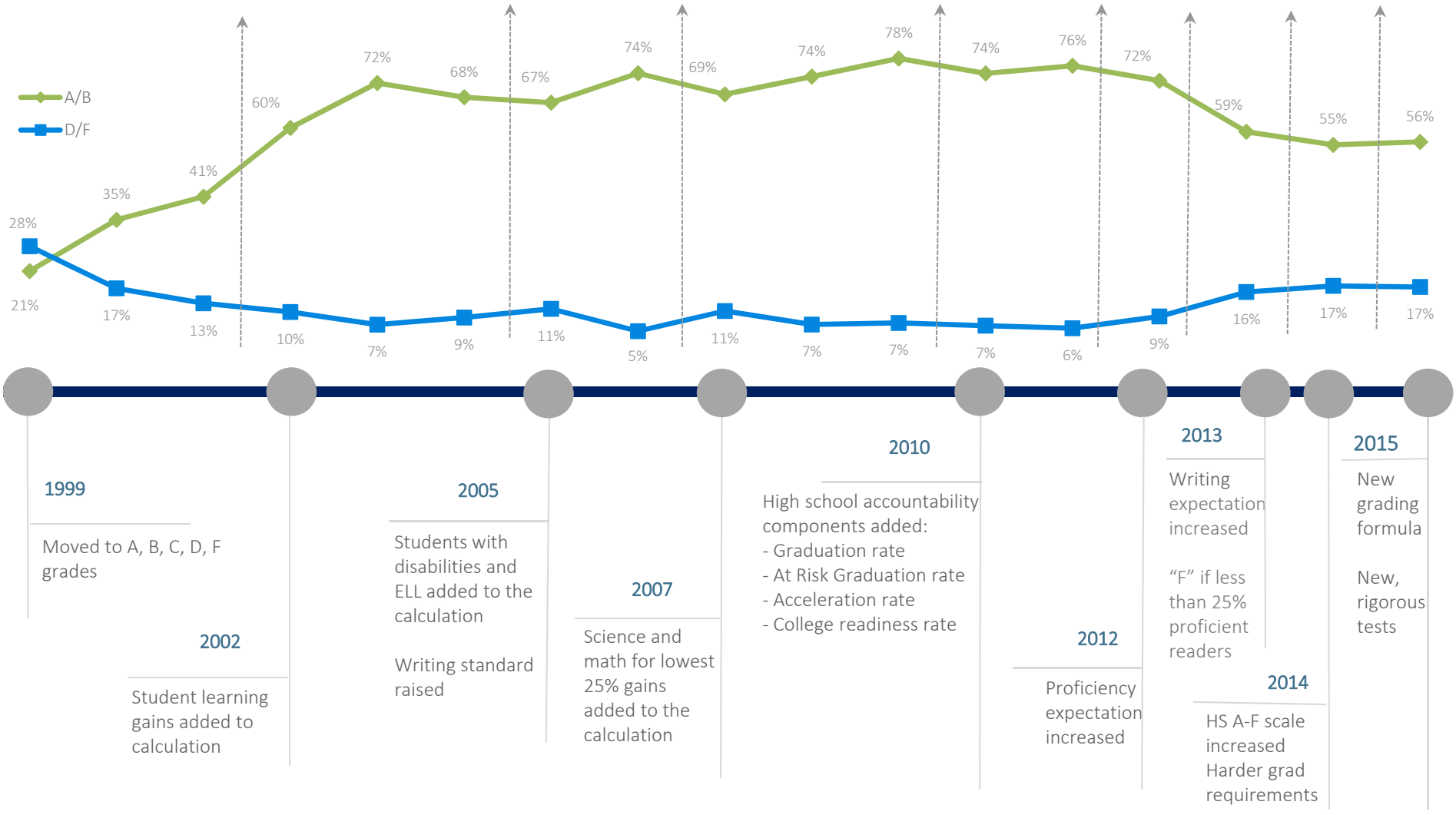
8

Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

- Setting the grading scale for earning an A, B, C, D, and F is critical to the success of school accountability.
- The scale should be aspirational, yet attainable
- Automatic increases in the scale should occur when most schools are experiencing success.



Florida A-F Increased in Rigor and Improved Student Achievement Dramatically Since 1999



School Grades: Fundamental Principles

9 Use grades to identify schools for recognition, intervention, and support

Regardless of the nuances of methodology states use to meaningfully differentiate schools, a key factor is identification or schools that should be rewarded, or provide extra support and resources for support at schools that are consistently failing to serve students.

- Schools that improve a letter grade or earn an A, should be recognized as Reward Schools with financial awards for educators and publicity.
- The Every Student Succeeds Act (ESSA) requires states to identify Comprehensive or Targeted Support and Improvement Schools. Using A-F, these schools could be identified as:
  - Schools with a D or F letter grade.
  - High schools that have graduation rates below 67 percent.
  - A, B and C schools with the lowest performing and consistently low performing subgroups or not meeting the needs of their students learning English.

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Considerations

Measure student growth toward proficient and advanced achievement.

- **Replace the norm-referenced Student Growth Percentiles with a criterion-based, growth-to-proficient/advanced achievement measure.**
  - In a criterion-based system, students are measured on their individual progress toward pre-determined expectations. The state sets an expectation for the amount of growth a student must make to demonstrate progress towards proficient or advanced achievement during the year. The system then measures whether or not the student has demonstrated growth toward the mastery of a certain set of skills.
  - Criterion-based growth models are the fairest because they measure what matters: whether each student is learning each year, not how well a student did compared to his or her peers, creating winners and losers every year based on an ever-changing scale.

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Considerations

Establish rigorous criteria for schools to earn A, B, C, D, or F grades.

- **Arizona should raise the threshold for the points needed to earn an A or B school grade.**
  - Setting cut points too low will result in all schools earning an A or B, which defeats the purpose and meaning of a transparent system. Parents will not know how their school is performing, and the school will not have any incentive to improve.
  - On the other hand, setting the cut points too high so all schools are earning a D or F will not build confidence in the system.
  - The school grading scale should reflect the state's national standings and make sense in the context of current student achievement.

- **Revise the grading scale to include an F grade through points earned.**

- **Arizona should establish a desired long-term school grading scale while providing for thoughtful, automatic increases in the scale as schools are ready.**
  - Arizona could ensure that the grading scale will increase by five percentage points when 65 percent or more schools earn an A or B in a given year. The increases would occur until the statewide school grading scale reflects 90-100% an A, 80-89% = B, etc.

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Thank You !

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Student Growth Percentiles

Student Growth Percentiles

Student	4th Grade Score	5th Grade Score	Growth	Growth Percentile
Steve	300	325	25	30th
Lyn	295	310	15	70th
John	285	305	20	50th
Ann	250	255	5	10th
Roger	200	225	25	90th

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Student Growth Percentiles

- **Student Growth Percentiles are an example of normative growth**
  - "Growth percentiles" are estimated statewide among students who started at a similar score level in order to evaluate individual student growth from year to year (educators at the district and school level are not able to compute or replicate the state calculation)
- **Performance is judged entirely relative to that of other students, not against a set expectation**
  - Student Growth Percentiles are a zero sum scenario, for every student that makes growth another student has to not make growth
  - Low performing students can be in a high growth percentile, but not making enough growth to ever reach proficiency, but given accolades for being the best of the worst
- **Growth targets are determined based on the performance of other students in the state**
- **Growth expectations are set annually, after testing is complete, and shift annually based on statewide performance**
- **The same percent of students make growth every year making longitudinal comparisons statewide meaningless**

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Other State Models

States by School Grading Component

Clear and transparent descriptors	Includes objective, concise measures of student learning	Balance of proficiency and growth measures	Growth is measured to proficient and advanced	Includes growth of the lowest performing students	Timely reporting	Clear, accessible communication to parents	Rigorous, criteria-based grading scale w/auto increases	Grades used to identify schools for recognition, intervention, and support
AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV	AZ, FL, GA, IN, LA, ME, MS, NC, NM, OH, OK, UT, WV	AZ, AR, FL, ME, MS, NM, OK, UT, WV	FL, ME, MS	AL, AZ, FL, IN, LA, ME, MS, NM, OH, OK, UT, WV	FL, NM, NC, TX, WV	AZ, IN, LA, ME, MS, OK, UT	AR, LA, ME, MS, NM, NC, OK, UT	This is a new requirement for ESSA
Do not meet or TBD	Do not meet or TBD AR, TN, TX	Do not meet or TBD AL, GA, IN, LA, NC, OH, TN, TX	Do not meet or TBD AL,AZ, AR, GA, IN, LA, NM, NC, OH, OK, TN, TX, UT, WV	Do not meet or TBD AR, GA, NC, TN, TX	Do not meet or TBD AL, AZ, AR, GA, IN, LA, ME, MA, OH, OK, TN, UT	Do not meet or TBD AL, AR, FL, NM, NC, OH, TN, TX, WV	Do not meet or TBD AL, AZ, FL, GA, IN, OH, TN, TX, WV	Do not meet or TBD AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV
Yes: 17 No/TBD: 0	Yes: 14 No/TBD: 3	Yes: 9 No/TBD: 8	Yes: 3 No/TBD: 14	Yes: 12 No/TBD: 5	Yes: 5 No/TBD: 12	Yes: 7 No/TBD: 10	Yes: 8 No/TBD: 9	Yes: 0 No/TBD: 17

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Elementary School Grades

Each category has 100 possible points
(percent of students)

Reading	Math	Science
Proficiency	Proficiency	Proficiency
Growth All Students	Growth All Students	
Growth Lowest 25%	Growth Lowest 25%	

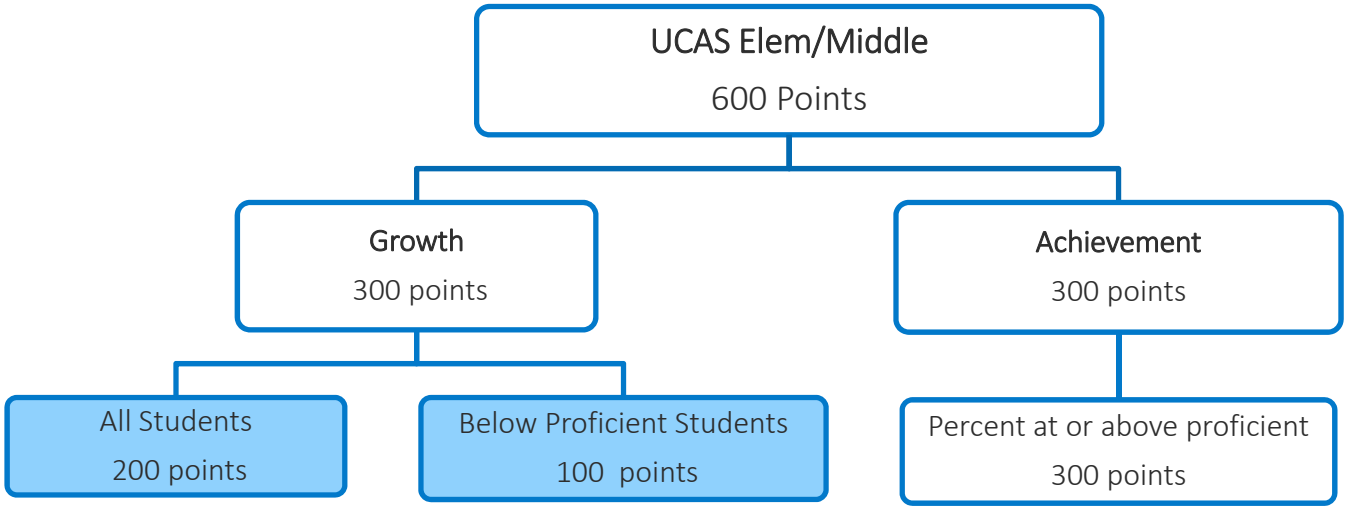
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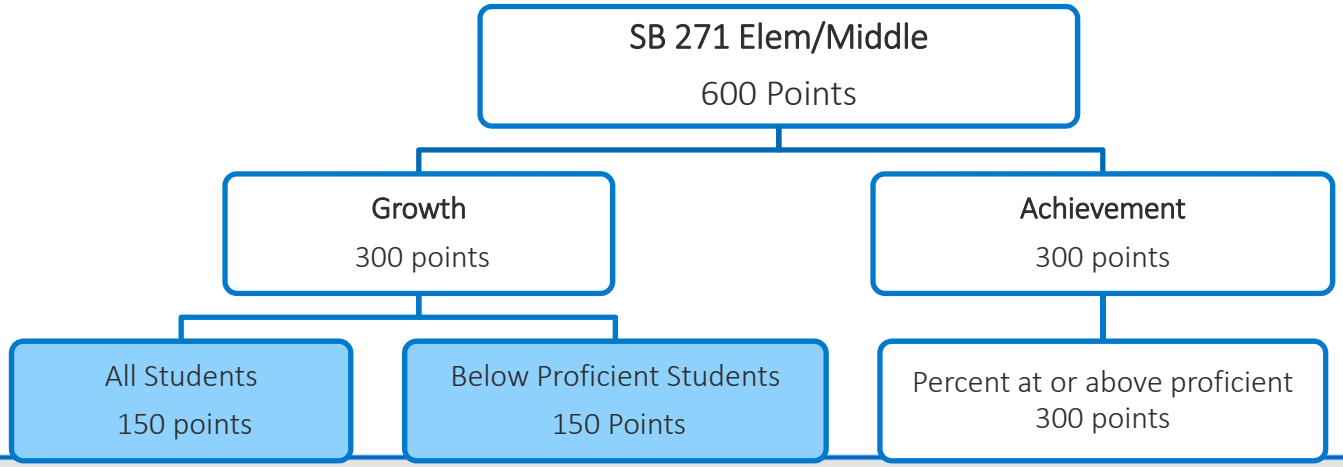
High School Grades

Each category has 100 possible points (percent of students)

Reading	Math	Science	Graduation 4 year	Acceleration	College Readiness
Proficiency	Proficiency	Proficiency	All Students Rate	Participation Proficiency	Rate
Growth All Students	Growth All Students		At-Risk Students Rate	70/30 Y1 60/40 Y2 50/50 Y3	ACT
Growth Lowest 25%	Growth Lowest 25%				

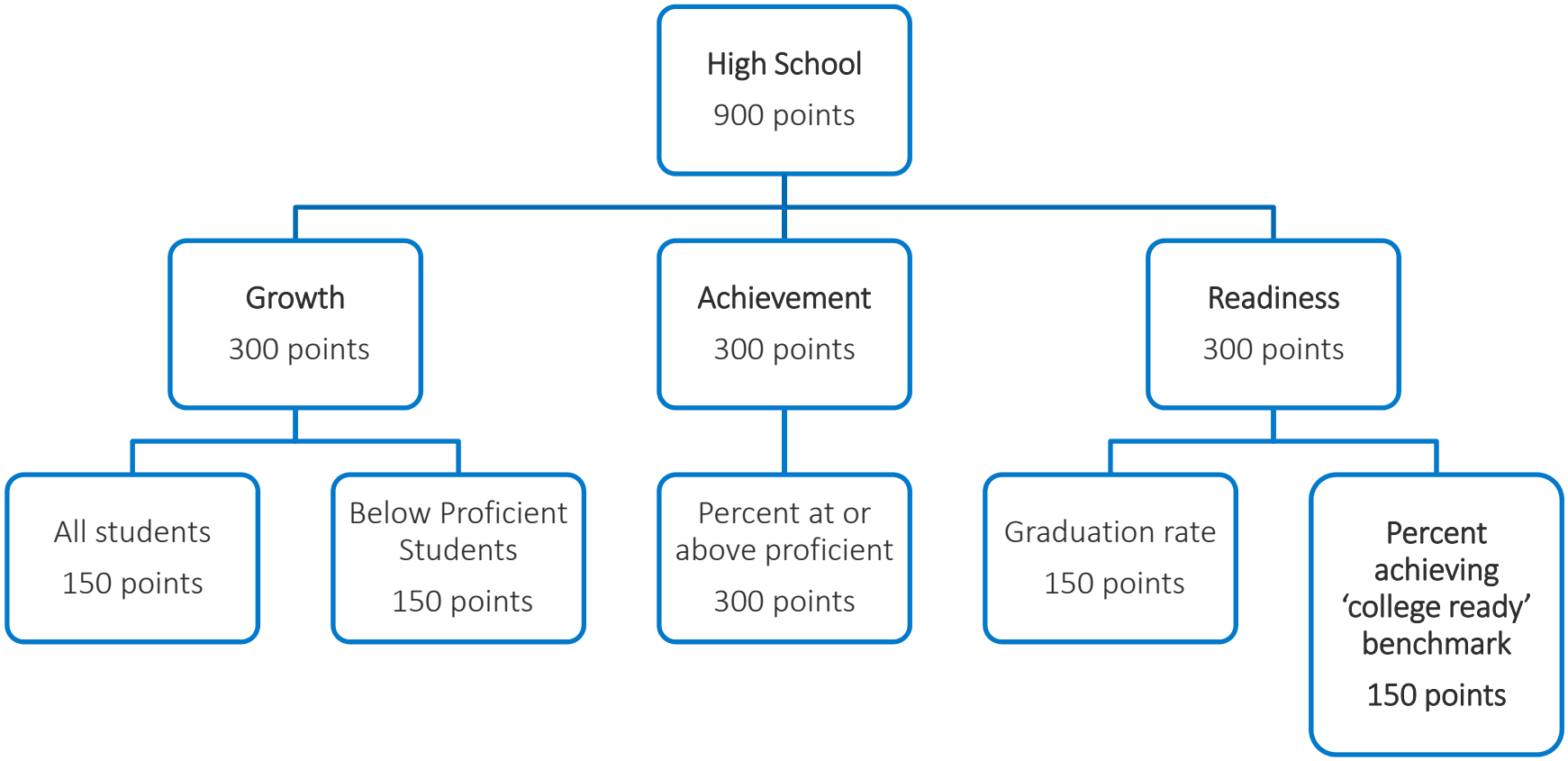
Utah Elementary and Middle School Point Calculation





Utah High School Point Calculation

2013-2014 School Year



West Virginia Policy 2320, A Process for Improving Education: Performance Based Accreditation System

Elementary/Middle Schools		High Schools	
Math Proficiency	200 points	Math Proficiency	200 points
Reading Proficiency	200 points	Reading Proficiency	200 points
Math Observed Growth (% typical to high growth students)	100 points	Math Observed Growth (% typical to high growth students)	100 points
Reading Observed Growth (% typical to high growth students)	100 points	Reading Observed Growth (% typical to high growth students)	100 points
Math Adequate Growth	100 points	Math Adequate Growth	100 points
Reading Adequate Growth	100 points	Reading Adequate Growth	100 points
Accelerated Performance of the Lowest 25% in Math	100 points	Accelerated Performance of the Lowest 25% in Math	100 points
Accelerated Performance of the Lowest 25% in Reading	100 points	Accelerated Performance of the Lowest 25% in Reading	100 points
		4-Year Graduation Rate	100 points
		5-Year Graduation Rate	100 points
Total Points	**1000 points**	**Total Points**	**1200 points**

Oklahoma School Grading

The School Grade Report Card is comprised Performance and Growth, each counts as half of the overall grade:

- Student Performance measure the percent of students proficient on the state assessments.
- Student Growth compares current student test scores to those of the prior year to determine if they have made a year's worth of progress.
  - Student growth is divided into two parts, each of which equals 25 percent of the grade: overall student growth and the growth among the lowest-performing 25 percentile of students.

Schools also can earn up to 10 bonus points, depending on whether it is elementary, middle or high school. These points can be awarded for a school's attendance rate; dropout rate; high school graduation rate; advanced coursework (such as participation in pre-Advanced Placement, honors, International Baccalaureate, concurrent enrollment or qualifying CareerTech courses); college entrance exams; eighth-grade graduation rate; and overall end-of-instruction exam performance.

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North Carolina School Grading

The 2014–15 school year based on analysis of all end-of-grade and end-of-course tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The following data are presented:

1. Achievement: 80 percent of the calculation is based on the achievement of students

2. Growth: 20 percent is based on the schools growth rating of exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS

The exception to this is if a school meets expected growth but inclusion of the school's growth reduces the school's performance score and grade, the that school may choose to use the Achievement Score only to determine the performance score and grade.