Purpose for Today’s Discussion

• Components of Models
  • Traditional
  • Small
  • Alternative
  • K-2

• Changes to A-F Letter Grades
  • Graduation Rate Accountability
  • Alternative Model point scale

• Important details regarding 2014 letter grade determinations
  • Substantive appeals
  • Data corrections
  • Preliminary DATA
  • Final letter grades

• Please hold all questions until the conclusion of each section.
## Acronym Guide

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>%P</td>
<td>Percent Passing</td>
</tr>
<tr>
<td>AIMS</td>
<td>Arizona’s Instrument to Measure Standards</td>
</tr>
<tr>
<td>AIMS A</td>
<td>Arizona’s Instrument to Measure Standards Alternate</td>
</tr>
<tr>
<td>Alt School</td>
<td>Alternative School</td>
</tr>
<tr>
<td>AMO</td>
<td>Annual Measurable Objectives</td>
</tr>
<tr>
<td>AOI</td>
<td>Arizona Online Instruction</td>
</tr>
<tr>
<td>AZELLA</td>
<td>Arizona English Language Learner Assessment</td>
</tr>
<tr>
<td>BQ</td>
<td>Bottom 25%</td>
</tr>
<tr>
<td>CCRI</td>
<td>College and Career Ready Index</td>
</tr>
<tr>
<td>CY</td>
<td>Current Year</td>
</tr>
<tr>
<td>DO Rate</td>
<td>Dropout Rate</td>
</tr>
<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>FAME</td>
<td>Falls Far Below; Approaches; Meets; Exceeds</td>
</tr>
<tr>
<td>FAY</td>
<td>Full Academic Year</td>
</tr>
<tr>
<td>FFB</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>NR</td>
<td>Not Rated</td>
</tr>
<tr>
<td>PY</td>
<td>Prior Year</td>
</tr>
<tr>
<td>SGP</td>
<td>Student Growth Percentile</td>
</tr>
<tr>
<td>SS</td>
<td>Scale Score</td>
</tr>
</tbody>
</table>
Accountability Requirements

A.R.S §15-241

- Student-level performance indicators
- Models based on statutory requirements of half growth and half academic outcomes
- Includes other indicators of school performance

Annual Measurable Objectives (AMOs)

- Test 95% of all students
- Unique yearly targets for subgroups
- Annual increase in proficiency for all AZ students
<table>
<thead>
<tr>
<th>Component</th>
<th>FAY</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth All Students</td>
<td>✓</td>
<td>3-8, 10</td>
</tr>
<tr>
<td>Growth Bottom 25</td>
<td>✓</td>
<td>3-8, 10</td>
</tr>
<tr>
<td>AIMS Percent Passing</td>
<td>✓</td>
<td>3-8, 10-12</td>
</tr>
<tr>
<td>AIMS A Percent Passing</td>
<td>✓</td>
<td>3-8, 10-12</td>
</tr>
<tr>
<td>ELL Reclassification</td>
<td>✓</td>
<td>ALL</td>
</tr>
<tr>
<td>ELL 95% tested</td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>ELL n-count</td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>DO Rate</td>
<td></td>
<td>9-12</td>
</tr>
<tr>
<td>Falls Far Below Reduction</td>
<td>✓</td>
<td>3 or 8</td>
</tr>
<tr>
<td>Alt Schools Pooled SGP</td>
<td>✓✓✓</td>
<td>3-8, 10</td>
</tr>
<tr>
<td>Alt Schools’ Improvement</td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>Alt Schools’ Persistence</td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>Percent Tested</td>
<td></td>
<td>3-8, 10</td>
</tr>
<tr>
<td>Stanford 10 On-target</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>Stanford 10 Percent Passing</td>
<td>✓</td>
<td>2</td>
</tr>
</tbody>
</table>
Full Academic Year Student

**Traditional**
- Enrolled within first 10 days of school start date.
- Continuously enrolled until the first date of the testing window or test date.

**Alternative**
- Enrolled on October 1, 2013.
- Continuously enrolled until the first date of the testing window or test date.

**AOI**
- Enrolled in an Arizona Online Instruction (AOI) school.
- A full-time funded student with at least 75% minutes accrued by test date.
## AOI FAY: Minimum Instructional Time

### 75% of Annual Hours/Minutes per Grade Level

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>260</td>
<td>15,600</td>
</tr>
<tr>
<td>1-3</td>
<td>534</td>
<td>32,040</td>
</tr>
<tr>
<td>4-6</td>
<td>667</td>
<td>40,050</td>
</tr>
<tr>
<td>7-8</td>
<td>801</td>
<td>48,060</td>
</tr>
<tr>
<td>9-12</td>
<td>675</td>
<td>40,500</td>
</tr>
</tbody>
</table>
95% TESTED POLICY
95% Tested Policy

A single, school-wide measure based on:

- AIMS & AIMS A for students in tested Grades 3-8 and Grade 10
- Stanford 10 for students in tested Grade 2 (K-2 schools only)
- Reading and Math averaged
- ALL students enrolled (FAY & non-FAY) are included

\[
\text{Percent Tested} = \frac{\text{No. of Students Tested}}{\text{No. of Students Enrolled}}
\]

- **Tested** = Students with a valid test record AND an enrollment record showing enrollment on test date for high schools or the first day of the testing window for elementary schools.
- **VALID test record** = Scale score > 0
- **Enrolled** = Students enrolled in the school on test date or the first day of the testing window.
Less Than 95% Tested Cap

- This cap applies to **ALL** A-F Accountability Models.
  - Implemented after total points calculated.
- AIMS retesters (grades 11 & 12) not included.
- Grade 2 included only for K-2 model.
- For 2014, any school which tested less than 95% will be considered:
  - Subject to grade cap.
  - *Not met* for AMOs.
  - Ineligible for Reward status.

<table>
<thead>
<tr>
<th>Percentage of Students Tested</th>
<th>Maximum Letter Grade Allowed</th>
<th>Eligible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or higher</td>
<td>A</td>
<td>200+</td>
</tr>
<tr>
<td>85-94%</td>
<td>B</td>
<td>139</td>
</tr>
<tr>
<td>75-84%</td>
<td>C</td>
<td>119</td>
</tr>
<tr>
<td>Less than 75%</td>
<td>D</td>
<td>99</td>
</tr>
</tbody>
</table>
TRADITIONAL MODEL

2014 A-F Letter Grade Accountability System
Traditional Model

Elementary School 2013-2014

- Growth ALL Students
- Growth Lowest Performing Students (Bottom 25%)
- Academic Outcomes
  - Percent passing AIMS & AIMS A

High School 2013-2014

- Growth ALL Students
- Growth Lowest Performing Students (Bottom 25%)
- CCRI Grad Points
- Addl Points:
  - ELL Reclass
  - FFB points
- Academic Outcomes
  - Percent passing AIMS & AIMS A

Addl Points:
- ELL Reclass
- DO points
GROWTH SCORE
Purpose of the Growth Model

Student Growth Percentiles (SGP) & Median SGP help answer questions such as:

• “How well are our students scoring in relation to the performance of other students in the state with similar academic achievement history?”

• “How have our lowest performing students improved over the past school year?”
Data Used to Measure Growth

Grade 2 Stanford 10
Grade 3 Growth

Grades 3-7 AIMS

Grades 4-8 Growth

Grade 9 Stanford 10
Grade 10 Growth
Growth Scores

• Because there are only 99 points possible for Growth, all schools receive one (1) additional point to their growth calculation for a total of 100 points possible on the growth portion of the model.

• Every student with a valid test score in 2013 and 2014 receives a SGP.
  • Only FAY students count/reported in a school’s growth score.
  • Up to five years of data may be included in the calculation of SGP.
Growth Model: Conceptual Illustration

The Bottom 25%

- The growth of the Bottom 25% (or BQ) is half of a school’s growth score.
- BQ is determined by prior year test scores.
  - However, schools are only accountable for growth of FAY BQ students.
- For grades 3 & 10, prior year Stanford 10 is used.
- Students may be in BQ based on Reading and/or Mathematics performance.
  - Adjusted difference score calculated for AIMS.
Identifying the Bottom 25%

- For grades 4-8, ADE calculates the difference between each student’s prior year AIMS scale score and prior year AIMS grade level pass score in Mathematics & Reading separately.
- Each score is adjusted for negative values by adding it to the product of their respective performance level and 1000.

<table>
<thead>
<tr>
<th>Numeric Performance Level</th>
<th>AIMS Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>2</td>
<td>Approaches</td>
</tr>
<tr>
<td>3</td>
<td>Meets</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds</td>
</tr>
</tbody>
</table>
Steps to Identify BQ

1. **Calculate Difference**
   - \( \text{(PY Scale Score} \ - \ \text{PY Pass Score)} \)

2. **Adjust Difference**
   - \( \text{(Difference} \ + \ 1000\times\text{FAME level)} \)

3. **Rank Order**
   - For each subject, rank order students in all tested grades and identify quartiles.
Identifying the Bottom 25%

• For Grades 3 & 10, student performance on Grade 2 & 9 Stanford 10 is used to determine BQ based on percentile scores.
  • Stanford 10 is a norm-referenced test so nature of scores are rank-ordered.

• The corresponding SGPs of Grade 3 BQ & Grade 10 BQ students are included in calculation of Median Student Growth for each school.
For each subject, the median SGP for the BQ subgroup is determined.

The average of Reading and Math median SGP is used to represent the typical growth of the school’s lowest achieving subgroup.

Every school has a BQ.
### Identifying the Bottom 25%

#### DATA ILLUSTRATION PURPOSES ONLY

<table>
<thead>
<tr>
<th>SAIS ID</th>
<th>2013 Grade</th>
<th>2012 Scale Score</th>
<th>2012 FAME Level (1-4)</th>
<th>2012 Pass Score per Grade</th>
<th>Difference</th>
<th>Adj. Difference</th>
<th>Bottom Quartile?</th>
<th>SGP</th>
</tr>
</thead>
<tbody>
<tr>
<td>222</td>
<td>5</td>
<td>620</td>
<td>4</td>
<td>450</td>
<td>170</td>
<td>4170</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>888</td>
<td>6</td>
<td>555</td>
<td>3</td>
<td>468</td>
<td>87</td>
<td>3087</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>666</td>
<td>4</td>
<td>518</td>
<td>3</td>
<td>431</td>
<td>85</td>
<td>3087</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>111</td>
<td>4</td>
<td>516</td>
<td>3</td>
<td>431</td>
<td>85</td>
<td>3085</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>999</td>
<td>7</td>
<td>520</td>
<td>3</td>
<td>478</td>
<td>42</td>
<td>3042</td>
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<td>N/A</td>
</tr>
<tr>
<td>333</td>
<td>6</td>
<td>500</td>
<td>3</td>
<td>468</td>
<td>32</td>
<td>3032</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>555</td>
<td>8</td>
<td>492</td>
<td>2</td>
<td>489</td>
<td>3</td>
<td>2003</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>444</td>
<td>7</td>
<td>476</td>
<td>2</td>
<td>478</td>
<td>-2</td>
<td>1998</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>777</td>
<td>5</td>
<td>448</td>
<td>2</td>
<td>450</td>
<td>-2</td>
<td>1998</td>
<td>NULL</td>
<td>N/A</td>
</tr>
<tr>
<td>200</td>
<td>4</td>
<td>379</td>
<td>2</td>
<td>431</td>
<td>-52</td>
<td>1948</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>300</td>
<td>5</td>
<td>390</td>
<td>1</td>
<td>450</td>
<td>-60</td>
<td>940</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>100</td>
<td>8</td>
<td>280</td>
<td>1</td>
<td>489</td>
<td>-209</td>
<td>791</td>
<td>1</td>
<td>28</td>
</tr>
</tbody>
</table>

- Only SGP of FAY students identified in BQ apply to a school’s median growth score.
- Grades 3 & 10 based on Stanford 10 percentile rank.
Calculating Growth Score

- The school-wide median for Reading and that for Mathematics were averaged as the median growth of all FAY students within that school.
- The Bottom 25% median for Reading and that for Mathematics were averaged as the median growth of all FAY students within that school.
- One point is added for all schools.
## Total Growth Points

<table>
<thead>
<tr>
<th>Growth Component</th>
<th>Example: Median Student Growth Percentile</th>
<th>Total Growth Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Growth Percentile – All Students</td>
<td>47</td>
<td>OUT OF 99</td>
</tr>
<tr>
<td>Median Growth Percentile – Bottom 25%</td>
<td>53</td>
<td>OUT OF 99</td>
</tr>
<tr>
<td>Additional Point</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Overall Growth Score - (the average of the medians for 'All Students' and 'Bottom 25%' +1)</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>
COMPOSITE SCORE
Elementary Composite Score

Percent Passing
- Spring 2014 AIMS & AIMS A
- Fall 2013 (FY 2014) AIMS & AIMS A
- Reading & Math only

ELL Reclassification
- FY 2014 new AZELLA test scores
- Students in any grade who test “Proficient”

FFB Rate – Elementary
- 2014 improvement over 2013 Grade 3 Reading
- 2014 improvement over 2013 Grade 8 Math
- Average of 2014, 2013, & 2012 FFB Rate
High School Composite Score

**Percent Passing**
- Spring 2014 AIMS & AIMS A
- Fall 2013 (FY 2014) AIMS & AIMS A
- Reading & Math only

**CCRI Graduation Component**
- 4 & 5 year cohort rate
- 6 & 7 year cohort rate*

**ELL Reclassification**
- FY 2014 new AZELLA test scores
- Students in any grade who test “Overall Proficient”

**Dropout Rate – HS Only**
- FY 2014 rate
Percent passing points = Points Possible x

\[
\text{No. of FAY Students Passing AIMS Math} + \text{No. of FAY Students Passing AIMS Reading} + \text{No. of FAY Students Passing AIMS A Math} + \text{No. of FAY Students Passing AIMS A Reading} + \text{No. of FAY Students Tested in AIMS Math} + \text{No. of FAY Students Tested in AIMS Reading} + \text{No. of FAY Students Tested in AIMS A Math} + \text{No. of FAY Students Tested in AIMS A Reading}
\]
Percent Passing

- Reading & Math achievement only
  - Writing & Science results are not used in 2014 accountability

- Percentage of students passing AIMS & AIMS A
  - FAY students who Meet and Exceed the standards on AIMS & AIMS A
  - For high school students who test in both Fall 2013 & Spring 2014, the better score is retained
  - Grade 9 students excluded

<table>
<thead>
<tr>
<th>School Type</th>
<th>Pass Rate (example)</th>
<th>Points possible</th>
<th>Total (Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>.68</td>
<td>X</td>
<td>70</td>
</tr>
<tr>
<td>Elementary &amp; Middle</td>
<td>.68</td>
<td>X</td>
<td>100</td>
</tr>
</tbody>
</table>
Any LEA or school which is ineligible for dropout points may receive 3 additional points for meeting FFB rate targets.

- All high schools and schools with alternative status are ineligible for FFB rate reduction points.
- Any LEA or school serving high school grades as well as elementary are eligible for dropout points only.

Schools and LEAs may receive 0 or 3 points for meeting any of the FFB targets in either grade 3 or grade 8.

- Any school which meets multiple targets on math and/or reading will receive only 3 points maximum.

For 2014, only Grade 3 Reading and Grade 8 Mathematics are included.
FFB Reduction points

- Maximum of 3 points possible regardless of meeting multiple criteria
- Uses previous year as baseline for CY criteria

<table>
<thead>
<tr>
<th>ELIGIBLE</th>
<th>NOT ELIGIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional model</td>
<td>Alternative schools</td>
</tr>
<tr>
<td>Schools with Grade 3</td>
<td>Unified, High School districts</td>
</tr>
<tr>
<td>Schools with Grade 8</td>
<td>Schools eligible for dropout reduction points</td>
</tr>
<tr>
<td>Elementary districts or LEAs</td>
<td>High schools</td>
</tr>
<tr>
<td></td>
<td>K-12 schools</td>
</tr>
</tbody>
</table>
Criteria to receive FFB points

- 3 points awarded for meeting **any ONE** of these criteria.
- Average of three years includes current year and two prior years.

<table>
<thead>
<tr>
<th>Grade 3 Reading</th>
<th>Grade 8 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Falls Far Below” Criteria to Meet the Target</strong></td>
<td><strong>“Falls Far Below” Criteria to Meet the Target</strong></td>
</tr>
<tr>
<td>3-Year Average</td>
<td>3-Year Average</td>
</tr>
<tr>
<td>≤ 3% Points</td>
<td>≤ 25% Points</td>
</tr>
<tr>
<td>Current Year ≤ 5%</td>
<td>Current Year ≤ 30%</td>
</tr>
<tr>
<td>1% Point Annual Decrease</td>
<td>1% Point Annual Decrease</td>
</tr>
<tr>
<td>Current Year &gt; 5%</td>
<td>Current Year &gt; 30%</td>
</tr>
<tr>
<td>2% Point Annual Decrease</td>
<td>2% Point Annual Decrease</td>
</tr>
</tbody>
</table>
• Baseline Year is 2006 (or the school’s first year serving grade 12 when necessary).

• A school will not be evaluated on dropout rate if it has less than 15 students in the school in the prior three years.

• Unlike ELL point requirements, a school’s dropout rate can meet any of the three criteria in order to receive 3 additional points.

<table>
<thead>
<tr>
<th>Dropout Rate Criteria</th>
<th>Target</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Average Dropout Rate</td>
<td>≤ 6%</td>
<td>3</td>
</tr>
<tr>
<td>Current Year Dropout Rate ≤ 9%</td>
<td>1% Average Annual Decrease</td>
<td>3</td>
</tr>
<tr>
<td>Current Year Dropout Rate &gt; 9%</td>
<td>2% Average Annual Decrease</td>
<td>3</td>
</tr>
</tbody>
</table>
Calculating CCRI
“grad points”

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Grad Rate</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>.76</td>
<td>X 20</td>
<td>15.2</td>
</tr>
<tr>
<td>5</td>
<td>.81</td>
<td>X 10</td>
<td>8.1</td>
</tr>
<tr>
<td>6</td>
<td>.84</td>
<td>X 2*</td>
<td>1.68</td>
</tr>
<tr>
<td>7</td>
<td>.85</td>
<td>X 1*</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>*Up to 30</td>
<td>26 pts. (rounded)</td>
<td></td>
</tr>
</tbody>
</table>

- Approved by State Board in Spring 2013
- Replaces 30% of AIMS & AIMS A proficiency
- Emphasizes & incentivizes accountability for every student
Calculating a Final Letter Grade for Elementary Schools

<table>
<thead>
<tr>
<th>A-F Component</th>
<th>Total Points Example 1</th>
<th>Total Points Example 2</th>
<th>Total Points Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Passing Points:</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Additional Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL Reclassification</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FFB Rate</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Composite Points:</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Total Growth Points:</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total A-F Points:</td>
<td>138</td>
<td>138</td>
<td>138</td>
</tr>
<tr>
<td>Percent Tested:</td>
<td>79%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>Final Letter Grade:</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>
Calculating a Final Letter Grade for High Schools

<table>
<thead>
<tr>
<th>A-F Component</th>
<th>Total Points Example 1</th>
<th>Total Points Example 2</th>
<th>Total Points Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Passing Points:</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>CCRI Grad Component Points:</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>ELL Reclassification</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Composite Points:</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>Total Growth Points:</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total A-F Points:</td>
<td>168</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>Percent Tested:</td>
<td>79%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>Final Letter Grade:</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>
# Total Score Point Values

<table>
<thead>
<tr>
<th>Component</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth</strong></td>
<td>1 to 100</td>
</tr>
<tr>
<td><strong>Percent Passing - AIMS &amp; AIMS A</strong></td>
<td>HS only: 0 to 70, Elem: 0 to 100</td>
</tr>
<tr>
<td><strong>CCRI Graduation Rate Component</strong></td>
<td>HS only: 0 to 30, --</td>
</tr>
<tr>
<td><strong>ELL Reclassification</strong></td>
<td>0 OR 3</td>
</tr>
<tr>
<td><strong>Dropout Rate Points – HS only</strong></td>
<td>0 OR 3</td>
</tr>
<tr>
<td><strong>FFB Reduction Points – Elem only</strong></td>
<td>0 OR 3</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE – ALL SCHOOLS</strong></td>
<td>Up to 206</td>
</tr>
</tbody>
</table>
### Traditional A-F Point Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>140+</td>
<td>A</td>
<td>“Excellent level of performance”</td>
</tr>
<tr>
<td>120-139</td>
<td>B</td>
<td>“Above average level of performance”</td>
</tr>
<tr>
<td>100-119</td>
<td>C</td>
<td>“Average level of performance”</td>
</tr>
<tr>
<td>Less than 100</td>
<td>D</td>
<td>“Below average level of performance”</td>
</tr>
<tr>
<td>N/A</td>
<td>F</td>
<td>D and/or D-ALT (2012 to 2014)</td>
</tr>
</tbody>
</table>

- Grade descriptors defined by A.R.S § 15-241
- Applies to traditional, small schools, K-2 model only
- Applies to traditional high schools
2014 A-F Letter Grade Accountability System

K-2 MODEL

On-Target Score
50%

On-Target
Percentage of Grade 2 students who are on-target for proficiency on Grade 3 AIMS

Composite Score
50%

Academic Outcomes
Percentage of Grade 2 students at or above 5th stanine on Stanford 10
Percent ELL students reclassified

On-Target Score + Composite Score = A-F Letter Grade
(100 points possible) + (100 + 3 points possible) = 200+ points possible
K-2 Model Components: Composite

- **Percent at or above the 5\textsuperscript{th} stanine**
  - Stanines 4, 5, & 6 considered median performance band.
  - A student who is \textbf{at or above the 5\textsuperscript{th} stanine} is included in the numerator.
  - All FAY students with a valid test score included in the denominator.

- **ELL Reclassification Points**
  - Identical to calculation described in Traditional Model.

\[
\text{Percent Passing Stanford 10} = \frac{\text{No. of FAY students } \geq \text{5th stanine in Math}}{\text{No. of FAY students tested on Stanford 10 Math}} + \frac{\text{No. of FAY students } \geq \text{5th stanine in Reading}}{\text{No. of FAY students tested on Stanford 10 Reading}}
\]
K-2 Model Components: On-Target

- Indicates the degree to which students in Grade 2 are on-track to proficiency on AIMS Reading and Mathematics in Grade 3.
- Total points assigned by the average percentage of FAY students on-target in Reading and on-target in Mathematics.
- Benchmark scores identified in 2012 based on 2011 data.
  - MATH On-Target Scale Score: 577
  - READING On-Target Scale Score: 580

\[
\text{On-Target Points} = \frac{\text{No. of FAY students' SS} \geq 577 \text{ in Math}}{100} \times \frac{\text{No. of FAY students' SS} \geq 580 \text{ in Reading}} + \frac{\text{No. of FAY students tested on Stanford 10 Math}}{100} + \frac{\text{No. of FAY students tested on Stanford 10 Reading}}{100}
\]
# K-2 Model: Total Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Target</td>
<td>1-100</td>
</tr>
<tr>
<td>Percent at or above 5&lt;sup&gt;th&lt;/sup&gt; stanine</td>
<td>1-100</td>
</tr>
<tr>
<td>Additional ELL Reclassification Points</td>
<td>0 OR 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Up to 203</td>
</tr>
</tbody>
</table>

- Traditional point scale applies to K-2 schools.
- All schools with only grades K-2 evaluated under K-2 model.
- K-2 schools only eligible for ELL Reclassification points at this time.
SMALL SCHOOLS MODEL

2014 A-F Letter Grade Accountability System
2014 A-F Letter Grades – Small School Model

Growth Score
100 points possible

Composite Score
100+ points possible

Growth
ALL Students
Pooled 3-Year Median SGP

Academic Outcomes
3-yr Pooled Avg.
Percent Passing AIMS & AIMS A

Bottom 25%
Pooled 3-Year Median SGP

- ELL Reclassification
- Graduation Rate *
- Dropout Rate *
- FFB Rate **

*High School only
**K-8 only

Growth Score + Composite Score = A-F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible
2014 Small Schools Definition

1. Use only a maximum of three years of data in pooling; all schools requiring greater than three years will be labeled NR.

2. New pooling method only includes students who are FAY in each of the three years regardless of whether a student is enrolled in the current year.

3. Any school with less than 30 test records from FAY students in the current year will be considered a small school.
   
   • Math and/or Reading records
   • Fall and Spring test dates
The Small School Model

• Schools which were previously evaluated as a small school but have more than 30 test records from FAY students in 2014 will use only 2014 data under the Traditional Model.

• Mirrors traditional model but pools all components.
  • Additional points calculation not pooled.

• All grade configurations eligible for pooled data.
  • Schools with alternative status held accountable to alternative model.

• Traditional A-F letter grade scale used to determine letter grade.
2014 A-F Letter Grade Accountability System

ALTERNATIVE SCHOOL MODEL
Alternative Schools Models

**Elementary**

- **Growth**
  - ‘ALL Students’
  - Pooled 3-yr Median SGP
  - (Grades 3-8 & 10)

- **Academic Outcomes**
  - %P AIMS & AIMS A
  - ELL Reclassification
  - Academic Persistence

- **Growth - Improvement**
  - Increase in AIMS Performance Level

**High School**

- **Growth**
  - ‘ALL Students’
  - Pooled 3-yr Median SGP
  - (Grades 3-8 & 10)

- **Academic Outcomes**
  - %P AIMS & AIMS A
  - ELL Reclassification

- **Growth - Improvement**
  - Increase in AIMS Performance Level

- **CCRI Grad**
  - Grad 15%
Alternative Schools Model

Alternative School Status

• Definition and process updated in February 2014 by State Board of Education
• Schools notified prior to May 31, 2014 of final alt status determination.

FAY Student

• A Full Academic Year (FAY) for alternative schools based on students enrolled up to October 1st in current year and continuously enrolled through AIMS testing.
  • Day of test for high school grades.
  • First day of testing window for elementary grades.
Alternative Schools – Composite Points

Percent Passing

- Reading & Mathematics on AIMS & AIMS A in current year
  - Grades 3-8, 10 as well as better of Fall/Spring for grades 11 & 12
  - Up to three years of data may be pooled if less than 30 test records in current year

Additional Points

- ELL Reclassification Rate Points (0 or 3 pts.)
  - Identical to calculation described in Traditional Model.

- Academic Persistence Points (0 or 3 pts.)
  - Applies only when school is not accountable for CCRI Grad component
  - An academically persistent student is one who returns to any public school the following school year (includes retained students & excludes graduates).
  - **Schools must meet an annual persistence rate of 70%.**

- Schools within the alternative model are not eligible for drop out rate or FFB reduction points.
Alternative School Model – Calculating Growth

**Growth – All students**

- Pooled 3-Year Median Student Growth Percentile
- Grades 3-8 & 10 only
- Average of median SGP’s for Reading & Mathematics taken
- Growth – Bottom 25% is **NOT** included in growth component

**Growth – Improvement**

- Captures the academic improvement of students who increase in AIMS performance bands
- Eligible students have test scores in current & prior year
  - Grade 11 & 12 students who retake test in spring & fall or fall & spring eligible for improvement
CCRI Graduation Component

**Rolling Rate**
- Addresses high student mobility from year to year
- Encourages high graduation rates among all cohorts
- Credits school for student level measure
- Compliant with state policy for graduation rate accountability

**Growth toward graduation**
- Credits schools for retaining under-credited students
- Integrate existing measure used in previous accountability determinations
- Credits schools for instructing students who may not intend on graduating
- **Students must re-enroll in any Arizona public school prior to or on Oct 1 of the current FY**
## Calculating CCRI Grad Points

<table>
<thead>
<tr>
<th>Alternative CCRI Grad Component</th>
<th>Average Rate</th>
<th>Points Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year cohort</td>
<td>.32</td>
<td>1</td>
<td>0.32</td>
</tr>
<tr>
<td>5-year cohort</td>
<td>.44</td>
<td>1</td>
<td>0.44</td>
</tr>
<tr>
<td>6-year cohort</td>
<td>.55</td>
<td>1</td>
<td>0.55</td>
</tr>
<tr>
<td>7-year cohort</td>
<td>.58</td>
<td>20 (assigned to highest rate)</td>
<td>11.6</td>
</tr>
<tr>
<td>Growth to Graduation (persistence)</td>
<td>.73</td>
<td>10</td>
<td>7.3</td>
</tr>
<tr>
<td>Total (Cannot exceed 30)</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

*(rounded points)*
Calculating Alternative Schools’ Total Points – Elementary

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Passing</td>
<td>1-60</td>
</tr>
<tr>
<td>Additional ELL Reclassification Points</td>
<td>0 OR 3</td>
</tr>
<tr>
<td>Additional Persistence Points</td>
<td>0 OR 3</td>
</tr>
<tr>
<td>Growth - All Students &amp; Improvement</td>
<td>1-140</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>Up to 206</strong></td>
</tr>
</tbody>
</table>

\[
\text{Total Points} = \left( \frac{\text{Growth} \ - \ \text{All students} + \ \text{Improvement}}{\times 1.40} \right) \times 0.60 + \text{Additional Points}
\]
Calculating Alternative Schools’ Total Points – High School

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Passing</td>
<td>1-50</td>
</tr>
<tr>
<td>CCRI Grad Component</td>
<td>1-30</td>
</tr>
<tr>
<td>Additional ELL Reclassification Points</td>
<td>0 OR 3</td>
</tr>
<tr>
<td>Growth - All Students &amp; Improvement</td>
<td>1-120</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Up to 203</td>
</tr>
</tbody>
</table>

\[
\text{Total Points} = (\text{Growth – All students + Improvement} \times 1.20) + \text{CCRI Grad Points} + \text{Percent Passing} \times 0.50 + \text{Additional Points}
\]
Alternative Schools Letter Grades

• Letter Grade labels for Alternative Schools unique to model and distinct from traditional A-F letter grade labels.

• Weighting at 60-70% places greater emphasis on the growth component of the model.

• Distribution-based labels for alternative school letter grades no longer used.
Letter grading ALT schools

- 2014 is Year 1 of “fixed” letter grading scale
- Applies to both high school and elementary alt schools
- Approved in May 2014 by SBE
- Based on 2012 distribution-based cut scores

<table>
<thead>
<tr>
<th>Grade</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-ALT</td>
<td>167+</td>
</tr>
<tr>
<td>B-ALT</td>
<td>132-166</td>
</tr>
<tr>
<td>C-ALT</td>
<td>97-131</td>
</tr>
<tr>
<td>D-ALT</td>
<td>Up to 96</td>
</tr>
</tbody>
</table>
2014 A-F Letter Grade Accountability System

LEA LETTER GRADES
LEA Letter Grades

Growth Score 50%

Composite Score 50%

Growth
ALL Students

Growth Lowes
Performing Students (Bottom 25%)

Academic Outcomes
Percent passing AIMS & AIMS A
• Percent ELL students reclassified
• Graduation rate*
• Dropout rate*
• FFB Reduction**

* High School only
**K-8 Only

Growth Score + Composite Score = A-F Letter Grade
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible
LEA Letter Grades

**Composite**

**Percent passing + Additional Points**
- Student achievement within district or charter holder aggregated to LEA level.
- AIMS A results capped at 1% of LEA percent passing.
- Additional points eligibility based on district configuration (Unified vs. Elementary) and student enrollment (ELL).

**Growth**

**All students + Bottom 25%**
- Student-level SGPs within district or charter holder aggregated to LEA level.
- Calculation identical to Traditional Model.

**Grading**
- For LEAs with one school, the school grade becomes the LEA grade.
- LEAs with only alt. schools will receive the average grade of all its alt. schools.
Composite Score - Additional Points
5-Year Graduation Rate

- Baseline Year is 2006 (or the school’s first year serving grade 12 when necessary).
- The graduation rate from 5-year cohort is used in the letter grade (i.e., Cohort 2012 grad rate will be used for 2014 A-F profile).
- Requires at least 15 students in the previous 3 cohort years to be eligible for grad rate points.
- Unlike ELL point requirements, a school’s graduation rate can meet any of the three criteria in order to receive 3 additional points.

<table>
<thead>
<tr>
<th>Graduation Rate Criteria</th>
<th>Target</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Average of 5-Year Grad Rate</td>
<td>≥ 90%</td>
<td>3</td>
</tr>
<tr>
<td>Current Year 5-Year Grad Rate ≥ 74%</td>
<td>1% Increase</td>
<td>3</td>
</tr>
<tr>
<td>Current Year 5-Year Grad Rate &lt; 74%</td>
<td>2% Increase</td>
<td>3</td>
</tr>
</tbody>
</table>
LEA Letter Grades

- LEAs with one school will receive school grade
- LEA letter grade not impacted by high school graduation rate changes
- All LEA’s with multiple schools (regardless of Union or Unified) evaluated under prior year model.
  - 3 graduation points apply for LEAs with high schools
  - CCRI not used at LEA level
2014 A-F Letter Grade Accountability System

ELL CRITERIA
1. Only LEAs with 10 or more ELL students are eligible for ELL additional points.
   - Schools must test all students with an ELL need regardless of *N*-count.

2. LEAs must have tested 95% of students with an ELL need on the Spring AZELLA.
   - A.R.S §15-756(B) mandates the assessment of English language proficiency of all students with a primary or home language other than English.

3. 23% or more of FAY ELL students across all grades must be reclassified as proficient on the AZELLA.
   - FAY student is one who is enrolled in a school during the first 10 days of the school year and remains continuously enrolled until the first date of the Spring 2014 testing window (February 10)
How to Calculate...

Percent Tested on AZELLA

\[ \text{Percent Tested on AZELLA} = \frac{\text{No. of students tested on Spring 2014 AZELLA}}{\text{No. of students with ELL need enrolled on first day of Spring AZELLA}} \]

ELL Reclassification Rate

\[ \text{ELL Reclassification Rate} = \frac{\text{No. of FAY ELL students testing Overall Proficient on Spring 2014 AZELLA}}{\text{Total No. of FAY ELL students}} \]
## How to Get ELL Points

<table>
<thead>
<tr>
<th>Example</th>
<th>Minimum N-count of 10 ELL students</th>
<th>Tested at least 95% of ELL students</th>
<th>At least 23% of students reclassified</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>School B</td>
<td></td>
<td>✔</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>School C</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>School D</td>
<td></td>
<td></td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>School E</td>
<td></td>
<td></td>
<td>✔</td>
<td>0</td>
</tr>
<tr>
<td>School F</td>
<td>✔</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>SCHOOL G</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>3</td>
</tr>
</tbody>
</table>

- In order to receive points, **schools must meet all 3 criteria**.
- Schools may receive 0 or 3 points. Partial points not awarded.
- ELL additional points apply to all models.
ELL 95% Amendment Request

- Amendment Waiver
  - This form ensures LEAs and individual schools are held to the most accurate list as possible
    - Adding a student to the 95% test list
    - Removing a student from the 95% test list
      - Does not meet the eligibility criteria
      - Student mobility (No single LEA or school can receive more than one waiver or waive 1% of the ELL n-count [whichever is more])
  - Amendment requests cannot be used to manipulate test participation rates for all students not tested within a school or LEA.
ELL 95% Amendment Request

MAY 7, 2014 BY AKADIJE

ELL 95% Amendment Request

Schools may use this form to request an amendment to the ELL 95% test list when no other process exists to update enrollment information based on student mobility or other criteria as indicated below.

Please use one form per student per request. Any items left unanswered in the request will be considered unverifiable information; requests with unverifiable, required information will be denied. No single LEA or school can receive more than one waiver or waive 1% of the ELL n-count (whichever is more) based on student mobility. All amendment requests must be received by 5 p.m. June 30, 2014.

Indicate the entity requesting an amendment:

- School
- LEA
- Both

Please provide your name:

First    Last

Please provide your title:

Please provide your email address:
2014 A-F Letter Grade Accountability System

LETTER GRADE APPEALS
Common Logon Appeals Application

Substantive appeals link in Common Logon goes to appeals form on Accountability website.

www.azed.gov/accountability

- Substantive reasons for an appeal involve circumstances outside of an entity’s control that adversely affect student performance on test date.
- Substantive appeals submitted via email will not be considered.
- Appeals may be public record.
- All appeals should be submitted with only SAIS ID numbers if student identification is necessary.
What is a substantive appeal?

Community conspires to disrupt AIMS testing as a means of “payback” for unpopular decisions of district administration and/or SEA; test participation rates are uncharacteristically low causing a letter grade cap.
At the beginning of the school year, the main road into town is washed out and must undergo months of repair, impacting transportation to and from school by about an hour each way; the school sees a significant decline in attendance rates as well as instructional time due to an added two hours of commuting time for many students.
Substantive Appeals Qualifications

- Disruption to testing
- Disruption to normal classroom instruction
- Community tragedy
- Environmental factors

Substantive events which may impact an entire letter grade
Primary Changes to Process

• Composition of the committee
• Ability to appeal a final letter grade on substantive grounds
• Option for schools and/or LEAs to appear before the committee in person
• Rubric used to evaluate appeal submissions
  • Additional assistance in differentiating amongst data correction and substantive appeal
**Data Corrections**

Data records can only be corrected, not appealed.

- LEAs and schools must use the SAIS Corrections application for **AIMS SAIS ID corrections only**.
- LEAs and schools must use the AZELLA Corrections application for **AZELLA SAIS ID corrections only**.
- Schools and LEAs should correct data ASAP.
- ADE Accountability section does not need notice of data corrections via email or substantive appeal.
- Fall 2014 AIMS data is currently available.
- AZELLA corrections application only applies to new AZELLA, not AIMS.
- **Data corrections made after June 30, 2014 will NOT be included in FINAL A-F letter grades.**
### 2014 Accountability: Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary A-F Release on Common Logon</td>
<td>June 26, 2014</td>
</tr>
<tr>
<td>Substantive Appeals Window Opens</td>
<td>June 9, 2014</td>
</tr>
<tr>
<td>Expedited Substantive Appeals Window <strong>Closes</strong></td>
<td>July 3, 2014</td>
</tr>
<tr>
<td>Non-Expedited Substantive Appeals Window <strong>Closes</strong></td>
<td>Aug. 1, 2014</td>
</tr>
<tr>
<td>Program Membership Data Corrections Close</td>
<td>June 30, 2014</td>
</tr>
<tr>
<td>Grad Rate/Dropout Rate Data Corrections Close</td>
<td>June 30, 2014</td>
</tr>
<tr>
<td>Embargoed Release of Final A-F Letter Grades</td>
<td>July 30, 2014</td>
</tr>
<tr>
<td>Public Release</td>
<td>August 4, 2014</td>
</tr>
</tbody>
</table>

- Full timeline memo can be found at [www.azed.gov/accountability](http://www.azed.gov/accountability)
2014 A-F Letter Grade Accountability System

ADDITIONAL ACCOUNTABILITY DETAILS
Important Details

- Any school with a **major component** missing will be labeled “NR”.
  - Percent Passing
  - Growth - All Students (SGP)
- To reduce necessity of NR label, model components with insufficient data may be pooled.
- AOI and extremely small schools will have “Pending” until SBE adoption of final model.
- Preliminary accountability determinations will include total points and all underlying data (static file)
This will be a “P” until FINAL LETTER GRADES. Click here to access student-level data underlying A-F total points (static file).
New for 2014 Summary

• Preliminary accountability determinations will include total points and all underlying data (static file)
• AOI and extremely small schools will have “Pending” until SBE adoption of final model.
• High School Graduation Rate accountability for all high schools
• Set scale for all alternative schools
• Substantive Appeals process
• www.azed.gov/accountability
• ADE Assessment & Accountability reorganization:
  • Leila Williams, PHD – Associate Superintendent
  • Yovhane Metcalfe, PHD – Chief Accountability Officer
  • Continue to contact 602-542-5151 or achieve@azed.gov for technical assistance
Questions?

Arizona Department of Education

achieve@azed.gov

(602) 542-5151