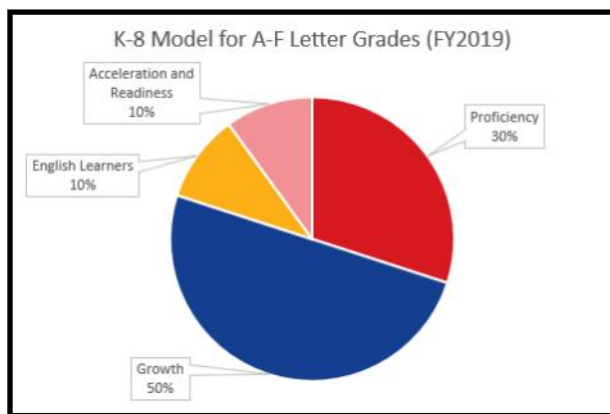


# The Grader

## K-8 Schools A-F Model Approved

On Monday January 28th, the State Board of Education voted to approve the A-F Model that was proposed for K-8 schools for fiscal year 2019. The model will remain the same as it was for fiscal years 2017 and 2018 with a few small business rules changes (outlined below).



### FY19 Business rule changes:

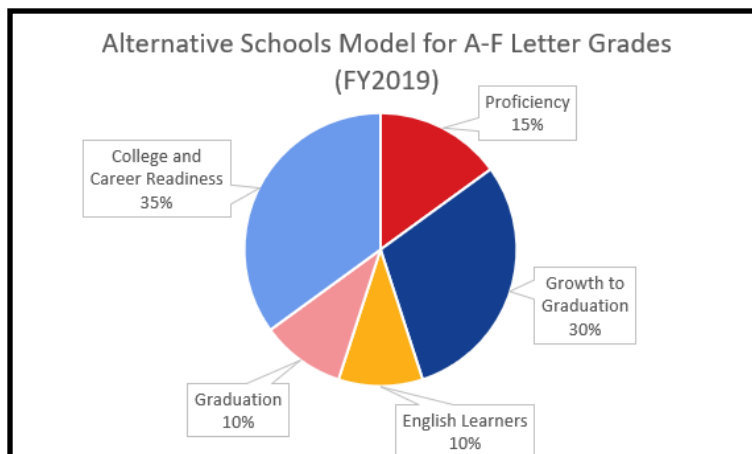
- Bonus points added to the percentage AFTER final calculations
- Kindergarten and chronically ill students removed from Chronic Absenteeism calculation
- Previous year scores will not be recalculated and will be retained as static numbers and pulled forward
- A student is FAY if they are enrolled within the first 10 days of a school's calendar and are continuously enrolled through the *first weekday* in May. Students with breaks in enrollment fewer than 10 days are still considered FAY

### In This Issue:

- K-8 Schools A-F Model Approved (Page 1)
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# Alternative Schools A-F Model Approved

On Monday January 28th the State Board of Education voted to approve the A-F Model that was proposed for Alternative Schools for Fiscal Year 2019. An outline of the Alternative School Model is below and additional information is available [here](#). If you applied for Alternative School Status please read the below section regarding On Track to Graduate data.



## Alternative Schools On Track to Graduate Data

All schools that applied for Alternative School Status for Fiscal Year 2019 should carefully review the below resources and submit data as required.

- [On Track to Graduate Business Rules](#)
- [On Track to Graduate Data Submission Template](#)

On Track to Graduate data MUST be submitted [here](#) by February 28, 2019 at 11:00pm.

## Public Comment for Proposed 9-12 A-F Models

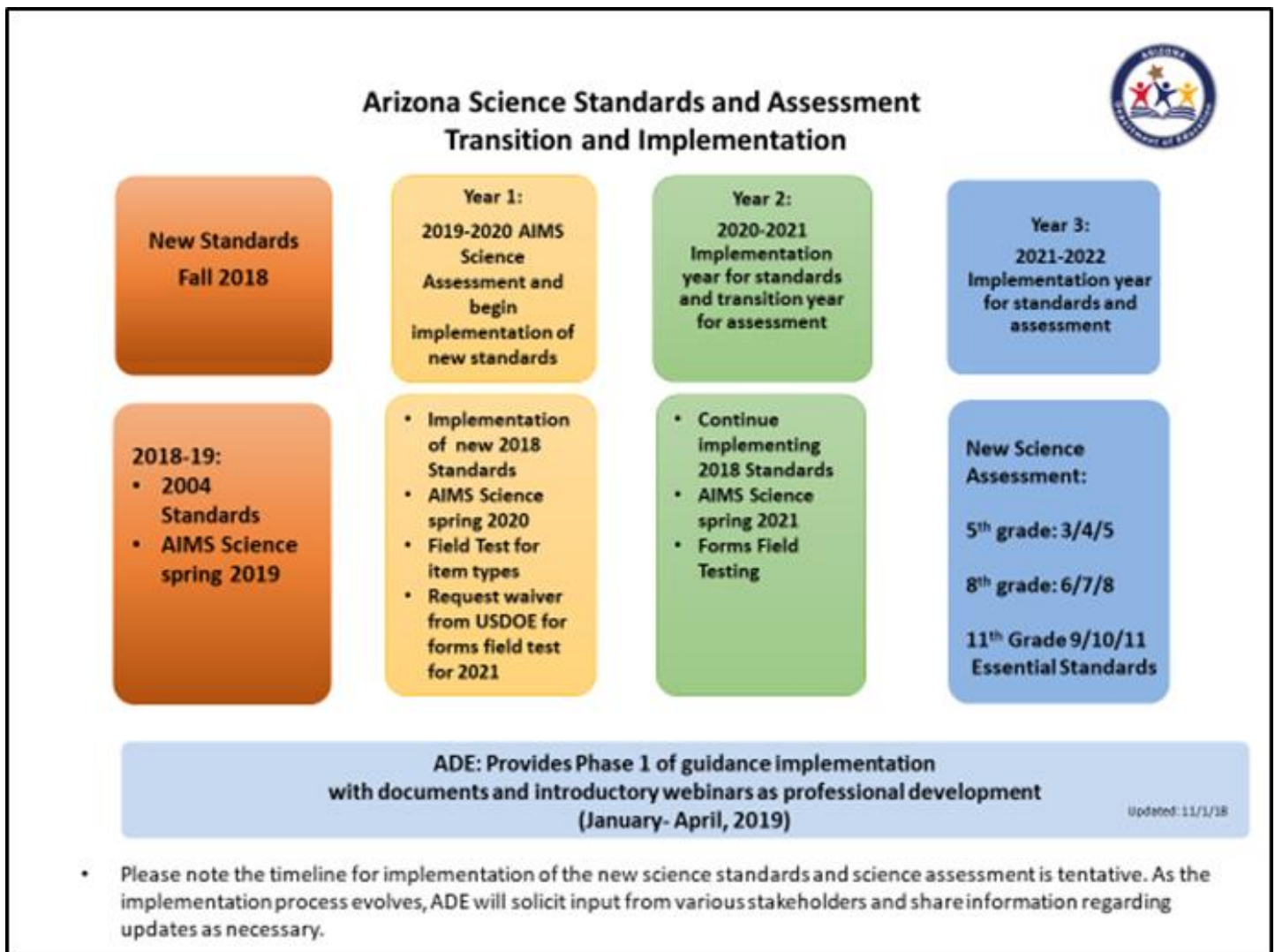
Following the Board's review of public comment on the three proposed models for 9-12 (A, B, and C) at January's Board meeting, there were two new options proposed by the Accountability Technical Advisory Committee (ATAC). For this reason, the Board is seeking additional public comment to review these three options for high school, which are listed in the survey. To review information on the proposed 2018-2019 A-F School accountability models for traditional 9-12, please click [here](#). At the direction of the Board, ATAC will continue to review growth measures.

The survey to share feedback regarding the 9-12 traditional model is available [here](#).

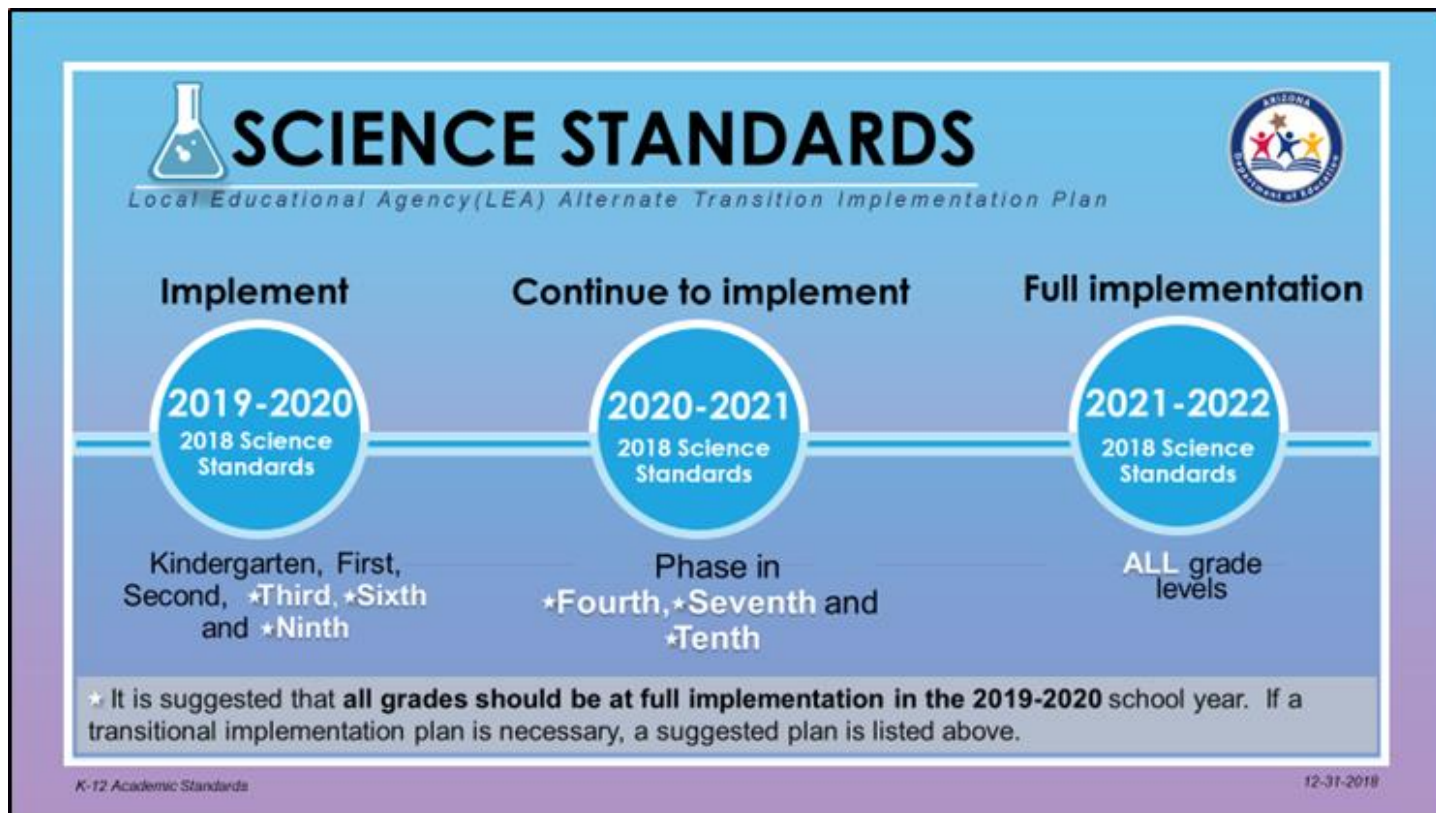
# Science Standards and Assessment

In October 2018, the State Board of Education approved new Science Standards. This is an important milestone for Arizona since the old standards were approved in 2004 and the landscape for Science instruction has changed. A timeline has been designed to assist LEAs and Charters with the implementation and transition to the new standards. Please see a graphic of the timeline below for reference. An alternative timeline has been developed for those LEAs and Charters that require one. Please see the second graphic below for reference.

The Arizona Department of Education (ADE) is currently beginning the process of designing a new Science assessment to measure students' attainment of the new Science Standards. Please refer to the graphics below for assessment schedule. Please visit the K12 Science Standards website for important standards, assessment, and professional development information [here](#). Should you have any questions, please email the K12 Science Standards team at [K12standards@azed.gov](mailto:K12standards@azed.gov).



# Science Standards and Assessment Cont.



## Income Eligibility Designation

### What is the AzEDS reporting requirement?

Each LEA, regardless of its participation in the NSLP, is required to submit individual student data to determine A-F Accountability, School Report Cards, AZ Dash, as well as all federal reporting associated with programs under the Elementary and Secondary Education Act (ESSA). This has *previously* been done by LEAs designating their enrolled students as “NCLB1 free lunch” and “NCLB2 reduced lunch”. Now, LEAs will designate each of their enrolled students as “IncomeEligibility1” and “IncomeEligibility2”.

### What are IncomeEligibility1 and IncomeEligibility2 indicators?

“IncomeEligibility1” and “IncomeEligibility2” indicators are individual student level attributes assigned to economically disadvantaged students by LEAs in student level data they submit to ADE through AzEDS. The income ranges for these indicators follow the same ranges as the NSLP free and reduced ranges. For example, a family of four earning \$600 per week would be labeled “IncomeEligibility1” or free eligible.

# Foster Care and Parent in Military Indicators

## REPEATED FROM JANUARY, 2019 NEWSLETTER

Under ESSA we are required to report about the subgroups “Foster Care” and “Parent in Military”. Both of these subgroups are collected and reported in schools’ Student Information System (SIS). In order to ensure that this reporting is as accurate as possible we encourage all entities to review this data for their students and ensure it is up to date and current.

## Cohort Report

We are happy to share that a new Cohort Report is now available in the AzEDS portal. This report will allow schools/LEAs to pull a list of students enrolled with them and the cohort associated with those students. The report is available in AzEDS under the “Reports” tab then “Student Detail”. From there you will select STUD78—Student Cohort Verification Report and select the school and grade level that is applicable. The report can be viewed within AzEDS and can be downloaded as both a PDF and CSV file.

Cohort is assigned to a student when they first enroll more than half time in an Arizona public high school (grades 9-12). Cohort is used for multiple calculations such as graduation rate and percent tested for high schools.