Arizona's A-F Accountability System and EL Indicator

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Accountability Overview

Calculation of the A-F Models
- State Board of Education Determined Criteria
- Coordinate and Manage Data Needed to Calculate the Letter Grades

Process Multiple Types of Data
- Student Level (Assessment Data, Demographics)
- Program Level (EL, FRL, RALEP, SPED)
- School Level (Performance, Letter Grades, Public Files)
- District Level (Performance, Letter Grades (Pending), Public Files)

Accountability
- Program Evaluation
- Data Governance
- State and Federal Accountability Measures
- Data Requests

Current Events

Newly Approved 9-12 Model

- State Board of Education Approved a New Model on April 15th
- 9-12 Model Differs Somewhat From That of Fiscal Year 2018
- K-8 Model will Stay the Same as Fiscal Year 2018

Wrapping up the School Year

- Supporting Schools in Data Submissions, Inquiry, and Corrections
- Opening of the Data Verification Window
- General Support to the Field
- Achieve@azed.gov

Preparing to Calculate A-F

- Preparing to Create Static File
- Creating Code to Perform Calculations
- Drafting Business Rules at the Direction of the SBE

Models Used in A-F

K – 8 Model

- FY19 Model will be the Same as was Used in FY18
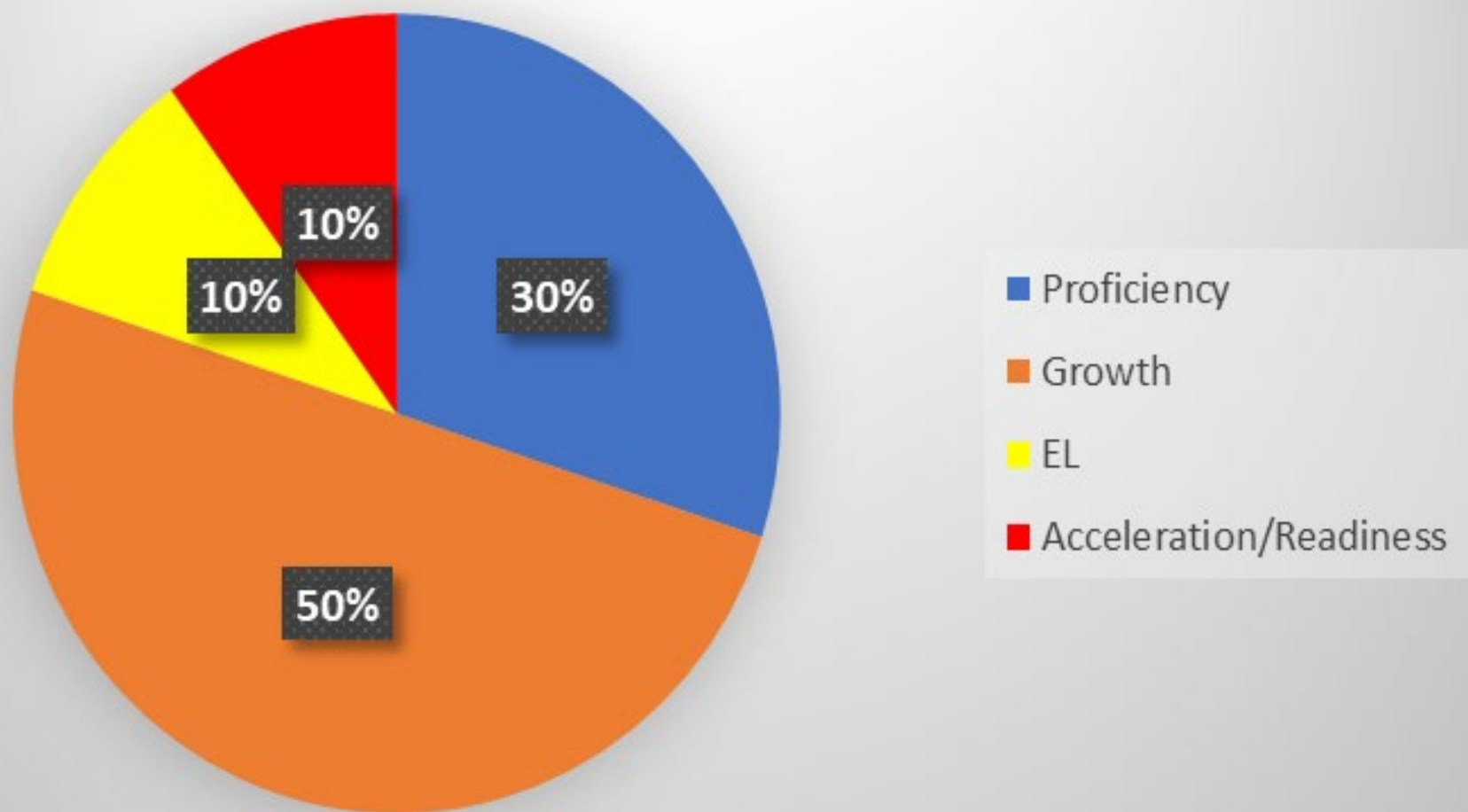- EL Indicator will Remain the Same

9 – 12 Model

- Most of the Indicators will Remain the Same
- EL Indicator will Remain the Same
- Growth has been Changed for FY19

K-8 Model

K-8 Indicator Weights

- Proficiency — 30%
- Growth — 50%
- EL — 10%
- Acceleration/Readiness — 10%

K-8 Model

Category	Component	Weight	Points/Percentage
Proficiency (Weighted)	Weighted Proficiency - ELA & Math Proficiency (MP=0, PP=.6, P=1,HP=1.3)	30%	30%
Growth	SGP/SGT on ELA and Math	25% 25%	50%
EL	EL Proficiency on AZELLA EL Growth on AZELLA	5% 5%	10%
Acceleration/Readiness	Grade 5,6,7,8 HS End of Course tests Grade 3 ELA Minimally Proficient Chronic Absenteeism Subgroup Improvement SPED Inclusion	10%	10%

**Schools can also receive up to five bonus points through special education enrollment and science proficiency
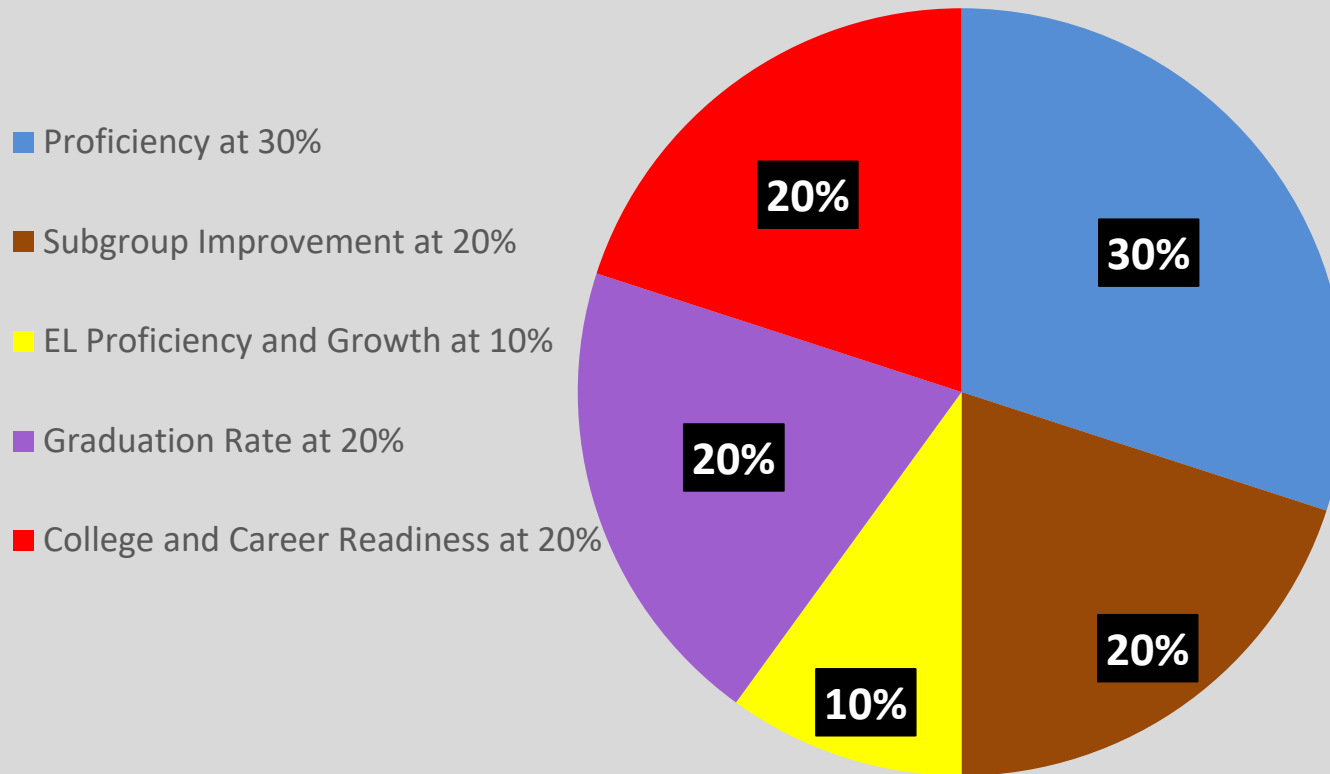
9-12 Model

Proficiency (Weighted)	Weighted Proficiency - ELA & Math Proficiency (MP=0, PP=.6, P=1,HP=1.3)	30%	30%
Subgroup Improvement (Growth)	Subgroup Proficiency Subgroup Graduation Rate Subgroup Dropout Rate	10% 5% 5%	20%
EL	EL Proficiency on AZELLA EL Growth on AZELLA	5% 5%	10%
College and Career Readiness	Student Level Scoring (e.g. SAT, ACT, CTE, AP Courses, and AzMerit)	20%	20%
Graduation Rates	4- Year 5-Year 6-Year 7-Year Improvement/Maintainence of 4-Year Grad Rates	5% 4% 2.5% .5% 10%	20%

***Schools can also receive up to five bonus points through special education enrollment and science proficiency

9-12 Subgroup Improvement

$\textbf{Subgroup CY Proficiency}\,\% $

$$= 100 \left[\frac{\begin{array}{l}\big((No.\,of\,CY\,FAY\,students\,in\,the\,Subgroup\,that\,are\,PP\,on\,AzMERIT\,or\,MSAA)0.6\big) \\ +\big((No\,of\,CY\,FAY\,students\,in\,the\,Subgroup\,that\,are\,P\,on\,AzMERIT\,or\,MSAA)1.0\big) \\ +\big((No.\,of\,CY\,FAY\,students\,in\,the\,Subgroup\,that\,are\,HP\,on\,AzMERIT\,or\,MSAA)1.3\big)\end{array}}{(Total\,CY\,FAY\,students\,in\,the\,Subgroup\,who\,took\,the\,test)} \right]$$

$\textbf{Subgroup Proficiency Improvement} = (Subgroup\,CY\,Proficiency\,\% - Subgroup\,PY\,Proficiency\,\%)$

$$\textbf{9} - \textbf{12 Subgroup Improvement Points} = 10 \left[\frac{\begin{array}{c}(No.\,of\,CY\,eligible\,subgroups\,and\,subjects\,on\,which\,the\,school \\ showed\,improvement\,or\,maintained\,from\,PY)\end{array}}{(No.\,of\,CY\,eligible\,subgroups\,and\,subjects\,at\,the\,school)} \right]$$

Business Rules

The Business Rules are Available Through *The Grader*

- *The Grader* is a Newsletter that is Used to Communicate with Schools
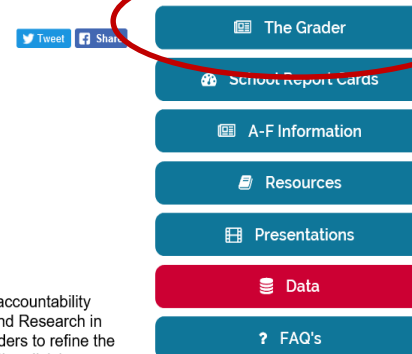- Available Through the Accountability and Research Webpage

EL Indicator Review

Two Components

- **EL Proficiency**
  - Measures the Reclass Rates
  - 5% of the Total Model

- **EL Growth**
  - Measures Growth in EL Proficiency Levels
  - 5% of the Total Model

EL FAY

- Required for Inclusion
- Differs from Standard FAY

EL FAY

Requirements

- Must be Identified as an EL Student.

- Must be Enrolled Within the First Ten Days of the School Year.

- Must Stay Continuously Enrolled Through the End of the AZELLA Testing Window.

EL Proficiency Business Rules

- Students With an EL Need (Valid Current Year Proficiency Level)

- EL Students Must be EL FAY

- Schools Must Have at Least 10 EL FAY Students to be Eligible for EL Points

- To Earn Proficiency Points, the School's Current Year EL Proficiency Percentage is Compared to the State's Current Year Proficiency Percentage.

Proficiency Continued

School Level

$$EL\ Proficiency\ \% = 100\left[\frac{(No.\ of\ FAY\ students\ proficient\ on\ AZELLA)}{\begin{array}{c}(No.\ of\ FAY\ students\ with\ an\ EL\ need,\ including\ parent\ withdrawals,\\ who\ had\ a\ valid\ current\ AZELLA\ proficiency\ level)\end{array}}\right]$$

State Level

$$EL\ K-8\ Statewide\ CY\ Proficiency\ \%$$
$$= 100\left[\frac{(Sum\ of\ School\ Averages\ that\ have\ the\ necessary\ FAY\ n-count)}{(No.\ of\ Schools\ that\ have\ the\ necessary\ FAY\ n-count\ to\ be\ eligible\ for\ points)}\right]$$

EL Growth Business Rules

- EL Calculations Include Students With a Current and a Prior Year EL Need

- Schools Must Have at Least 10 EL FAY Students to be Eligible for EL Points

- For a Student to be Included in EL Growth Calculations, Two Test Records are Required

- Growth is the Difference Between Prior Year and Current Year AZELLA Scores

- If a Student is in Kindergarten, or Has No Prior Year Score, then the Placement and Reassessment Tests are Used to Calculate Growth.

- **For Non-Kindergarten Students, Placement Tests Can Only be Used if Completed Between July 1st and October 1st of the Current School Year**

- To Earn Growth Points, the School's Current EL Growth Percentage is Compared to the State's Current Year Growth Percentage.

EL Business Rules (Growth)

How Many Points Each Level of Growth is Worth

Prior Year Achievement Level (or Placement Test for kindergarten students)	Current Year Achievement Level	Point Value
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	
Pre-Emergent/Emergent	Intermediate	2
Basic/Intermediate	Proficient	
Basic	Proficient	
Pre-Emergent/Emergent	Proficient	3

Growth (Continued)

School Growth

$$EL\ Growth = 100 \left[\frac{\begin{pmatrix} (No.\ of\ FAY\ students\ who\ increased\ one\ proficiency\ level) \\ +(No.\ of\ FAY\ student\ who\ increased\ two\ proficiency\ levels\ x\ 2.0) \\ +(No.\ of\ FAY\ students\ who\ increased\ three\ proficiency\ levels\ X\ 3.0) \end{pmatrix}}{\begin{matrix} No.\ of\ FAY\ students\ tested\ with\ an\ EL\ need, including\ parent \\ withdrawals\ with\ a\ valid\ current\ and\ prior\ year\ AZELLA\ proficiency\ level \end{matrix}} \right]$$

Statewide Growth

$$EL\ Statewide\ CY\ Proficiency\ \% \\ = 100 \left[\frac{(Sum\ of\ School\ Averages\ that\ have\ the\ necessary\ AZELLA\ FAY\ n-count)}{(No.\ of\ Schools\ that\ have\ the\ necessary\ AZELLA\ FAY\ n-count\ to\ be\ eligible\ for\ points)} \right]$$

EL Business Rules (Scoring)

| Criteria	Transformed Range
If a school's EL Proficiency/Growth is greater than or equal to the EL Average Proficiency/Growth rate, a school level = 5 points	
If a school's EL Proficiency/Growth standard deviation compared to the EL Average Proficiency/Growth rate, a school level is between -0.01 and -0.50 = 4 points	
If a school's EL Proficiency/Growth standard deviation compared to the EL Average Proficiency/Growth rate, a school level is between -0.51 and -1.00 = 3 points	
If a school's EL Proficiency/Growth standard deviation compared to the EL Average Proficiency/Growth rate, a school level is between -1.01 and -2.00 = 2 points	
If a school's EL Proficiency/Growth standard deviation compared to the EL Average Proficiency/Growth rate, a school level is between -2.01 and -3.00 = 1 point	
If a school's EL Proficiency/Growth is 0% = 0 points due to **students showing zero Proficiency/Growth**	0%

*Must have an EL FAY of 10 for **BOTH** *Proficiency* and *Growth* to Receive EL points
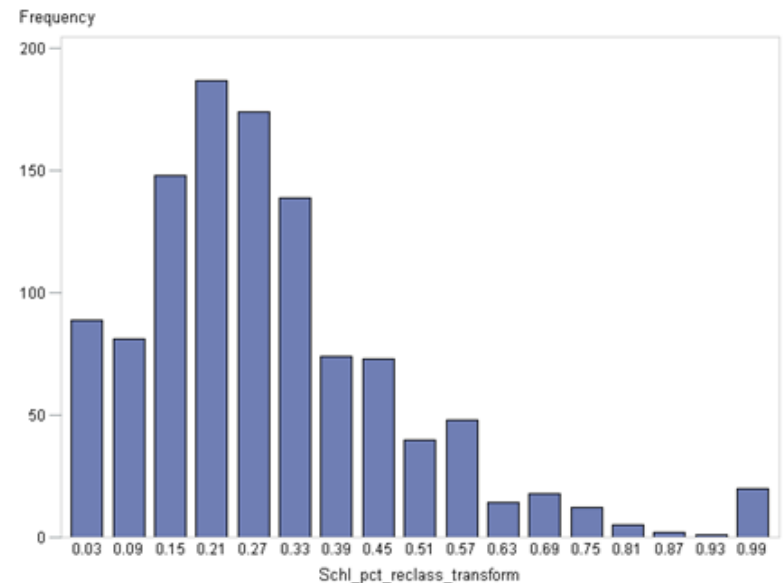
Normalizing EL Data

- What Does it Mean for Data to be "Normal"?
- What Can be Done if Data is "Non-Normal"?
- Why do We Normalize Data?

Before Transformation
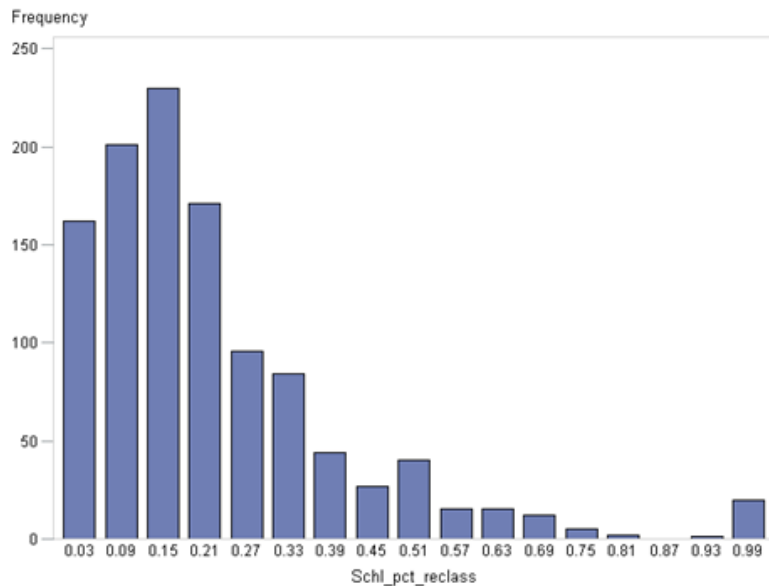
After Transformation

N-Size Change

- **In Previous Years, our FAY N-Size was 20 EL FAY Students. Now it is 10. Why?**
  - *At 20 EL FAY students we were missing a lot of schools and wanted to capture more schools and students in our accountability system.*

- **Why 10 Students Though?**
  - *Amount of students included in the measure*
  - *Protecting student privacy*
  - *Statistical concerns*

Commonly Reported Issues For Not Testing Students

- Not Checking the Student's EL 70 Report (Test history) and EL 73 Report (EL need).

- The Parent of the Student Originally Marked "English" on the Student's PHLOTE and the Student's EL Need Isn't Identified Until later.

- Student Transferred in During the Testing Window

- Student Absent During Testing Day

EL Amendment Request

- Opportunity to Request an Amendment to the List of Students They Were Responsible for Testing During the 2018 AZELLA Reassessment Window

- If Applicable, Schools Should Submit Corrections Through the Corrections Application and AzEDS Before Submitting and Amendment Request

- A Student can be Added or Removed From the List if There is a Legitimate Reason and the Data in AzEDS Supports the Request

- Contact Achieve@azed.gov or 602-542-5151 with any questions

LEA Reason

If Student is not been Tested Appropriately on the AZELLA then the School has to Submit a Reason. That Reason is Sent to the Federal Government.

Timeline

July 15th at 5pm
- Closing Date for Districts to Make Changes to 2019 Data in AzEDS

July 26th (Tentative)
- Closing Date to Submit Requests to Amend Student EL Data

Stage 1 (Pending)
- All Final Data and Total Scoring will be Made Available
- Not Including Letter Grades

Stage 2 (Pending)
- The State Board of Education will Set the A-F Scores

Stage 3 (Pending)
- Final letter Grades will be Released and the Appeals Process will Open

Questions