



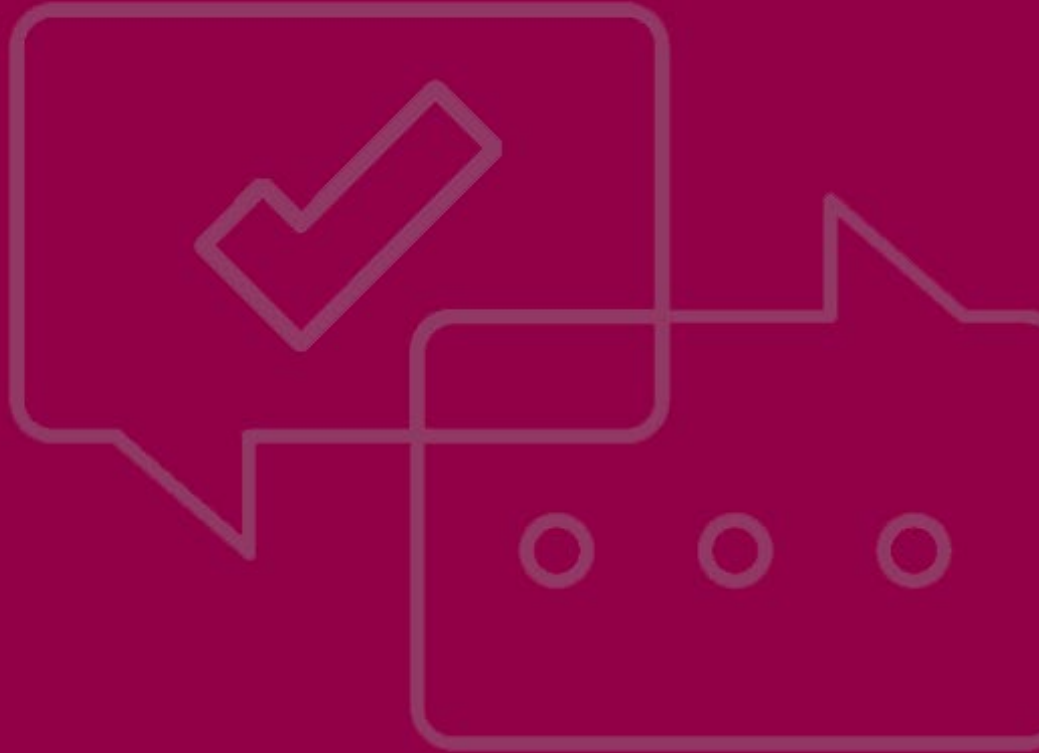
ARIZONA DEPARTMENT OF
EDUCATION

Federal School Improvement

CSI/ATSI/TSI

Business Rules and Guidelines

School Years 2024–2025+



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About Every Student Succeeds Act (ESSA)

ESSA's provisions help to ensure success for all students and all schools. Among these provisions is the expectation that there will be accountability and action to affect positive change in our lowest-performing schools where groups of students are not making progress, and where graduation rates are low over extended periods of time. Passed by Congress and signed by President Barack Obama in 2015, ESSA replaced No Child Left Behind (NCLB) and became the latest reauthorization of the 1965 Elementary and Secondary Education Act (ESEA).

Arizona ESSA Consolidated State Plan

Under ESSA, each state is required to create an ESSA Consolidated State Plan that includes a system of meaningful differentiation in the performance of all schools. States develop the criteria used to identify the schools that need the most support as part of their State Plan.

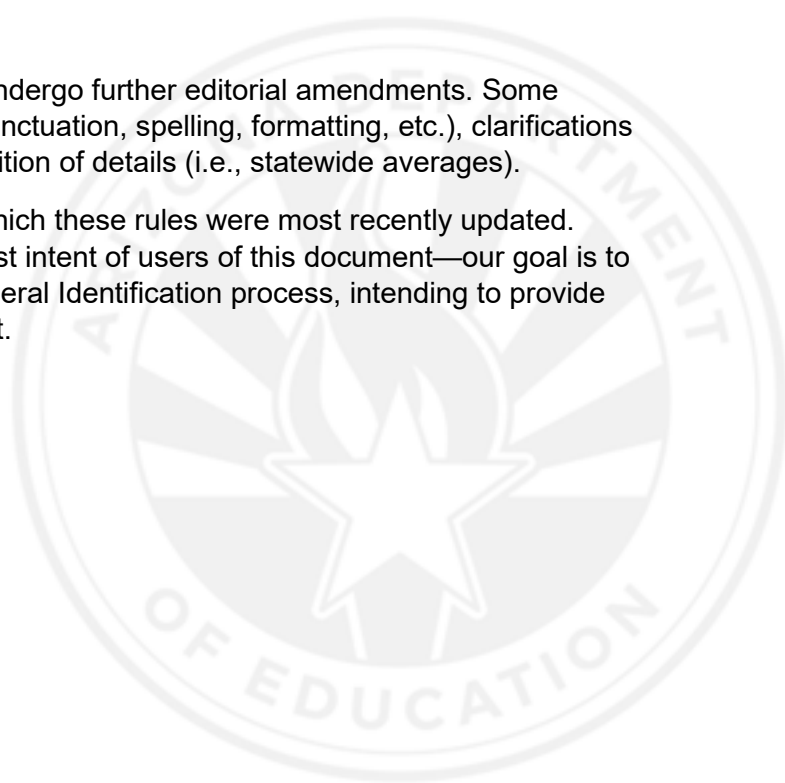
- Arizona's initial State Plan was submitted in 2017, and resulted in several levels of peer review, feedback, and a requirement for further amendment.
- In 2020, an amendment updated the State Plan to include the basis of the current model.
- The COVID-19 pandemic led to a 2022 addendum waiver, delaying the use of some components for the first full identification cycle using the indicator component model. Calculations made for only the fall of 2022 cycle were modified to reduce the role of Chronic Absenteeism in all models including that measurement.
- An amendment in the fall of 2024 introduced an appeal process and was used in that cycle's identification and exit procedures.
- The most recent amendment updated the consolidated state plan in the spring of 2025 for use in the Fall identification cycle. Those changes are included in this document.

Amendments to the Arizona State Consolidated ESSA Plan have been approved in multiple years. This document applies changes from all prior amendments and supersedes all prior iterations of the Federal Accountability Business Rules.

Editorial Details

Upon publication, these business rules may undergo further editorial amendments. Some changes may include edits to the text (e.g., punctuation, spelling, formatting, etc.), clarifications to the description of components, and the addition of details (i.e., statewide averages).

A footer on each page contains the date on which these rules were most recently updated. Federal School Improvement assumes the best intent of users of this document—our goal is to provide a fair and accurate account of the Federal Identification process, intending to provide support and services to all schools that need it.



Introduction

The Arizona Department of Education's (ADE) mission states: *We are a service organization committed to raising academic outcomes and empowering parents.* As a state agency, we are committed to holding schools accountable for these goals.

These Business Rules detail the procedures ADE uses to meet the Federal Accountability guidelines and requirements set forth in the Elementary and Secondary Education Act (ESEA) and Every Student Succeeds Act (ESSA). ESSA requires the use of performance measures to identify schools for improvement in any of the following areas, referred throughout the rules as identifications:

- Comprehensive Support and Improvement (CSI), including:
 - Low Achievement (CSI-LA);
 - Low Graduation Rate (CSI-G); and,
 - ATSI Not Exiting Such Status (CSI-T)
- Targeted Support and Improvement (TSI), including Additional Targeted Support and Improvement (ATSI).

ESSA requires ADE to identify underperforming schools relative to Low Achievement and Low Graduation Rate for CSI, consistently underperforming subgroups for TSI, and underperforming subgroups for ATSI. The performance indicators used for ATSI and TSI are the same as those used for CSI Low Achievement identification, with slight modifications to make them applicable to subgroups and the different identification methodologies. This document describes indicators in the context of CSI and uses text boxes to highlight any modifications to a performance indicator for ATSI and TSI.

Further, schools identified for any form of CSI are expected to exit identification within a certain timeframe. Any schools not exiting their CSI Identification are elevated to receive More Rigorous Interventions, which Arizona calls More Rigorous Options (MRO). MRO identification is a subset of CSI identification. Such schools may be identified as MRO-LA, MRO-G, or MRO-T.

Population Size Requirements

In most cases, populations must have at least 20 eligible students to receive points for a given performance indicator for any type of calculation, referred to as the N-count. Subgroup populations within a school must comprise at least 20 eligible students for ATSI and/or TSI. N-count requirements are set by federal legislation to ensure statistical validity of measured indicators. In the event a population has less than 20 students eligible for inclusion in an indicator, the indicator is excluded from the calculation model and school performance is assessed as a proportion of remaining performance indicators. Eligibility for many performance indicators relies on each student's Full Academic Year (FAY) enrollment status.

Schools not meeting the N-count requirement may, in some cases, receive their measure of annual differentiation based on alternate methodologies. Alternate methodologies, including those described in the separate identification sections, below, may include pooling of students from consecutive years to aggregate a population with a sufficient N-count.

School Identification Basics

The Philosophy of Identification

Arizona has two separate systems for school accountability: the state letter grade system, and the Federal Accountability system. Both systems rely on some of the same student- and school-level data submitted to ADE. Although each system uses different methodologies, they both produce a form of school ranking. However, school ranking is not the primary goal of either system. Instead, each system focusses on different ends of the achievement spectrum to achieve distinct outcomes.

State Accountability

- State A–F Letter Grade system
- Governed by state law (ARS §15-241)
- Overseen by the Arizona State Board of Education
- Measures the level of **excellence** each school attains in the prior year.

Federal Accountability

- Federal Accountability achievement score system
- Governed by ESSA (20 USC §6301 (2015))
- Regulated by the US Department of Education (USED)
- Measures a school's level of **need** for funds and support to improve student success and achievement.

Federal Accountability's focus on *need* is driven by ADE's philosophy of service. The Division of School Support and Improvement aims to provide schools in need with the resources, development, and guidance necessary to improve student success and achievement.

Comprehensive Support and Improvement Identifications

CSI identifications occur every three years based on the prior-year's data, and comprises two types of school measurement:

- The Low Graduation identification (CSI-G) is a single-indicator snapshot reflection of a school's ability to graduate students in a timely manner. CSI-G identification relies on the Adjusted Cohort Graduation Rate (ACGR) of prior-year's 5-year graduation cohort.
- The Low Achievement identifications (CSI-LA and CSI-T) are a broad evaluation of a school's ability to educate, prepare, promote, and empower students at either the school level (CSI-LA) or at the subgroup population level (CSI-T).
 - CSI-LA identification relies on the Comprehensive Achievement Score (CAS) from the most recent academic year.
 - CSI-T identification relies on the Subgroup Achievement Score (SAS) from the most recent academic year.

Targeted Subgroup Identifications

Subgroup identifications are based on broad evaluations of achievement of specific student populations within a school. There are two types of subgroup identifications, each based on the Subgroup Achievement Scores (SAS) or their underlying indicator values:

- Targeted Support and Improvement (TSI) identifications are a longitudinal reflection of subgroup performance over the prior three years.
- Additional Targeted Support and Improvement (ATSI) identifications are a single-year evaluation of a student achievement at the subgroup population level.

Elevated Identifications

Some identifications are eligible for elevation to a higher-attention status if schools fail to exit in a timely manner. All elevated identification types are CSI identifications for purposes of hierarchy and timing. Eligible identifications have separate rules, described below, with a brief explanation here.

- ATSI schools that may elevate to CSI-T.
- CSI-T schools may elevate to MRO-T.
- CSI-G schools may elevate to MRO-G.
- CSI-LA schools may elevate to MRO-LA.

Comprehensive Support and Improvement (CSI)

Philosophy of Identification

The three CSI identifications designate which schools require the highest level of support services to enhance student success and achievement. Although the rationale for each type of identification varies, the methodologies consistently show that these schools need more support, funding, and attention compared to those not identified. Accordingly, the CSI label qualifies schools for additional assistance from ADE and the School Improvement unit, offering dedicated support and professional development to help improve student outcomes.

History

After ESSA's 2015 adoption, ADE developed an initial Federal Accountability plan with the assistance of focus groups and technical advisory committees. The initial state plan based the CSI-LA identification solely on a school's performance on the statewide proficiency exam, then the AzMerit2 grade-level and end-of-course exams. Initial CSI-LA identification was completed in the fall of 2017, with all Title I schools below a statewide proficiency threshold identified for CSI-LA. The first CSI-G identification was made in the spring of 2018 based on the five-year Graduation Rate of the 2016 cohort.

In each case, the next identification should have taken place three years later; however, due to the COVID-19 pandemic, those identification windows were delayed. The next identification for CSI-G was in the fall of 2021, with the most recent in the fall of 2024, based on the 2023 five-year cohort. CSI-LA was identified in the fall of 2022, with subsequent identifications scheduled every three years for the fall based on data from the prior school year.

Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI)

Philosophy of Identification

ESSA requires states to consider not only the comprehensive performance of all students in public schools, but also the performance of individual subgroups of students within each school. This may lead to a divergence of values for a given school, especially when a group of students underperforms compared to the rest of the school. The unique student populations, called *subgroups*, comprise ten categories taken from the seven major racial and ethnic groups, economically disadvantaged students, student with disabilities, and English learners. Schools may receive any subgroup identification even if they have no other Federal identifications or have excellent state letter grades.

The major subgroups are as follows:

- * American Indian/Alaska Native
- * Asian
- * Black/African American
- * Hispanic/Latino
- * Multiple Races
- * Native Hawaiian/Pacific Islander
- * White
- * English Learners (EL) and Fluent English Proficient (FEP) 1–4 years – ELFEP14
- * Income Eligibility I and II - IE12 for students eligible for Free and Reduced Lunch (formerly Economically Disadvantaged Students)
- * Students with Disabilities - SWD (a.k.a. resource, special education, children with disabilities)

TSI and ATSI are designed to alert and identify schools where individual student populations are struggling to meet a minimum threshold of academic success and achievement. ADE conducts these analyses separate from the comprehensive analysis of the school's performance at large. Subgroup identification brings attention to populations that might be missed by the comprehensive model used for CSI-LA. Indeed, a school with excellent broad performance or even a high A–F Letter Grade may not be aware of the issues facing a subgroup within the school.

History

Arizona first identified ATSI schools in the fall of 2018 but *called it* a “TSI” identification. The identification was based on a single year of proficiency data, mirroring the proficiency-only calculation used for CSI-LA in 2017. The TSI classification was incorrect, and those schools were given four years to exit identification. However, the COVID-19 pandemic led to a break in continuous data, and challenges to the identification methodology raised by USED and amendments to the consolidated state plan led to an extension of the original exit timeline for those 2018 ATSI schools.

In 2022, ATSI schools were identified using a prior version of the model-based methodology outlined below, for each subgroup failing to meet the 2022 Statewide Low Achievement Threshold. ATSI schools from the 2018 cohort were continued but had their identification and exit targets reset using the new system. Additionally, the first full cohort of TSI identifications occurred, using data from 2018, 2019, and 2022. TSI schools are identified annually using data from the prior three years.

Changes from the 2025 amendment adjusts TSI subgroup identification to the new system outlined in these business rules.

Methodologies of Identification

Subgroup calculations occur annually. For each school, Federal Accountability considers each subgroup population in the school as if it were its own school, provided the subgroup meets the population N-count of 20 or more eligible students for a performance indicator. Indicator calculations are completed individually for TSI and then combined to create the Subgroup Achievement Score (SAS) for ATSI identification and progress.

▪ Targeted Support and Improvement (TSI)

TSI is a longitudinal analysis of subgroup performance intended to bring attention to at-risk populations in schools. The academic achievement of subgroup populations is measured over three years, and any subgroup underperforming for all three years may be identified for TSI. Starting with the 2025 cycle, TSI is intended to be a warning indicator for further identification.

▪ Additional Targeted Support and Improvement (ATSI)

ATSI is a snapshot of subgroup performance, compared to statewide performance. Starting with the 2025 identification cycle, ATSI becomes an elevation of the TSI identification, granting the subgroup greater attention and support for a minimum determined timeline. ATSI schools from the 2022 cohort are expected to continue until 2028, unless they meet the exit criteria. No new schools shall be identified for ATSI in the 2025 cycle. The next identification cycle shall occur in 2028. Only those schools with subgroups eligible for TSI identification in the prior year (2027) shall be eligible for ATSI identification in any ATSI cycle.

Federal Accountability Calculation Basics

Data and Calculation Process

Data from public school Student Information Systems (SIS) and from other sources like test vendors come to ADE through AzEDS and other services. These data are verified by ADE Accountability, School Finance, Assessment, and other units, and combined to produce annual reports like the school's static file and the Grad Rate Report and Dropout Rate Report. ADE then uses the data to calculate each performance indicator for school performance scores, including the Federal Identification and School Letter Grade values.

CSI Calculations

▪ CSI Low Graduation Rate Calculations

CSI-G and MRO-G Low Graduation Rate identifications are based on the five-year adjusted cohort graduation rate (ACGR). Identification is a one-year snapshot of a school's success at graduating students in a reasonable time. Regardless of Title I status, all schools serving 12th grade students shall be identified as CSI for Low Graduation if they fail to graduate one-third or more of their fifth-year cohort—schools with a five-year ACGR below 66.67%. Details on the 5-year ACGR calculations are available in the [CSI Low Graduation Rate Identification](#) section.

▪ CSI Low Achievement Calculations

All schools receiving Title I funds are eligible for CSI-LA consideration. Only those schools with student populations that meet the N-count requirement for a valid proficiency indicator are included in the standard model for CSI-LA calculations.

CSI-LA and MRO-LA Low Achievement identifications use performance indicators from the federal school model that best matches the school's population makeup: see [School Configuration Models](#), on page 12. All models are based on a scale of 0–100 possible points for populations that meet the criteria for all available performance indicators, with a scale total adjusted for schools with components not meeting the required N-count.

For each performance indicator included in the school model, a school earns a weighted value for inclusion in the raw achievement score (RAS), the school's total number of points earned for all weighted indicators. Schools only earn points based on the components included in their

model. If a school does not qualify for points in one or more model components, those components are removed from the calculation.

The school's **Comprehensive Achievement Score (CAS)** is converted from the RAS by dividing the RAS by the total possible points for which each school is qualified. This conversion from RAS to CAS standardizes all values to the same scale, allowing for school comparisons and other analyses.

Example:

Two schools with the same RAS might have different CAS values. If school A earned 36 points but only qualified to earn points in components worth 70 points, that school's CAS is $36/70 = 51.43$. Another school with 36 points that qualified for components worth 90 points has a CAS of $36/90 = 40.0$.

Similarly, two schools with different RAS might have identical CAS values. School B, above, has a CAS of 40. Another school that only earns 24 RAS points but only qualified for 60 has a CAS of $24/60 = 40.0$.

Once CAS values are produced for each school statewide, the statewide CAS distribution, mean (μ_{CAS}), standard deviation (σ_{CAS}), and the individual component indicator distributions are calculated. Additional statistics may be extracted from statewide data for use in other identification areas or other methodologies.

After statewide calculations are complete, all schools that receive a Title I part A allocation in the current school year are separated into their own ordered set. A minimum of the lowest performing five percent (5%) of Title I schools are identified for CSI Low Achievement. The CAS value used to identify these Title I schools is the **Statewide Low Achievement Threshold (SLAT)** for that year's identification process, which remains the comparison target for schools identified for CSI-LA and ATSI during their time in school improvement.

Subgroup Calculation Processes (TSI and ATSI)

▪ Eligibility

Regardless of Title I status, all schools with subgroup populations that meet the N-count requirement for a valid proficiency indicator are eligible for subgroup identification. Schools may be identified for TSI for any subgroup in any year. Only those schools identified for TSI in the prior year are eligible for ATSI identification, during ATSI identification years.

▪ Targeted Support and Improvement (TSI) and Subgroup Indicator Thresholds (SITH)

Starting with the 2025 cycle, TSI identification will no longer use the SLAT and SAS values calculated for other Low-Achievement identifications. TSI identification relies on longitudinal thresholds for each indicator, called **Subgroup Indicator Thresholds (SITH)**. Each individual SITH is the 5th percentile of each statewide performance indicator distribution. Schools with subgroups meeting the N-count for a valid proficiency indicator shall be flagged for TSI eligibility if they meet each of the following filtering qualifications:

- The subgroup's valid Proficiency indicator falls below the annual Proficiency SITH for that year; AND,
- Any other performance indicator is below the associated SITH for that year.

Schools with subgroups flagged for TSI eligibility in each of the prior three years of data shall be identified for Targeted Support and Improvement (TSI).

- Note: The secondary indicator need not be the same from year to year.

TSI identification occurs annually, based on three prior years of data.

▪ Subgroup Achievement Scores (SAS)

After annual CAS values are produced from the CSI-LA/CAS calculation process (see above), the process is repeated for every subgroup population with a sufficient N-count in every school. Just like the schoolwide CAS, a subgroup earns a **Subgroup Achievement Score (SAS)**, standardized as a percentage of eligible points in the same manner as CAS values.

▪ Additional Targeted Support and Improvement (ATSI)

ATSI identification occurs on a rolling six-year schedule. Only schools identified for TSI in the prior year are eligible for ATSI identification. The SAS of every eligible subgroup population in every school is compared to the identification SLAT determined in the CSI-LA calculation.

Federal School Improvement (FSI) Identification Cycle

CSI and MRO

Standard CSI identification occurs on a three-year cycle, with the most recent CSI-G identification occurring in 2024, and the next CSI-LA identification scheduled for 2025.

CSI-T identification occurs every six years, for Title I schools not exiting their ATSI identification. The next CSI-T identification is scheduled for 2028.

All CSI schools are expected to exit in three years. Schools not exiting CSI status in three years elevate to More Rigorous Options (MRO-G, MRO-LA, and MRO-T).

There is no exit timeline for schools elevated to MRO status. Schools failing to exit MRO status in a timely manner may face additional ramifications or receive more aggressive oversight by the State Board of Education, the State Charter Board, and/or ADE.

TSI

TSI identification occurs *annually* based on three prior years of data, making it effectively *chronic low achievement* for a subgroup. TSI schools were identified in 2022 based on data from SY 2017–2018, SY 2018–2019, and SY 2021–2022. Schools identified with subgroups performing at or below two standard deviations below the statewide mean in 2018, 2019, and 2022 were identified as TSI schools, using the prior model for TSI identification. The 2025 Amendment to the Arizona Consolidated Plan changes the TSI identification thresholds and methodology for all future identifications.

There are no exit criteria for TSI – schools are newly identified each year if the prior three years of data support identification. Schools eligible for identification for TSI in a year prior to an ATSI identification year are eligible for ATSI identification.

ATSI

Beginning with the FSI identification cycle in the fall of 2025, ATSI identification will shift from a three-year to a six-year cycle, in sync with even-year CSI-LA identifications. ATSI identification is based on one prior-year's data.

ATSI schools are expected to exit identification in six years. Schools identified for ATSI in 2022 have their exit expectation moved from 2025 to 2028. The next ATSI identification shall occur in 2028, from among those schools previously identified for TSI.

ATSI schools that fail to exit in six years, who also received Title I funding in the prior year, are eligible for elevation to CSI-T.

Identification and Reidentification Timing

Prior Federal Accountability rules identified CSI-LA, CSI-G, and ATSI every three years, but granted each identified school a four-year exit window. Further, those rules did not set guidelines for CSI-T identification and exit threshold timing. This resulted in a confusing overlap of identification and exit criteria, as the identification criteria effectively reset in the 3rd year for CSI-LA and ATSI. This edition of the Business Rules amends the timing of identification and exit sequencing based on the 2025 Amendment to the Arizona State Consolidated Plan to eliminate all overlap and timing issues. A brief clarification is included here.

■ CSI Identifications

CSI (LA, G, and T) schools must exit the program in three years. This is a change from prior iterations of these rules, which granted four years to exit, and aligns all exit timeframes with the identification cycle. A school that exits within the three-year timeframe may be identified in the next cycle, resetting their exit window and exit criteria threshold. CSI-LA schools that fail to sufficiently improve their CAS, CSI-G schools that fail to improve their five-year ACGR, and CSI-T schools failing to sufficiently improve subgroup achievement above their respective thresholds may elevate to More Rigorous Options as MRO-LA, MRO-G, or MRO-T.

- The exit window for all CSI-G identifications reduces from 4 years to 3 years.
 - CSI-G schools identified in 2018 were elevated to MRO-G in 2024.
 - CSI-G schools identified in 2021 must exit by 2025 or be elevated to MRO-G.
 - CSI-G schools identified in 2024 must exit by 2027 or be elevated to MRO-G.
- The exit window for all CSI-LA identifications was reduced from 4 years to 3 years.
 - CSI-LA schools identified in 2017 were elevated to MRO-LA in 2023.
 - CSI-LA schools identified in 2022 must exit by 2025 or be elevated to MRO-LA.
- The exit window for CSI-T identifications is defined as a 3-year cycle.
 - CSI-T schools identified in 2024 (only) are granted an extra year to exit, by 2028.
 - All future CSI-T schools must exit in 3 years or be elevated to MRO-T.

■ Subgroup Identifications

TSI schools are identified annually and do not have formal exit criteria. TSI schools effectively exit if they are not identified again the following year.

ATSI identification shifts to every six years, from among those schools eligible for TSI in the prior year. The next ATSI identification shall occur in 2028, from those schools eligible to be TSI in 2027. ATSI schools must exit identification in six years or be elevated to CSI-T.

- The ATSI exit window increases from 4 years to 6 years. ATSI shall henceforth be identified only in alternating CSI-LA Identification years (the next in 2028).
 - ATSI schools identified in 2018 that had not exited were elevated to CSI-T in 2024. Those schools are granted an extension to exit by 2028, but may exit earlier if they meet the requirements.
 - ATSI schools identified in 2022 must exit by 2028 or be elevated to CSI-T.

Errors and Changes

When ESSA was approved, the initial guidelines let the state determine methodology and expectations with no existent models or examples. Additionally, turnover in both state and local education agencies resulted in issues with calculation, inclusion, and data verification. ADE assumes the best intentions and is driven to continuously query and refine the federal school improvement process.

As explained in prior sections, the first CSI-LA and ATSI identifications were not based on a comprehensive evaluation of student performance. The scores, based on AzMERIT results, is only one indicator of achievement. Since the initial CSI-LA calculation, the six components available to each model have been calculated, checked, verified, updated, and improved.

The initial 2017 CSI-LA, the 2018 ATSI (then called TSI), and subsequent 2022 CSI-LA and ATSI identifications did not rely on scores standardized by school model. Federal School Improvement has amended the rules in our Consolidated State Plan to provide greater clarity and understanding for schools in identification. These new rules maintain the target thresholds for each identification.

Finally, the first TSI identifications happened in 2022, based on “three prior years of data.” Those years include the 2017–2018, 2018–2019, and 2021–2022 school years. Since 2022, TSI identification reflects three consecutive years using identical comparison calculations. Starting in fall of 2025, TSI shall shift to a percentile threshold filter methodology, and away from the standard deviation methodology used in the prior three cycles.

Federal School Improvement is tightly partnered with the Accountability unit within ADE to ensure the appropriate schools are identified, the data used to identify schools is correct, and refining the identification process to be fair and transparent.

Expectations for Federal School Improvement

With a few exceptions, schools identified for Federal School Improvement are expected to pursue improvement activities with faithful intent to increase student achievement. Schools are expected to make sufficient changes and improvements to ensure that student performance exceeds the identification threshold. Schools failing to exit improvement in a timely manner, defined by each identification, risk elevation to an increased level of accountability and support. Elevated identification may include increase oversight and requirements or impose fiscal or administrative restraints.

The goal of School Improvement is to provide the resources, supports, and motivation to help schools improve student success and academic achievement.

CSI-LA and ATSI identifications aligned in Fall 2022. A timeline of identification, continuation, and exit windows follows. This timeline may be adjusted as necessary.

Fall of Year	CSI-G Sequence	G Data Used	CSI-LA Sequence	ATSI Sequence	Notes
2017			CSILA17 ID		
2018	CSIG18 ID	2016 5y	CSILA17 Y2	ATSI18 ID	
2019	CSIG18 Y2	2017 5y	CSILA17 Y3	ATSI18 Y2	
2020	GR Delay	None	LA Covid Delay	LA Covid Delay	
2021	CSIG18 Y3 CSIG21 ID	2020 5y	LA Covid Delay	LA Covid Delay	
2022	CSIG18 Y4.1 CSIG21 Y2	2021 5y	CSILA17 Y4.1 CSILA22 ID	ATSI18 Y3 ATSI22 ID	1st TSI ID – then IDs annually
2023	CSIG18 Y4.2 CSIG21 Y3	2022 5y	CSILA17 to MROLA CSILA22 Y2	ATSI18 Y4 ATSI22 Y2	
2024	CSIG18 to MROG CSIG21 Y4 CSIG24 ID	2023 5y	CSILA22 Y3	ATSI18 to CSIT18 ATSI22 Y3	*CSIT18: 1 extra year to exit
2025	CSIG21 to MROG CSIG24 Y2	2024 5y	CSILA22 to MRO CSI25 ID	ATSI22 Y4 CSIT18 Y2	
2026	CSIG24 Y3	2025 5y	CSI25 Y2	ATSI22 Y5 CSIT18 Y3	
2027	CSIG24 to MROG CSIG27 ID	2026 5y	CSI25 Y3	ATSI22 Y6 CSIT18 Y4*	TSI ID for ATSI28 Eligibility
2028	CSIG27 Y2	2027 5y	CSI25 to MRO CSI28 ID	CSIT18 to MRO ATSI22 to CSIT22 ATSI28 ID	
2029	CSIG27 Y3	2028 5y	CSI28 Y2	CSIT22 Y2 ATSI28 Y2	
2030	CSIG27 to MROG CSIG30 ID	2029 5y	CSI28 Y3	CSIT22 Y3 ATSI28 Y3	
2031	CSIG30 Y2	2030 5y	CSI28 to MRO CSI31 ID	CSIT22 to MRO ATSI28 Y4	
2032	CSIG30 Y3	2031 5y	CSI31 Y2	ATSI28 Y5	
2033	CSIG30 to MROG CSIG33 ID	2032 5y	CSI31 Y3	ATSI28 Y6	
2034	CSIG33 Y2	2033 5y	CSI31 to MRO CSI34 ID	ATSI28 to CSIT28	

School Configuration Models

Terminology

There are five school configuration models in the federal identification system. Schools are identified using the model that best describes their grade structure. There is neither differentiation between traditional schools and alternative schools, nor for Arizona Online Institutes (AOIs) or Dropout Recovery Programs (DRPs). In other words, all public schools in the state are expected to meet the same federal guidelines for performance or be identified for improvement.

- Each **model** comprises at least one academic and one School Quality or Student Success (SQSS) component.
- Each **component** is a performance indicator weighted to fit a Federal School model.
- A **performance indicator** is a raw, unweighted calculation of the appropriate model component. For instance, a school may report a 30% Student Growth rate. The Growth **component** in the model is the Growth **indicator** weighted for the school model.
- A performance score, the **raw achievement score (RAS)**, is produced based on the component points earned.
- A final standardized **comprehensive achievement score (CAS)** converts the **RAS** value to a percentage based on the individual school's total eligible points.
- The process is repeated for each subgroup, producing a unique **subgroup achievement score (SAS)** for each measured subgroup within a school population.

Primary and Secondary School Models

ESEA, ESSA, and the ESSA State Plan generally refer to and focus on two basic models of school: those for K–8 students (primary schools) and those for High School students (secondary schools). These two models do not bound all the options for schools in our state. When a school's population includes grades that cross the primary/secondary boundary, the configuration model may have components from both types of school. The school models of K–11 and K–12 include students from both the primary and secondary grades. These two models have the balance of their points adjusted to split the impact of the various primary and secondary indicators.

Federal guidelines require a component to be an indicator of School Quality or Student Success (SQSS). For the SQSS components, Arizona chose to use Chronic Absenteeism in primary schools and Dropout Rates in high schools. In K–11 and K–12 schools, the SQSS components will *only* be applied to the students in the appropriate grades, as illustrated in the tables below.

Further, the Growth indicator is included based only on test performance in grades 4–8. In K–11 and K–12 schools, the Growth indicator is calculated using only the eligible students in those grades. There are two reasons for this:

1. The performance measure in high school is the ACT, usually given three years after the student's last AASA/MSAA exam. The ACT is not aligned to the AASA/MSAA exams so tracking academic growth from the eighth-grade assessment to the 11th grade ACT may be problematic.
2. High School students are tracked based on *Graduation* and *Dropout Rates*, rather than Growth; Growth is already included in the K–11 and K–12 models with its own weight.

Each school model comprises multiple weighted components calculated by the school's achievement on the associated performance indicators. The tables below show how each indicator is weighted as a component of each school model.

*Note: For the fall 2022 calculation, Chronic Absenteeism (CA) was modified in all models that include that indicator. For K–8 schools, CA was reduced to 2%, and Growth was increased to 28%. All other models with the component had CA removed, reducing the maximum points possible. In 2023 CA returned to its normal value, between 5–10%, depending on model.

CSI-LA, ATSI, and their subsequent elevated identifications are calculated using the performance indicators and model component weights outlined below.

TSI is calculated using the associated performance indicators but is not weighted by model.

■ Standard Models

- K–8: Schools serving any configuration within grades K–8 (e.g., K–2, K–5, K–8, 1–5, 6–8) are scored using the K–8 model.
- HS: Schools serving any configuration within grades 9–12 are scored using the 9–12 model.

■ Hybrid Models

- K–11: Schools that serve grades less than 9 and no higher than 11 (e.g., K–10, 5–11, 5–9) are scored using the K–11 model.
- K–12: Schools that serve any grade less than 9 through grade 12 (e.g., K–12, 5–12, 7–12) are scored using the K–12 model.

Federal School Models

The 2025 Amendment eliminated the K–2 Model. Those schools are not eligible for the Proficiency indicator and will always be subject to the alternate methodology for annual differentiation. In the static file, K–2 was *Federal Model 1*, which is no longer extant, but schools previously identified under the K–2 model may retain that model *name* for the few iterations of the static file. The remaining models will not be renumbered.

Schools Serving Grades K–8 (Federal Model 2)				
Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3–8	AASA/MSAA
Growth	20%	✓	4–8	AASA
EL Proficiency and EL Growth	10%	ELFAY	K–8	AZELLA and Alt-ELPA
Chronic Absenteeism	10%		1–8	Attendance

Schools Serving Grades 9–12 (Federal Model 3)				
Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	11	ACT
Graduation Rate	20%		Prior Cohort	Graduation Exit Code
EL Proficiency and EL Growth	10%	ELFAY	9–12	AZELLA and Alt-ELPA
Dropout Rate	10%		9–12	Dropout Exit Code

Schools Serving Grades K–11 (Federal Model 4)				
Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3–8, 11	AASA/MSAA, ACT
Growth	20%	✓	4–8	AASA
EL Proficiency and EL Growth	10%	ELFAY	K–11	AZELLA and Alt-ELPA
Chronic Absenteeism	5%		1–8	Attendance
Dropout Rate	5%		9–11	Dropout Exit Code

Schools Serving Grades K–12 (Federal Model 5)				
Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3–8, 11	AASA/MSAA, ACT
Growth	15%	✓	4–8	AASA/MSAA
EL Proficiency and EL Growth	10%	ELFAY	K–12	AZELLA and Alt-ELPA
Chronic Absenteeism	5%		1–8	Attendance
Graduation Rate	5%		Prior Cohort	Graduation Exit Code
Dropout Rate	5%		9–12	Dropout Exit Code

Definitions and Data Inclusion Criteria

The table below identifies which assessments are used in the CSI identification calculation. These calculations are conducted after the assessment data is validated against the statewide Arizona Education Data Standards (AzEDS). Using the student's AzEDS identification as the unique identifier, integrity checks consider valid student enrollment, and accurate student identification on test dates relevant to the grade level and subject tested.

Assessment	Growth Indicator	Proficiency Indicator
State Assessments (AASA)	Yes: 4 th –8 th Grade	Yes: 3 rd –8 th Grade
Alternate State Assessments (MSAA)	No	Yes: 3 rd –8 th Grade
ACT-Aspire	Not used	Not used
ACT	No	Yes: 11 th Grade
AZELLA	Yes: EL Growth	Yes: EL Proficiency
Alt-ELPA	Yes: EL Growth	Yes: EL Proficiency

The following outlines the specific descriptions and definitions of student data included in the calculation of CSI-LA, CSI-G, ATSI, and TSI identifications.

Achievement Threshold – An annual calculation based on the CAS value that identifies a minimum of the lowest 5% of schools receiving Title I, Part A funding. The statewide Achievement Threshold (referred to as “Threshold”) is the performance target for identified CSI-LA schools and for identified ATSI subgroups. A new Threshold is calculated every year, but an identified population maintains their identified Threshold throughout their participation in the school improvement process.

Additional Targeted Support and Improvement (ATSI) – Any Arizona School that has one or more underperforming subgroups and any low achieving subgroups will be identified as Additional Targeted Support and Improvement. ATSI identification results in support at the district/LEA level.

AZELLA FAY – See *ELFAY*, below.

Chronic Absenteeism – A student is considered chronically absent if they have absences (excused and unexcused, including full or partial days) adding up to greater than 10% of a school's calendar year (e.g., missing greater than 18 days for a school meeting five days per week). Students enrolled in kindergarten or flagged as chronically ill in AzEDS are removed from the Chronic Absenteeism calculation. Schools can validate how many absences a student has using the STUD10 report in the AzEDS portal on ADEConnect. Arizona Online Institutes (AOI) students that are missing more than 10% of the required instructional minutes are considered chronically absent. Additional information on what defines absences is in [ARS §15-901](#), and [ARS §15-808](#).

Component – The weighted value of a performance indicator within a given school model. For instance, in many models the Proficiency indicator is weighted at 60%. A

school with a Proficiency rate of 23% would earn 13.8 points for the Proficiency *component* in their model. ($0.23 \times 0.60 = .138$).

Comprehensive Achievement Score (CAS) – An annual, schoolwide achievement score, standardized to a percentage from each school’s total possible points based on N-count eligibility for each model component.

Comprehensive Support and Improvement (CSI) – Any Arizona School that is underperforming when compared to the statewide targets will be identified as Comprehensive Support and Improvement. CSI identification results in support at the school level. Schools can receive CSI identification for Low Achievement (CSI-LA) or for a Low Graduation Rate (CSI-G).

ELFAY – Any EL student sufficiently enrolled to qualify to be FAY for their school type (see FAY, below), and continuously enrolled until the last day of the state testing window for AZELLA (see the official testing dates for specifics). ELFAY students must be identified as EL students in a timely manner, as defined by the state English Language testing and identification requirements. EL Students with breaks in enrollment of fewer than 10 calendar days are still considered ELFAY. Also called **AZELLA FAY**.

English Learner (EL) – Any student identified with an EL need determined by a less-than-proficient score on:

- a. the AZELLA or Alt-ELPA in the current or prior fiscal year; or,
- b. an AZELLA or Alt-ELPA placement exam in the current fiscal year.

English Learner and Fluent English Proficient years 1–4 (ELFEP14) – Any EL student and any former EL student who was identified as proficient in the last four years after receiving EL services.

FAY Proficiency Rate – The proficiency rate calculated for a population using only FAY students. Used to further determine the score for the Proficiency indicator. Within a population, the FAY proficiency rate is the number of proficient, eligible, FAY Math and ELA exams divided by the number of FAY Math and ELA exams given.

Full Academic Year (FAY) – In most cases, a school is measured based on the impact on the learning of only those students in attendance for the full academic year. As state law allows schools to use a variety of attendance models, determining if a student is FAY depends on the type of school attended.

- For regular (in-person) attendance schools, a student is considered FAY if they enroll within the first 10 school days of the school’s calendar year and remain continuously enrolled until the first weekday in May. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
- For students enrolled in Arizona Online Institutes (AOI), FAY relies on students meeting AOI-required minutes by the first weekday in May. Students that transfer to an AOI may be FAY at the AOI if they meet their required minutes, regardless of their date of transfer.
- Students enrolled at Alternative schools are FAY if they are enrolled on October 1 and remain continuously enrolled through the first day of the spring state assessment testing window.

Graduation Cohort – Membership in a cohort is established at the time of the student's first enrollment in a high school grade in the United States and remains the same throughout time in school. While students in third through eighth grades take exams in their grade-year, high school students are expected to test with their graduation cohort, which could reasonably be at a time other than when they are in 11th grade depending on how an individual school ties grade-year to credits earned. For more details on cohort assignment, refer to the [Graduation, Dropout & Persistence Rate Technical Manual](#).

Low Achievement (LA) – An identification that reflects a population's comprehensive annual performance. Any Title I school (for CSI-LA), or any subgroup regardless of Title I status (for ATSI) that scores in the bottom 5% of the state on achievement will be identified as Low Achievement. TSI is a Low Achievement identification, based on statistical range rather than a percentile of state Title I schools.

Mean – The arithmetic average of a distribution is often represented by μ (μ). In some instances, mean is the best approximation of the center of the data. However, it is easily influenced by strong outliers.

Median – The middle value of a distribution is resistant to outliers, making the median a strong approximation of the center of a distribution. In the school models, median is used for the Growth indicator.

Model – The design of the school based on federal guidelines that represents the grades served. The model determines the weight of each performance indicator as a component of the model.

More Rigorous Options (MRO) – An elevated status for CSI identifications, dictated by ESSA as *more rigorous interventions*, for any eligible school that fails to exit CSI identification within three years. Arizona identifies three types of MRO identification, one for CSI-LA (MRO-LA), one for CSI-G (MRO-G), and one for CSI-T (MRO-T).

N-count – The minimum number of students required for a performance indicator to be calculated, which makes a population eligible to earn points for a model component. The N-count for all model indicators is 20 FAY students with the needed record/assessment. May also be referred to as N-count. Note, CSI-G does NOT require N=20.

Percentile – A value calculated by ordering the distribution of valid scores and identifying the proportion of scores below (or above) a given value. Given 1300 valid scores the 5th percentile is calculated as $1300 \times 0.05 = 65$. The 65th score, regardless of its value, is the 5th percentile.

Performance Indicator – Any one of the six measures of school performance: **Proficiency Rate, Growth Rate, EL Proficiency and EL Growth, Chronic Absenteeism Rate, Dropout Rate, and Graduation Rate**. In most cases an indicator is a percentage. After calculation, performance indicators are converted into model components based on each model's weighting guidelines. Also referred to as *indicator*.

Raw Achievement Score (RAS) – The sum of all component points earned by a school in each category for their school model. The RAS is ignorant of possible points earned.

Recently Arrived English Learner (RAEL) – A RAEL student in the current year is a student who is new to Arizona schools (determined by having their first enrollment in any Arizona school) and is not proficient in English (determined by a less than proficient result on the AZELLA). RAEL status is calculated based on reported EL status and Migrant status. RAEL student scores are not included in the Growth indicator in the first year (RAEL = 1) and are not included in the Proficiency indicator for their first two years (RAEL = 1 or RAEL = 2).

Sigma (Σ) – In general mathematics, Σ is used as an operator for summation. Some performance indicators rely on the sum of eligible values, and the formulae use sigma to define the function.

Standard Deviation (σ) – A measure of the amount of variation or [dispersion](#) of a set of values. A low standard deviation indicates that the values tend to be close to the [mean](#) (μ) of the set, while a high standard deviation indicates that the values are spread out over a wider range.

Statewide Low Achievement Threshold (SLAT) – The value generated by identifying the annual mark including no less than the 5th percentile of all Title I funded CAS values. The SLAT is the identification threshold for CSI-LA and for ATSI, and their associated elevations. A new SLAT is identified in each CSI-LA cycle, every three years.

Students with Disabilities (SWD) – Any student receiving special education services on October 1 of the school year, as defined by Federal law. Also called special education (SPED) or Exceptional Student Services (ESS). To confirm whether a student meets this criterion, schools can check their SPED07 report in the ESS Census Application. Information regarding the ESS Census process can be found here: <http://www.azed.gov/specialeducation/data-management/federal-sped-census/>

Subgroup Achievement Score (SAS) – A subgroup population's total score divided by the subgroup's eligible points. SAS is a subgroup-only CAS score for use in ATSI and TSI calculations.

Subgroup Indicator Threshold (SITH) – For each performance indicator, an achievement threshold at the 5th percentile is calculated, for each year. SITH values are used to identify the level below which a subgroup may qualify for TSI identification.

Targeted Support and Improvement (TSI) – Any Arizona School that has one or more *consistently underperforming* subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement. TSI identification results in support at the district/LEA level.

Testing Multiplier – a value used to impart the weight of how well a school has met the 95% testing requirement for a population. The testing multiplier is combined with the FAY Proficiency Rate to determine an unweighted score for the Proficiency indicator. The testing multiplier is the number of completed student tests in Math and ELA divided by the greater of a) the number of expected student tests in Math and ELA, or b) 95% of the expected tests, regardless of FAY status.

Static File

The Static File is produced annually for every public school in Arizona. Data is verified by the ADE Accountability unit and then aggregated for each student eligible for inclusion in the static file. Once compiled, the static file is used to calculate most of the CSI calculations for both Federal and State Accountability.

- These include:
 - Proficiency rate of student on the various state assessments;
 - Growth of students compared to their academic peers on state assessments;
 - English Language Proficiency and Growth for English Learners; and,
 - Chronic Absenteeism data for all enrolled students.
- Two indicators for various school models are *not* reported in the static file:
 - Graduation Rate – reported in the Grad Rate report; and,
 - Dropout Rate – reported in the Dropout Rate report.
- The static file is constructed by merging assessment data with enrollment data from AzEDS.

Students are included in a school's static file if they meet the following criteria:

- Have an enrollment record in a valid public school (excluding JTEDs and Exceptional Education Facilities).
- Students with key integrity errors related to the accountability process or a tuition payer code equal to 2 are not eligible or included in Federal Accountability calculations.

Note that it is possible for a student with an appropriate tuition payer code to be enrolled in one school and then transfer to a new school. In those cases, the student will be in the static file of *both* schools but should not be FAY for either school. Regardless of a student's special education status, the accountability system uses all verified statewide assessment data from students enrolled the full academic year (FAY).

For Proficiency and Growth calculations, a student must be enrolled on the first day of the spring testing window for their appropriate test (AASA, MSAA, or ACT). All students enrolled in the ELA/Math Window are identified in a unique column of the static file.

ATSI & TSI Subgroup Identification in Static File – All components, aside from Graduation and Dropout Rate, will use the static file to note who is included in a subgroup calculation. Graduation and Dropout reports can be found in ADEConnect for those with viewing rights. Public files can be found on the Accountability webpage to view previous Dropout and Graduation Rates for schools. Note that some subgroups also have *cohorts* in the Dropout and Graduation reports, which include all students who have ever been a member of that subgroup. For Federal Accountability, subgroups comprise only students who were current members of the subgroup during the prior academic year. When checking your subgroup Dropout and Graduation data, do not use the English Learner Cohort, the Income Eligibility 1 and 2 Cohort, nor the Special Education Cohort.

Low Achievement Identification Components

Requirements

A population must qualify to receive a Proficiency score to then receive a Comprehensive or Subgroup Achievement Score (CAS or SAS). Proficiency is the largest single component in every school model, without which a final score is significantly less valid. Any school that does not receive a Proficiency score, usually due to a low N-count, will not have a final Achievement score calculated. Schools evaluated on the K–8, 9–12, K–12, and K–11 models have Proficiency weighted at 60%. Schools that do not have the N-size for Proficiency are not included in Federal identification calculations.

■ K–2 Model Calculations

The K–2 model was eliminated in the 2025 Amendment to the Consolidated Plan. Prior rules calculated K–2 Proficiency using the Grade 3 assessment results of former students, provided the former K–2 students were FAY at the K–2 school for the two years prior to their third-grade assessments (in both first and second grades). K–2 are no longer eligible for Proficiency calculations, and will be evaluated using one of the alternate methodologies described below.

Proficiency

Note: Prior versions of these business rules used a different methodology for the 95% testing requirement. These rules supersede prior iterations with an updated methodology.

In the CSI-LA identification calculation, schools receive points for Proficiency based on the ratio of proficient English Language Arts (ELA) and Math tests taken each year to the number of FAY students. While straightforward, this oversimplifies the calculations used for federal identification. The following constraints determine inclusion in the calculation:

- The population must include at least 20 unique students, who are:
 - Full academic year (FAY $\geq$ 1); and,
 - Are in tested grades (3–8) or a tested cohort (the 11th grade *by cohort year*); and,
 - NOT in their first or second years as RAEL students. Note: Recent Arrival English Learners (RAEL = 1 or 2) are not included for ELA or Math results.
 - Note: K–2 model schools have additional N-count requirements. See above.
- Only the results of the ELA and Math tests are included; the results of the state science assessment are not included in this indicator.
- Only FAY students that received an achievement level of Proficient (3) or Highly Proficient (4) are counted as proficient for this indicator (Performance = 3 or 4).

The count of proficient exams for this indicator includes the number of eligible students who meet the above constraints, with a Proficient (3) or Highly Proficient (4) on the ELA or Math test.

Statewide Assessment Achievement Levels	Numerical Equivalent	Proficiency Points
Minimally Proficient	1	No
Partially Proficient	2	No
Proficient	3	Yes
Highly Proficient	4	Yes

A population's Proficiency *score* combines their FAY proficiency *rate* with a testing multiplier and is weighted by the model formula. The following formula is used to calculate a population's FAY Proficiency *rate*:

$$FAY\ Proficiency\ Rate_{Raw} = \frac{(\# \text{ Proficient FAY ELA Students} + \# \text{ Proficient FAY Math Students})}{(\# FAY\ Students\ Tested\ in\ ELA + \# FAY\ Students\ Tested\ in\ Math)}$$

▪ 95% Test Expectation and Testing Multiplier

The Arizona State Board of Education requires [\(R7–2–310.D\)](#) that all “local education agencies shall administer the statewide assessments to all students enrolled” in a tested grade or cohort year during the testing window. Accountability, both State and Federal, holds schools accountable for testing no less than 95% of all eligible students. ESSA further requires (1111(c)(4)(E)(ii) (129 STAT. 1837)) all schools to use the *greater* of 95% of all students in the population or the number of students tested as the denominator in a proficiency calculation, differing from the state accountability method to determine the 95% test expectation results.

Every school is expected to test every student enrolled in the school during the testing window, regardless of Special Education, English Learner, or Migrant status, or enrollment date.

The 95% testing requirement is factored into the Federal Accountability system using a testing threshold and proficiency multiplier.

▪ Inclusion Eligibility for Testing Multiplier

Schools are expected to ensure that all enrolled students are tested, regardless of whether the student is full-time, enrolled at multiple schools, enrolled in special programs, or receiving instruction in Math or ELA. For the 95% testing requirement, ADE includes students meeting each of these criteria:

- Enrolled in grades 3–8 (using AASA/MSAA exams) or in the current Junior (ACT) cohort;
- Enrolled on the first day of the ELA/Math Testing Window;
- Paid via tuition payer code 1 (normal tuition funding), 4 (residential treatment funding), or 7 (other state funded formula); and,
- Enrolled with any FTE level. Each school in which a student is enrolled is held accountable to ensure the student is tested. In such cases, schools should collaborate to ensure the student is tested.

▪ 95% Test Threshold

To determine if a school has tested sufficient students for Federal Accountability, ADE relies on the *expected number of tests* from eligible students. Each student is expected to produce two test scores (ELA and Math). The number of expected tests is two per student, with the 95% threshold *floor rounded* to the integer based on the number of unique students in the enrolled population.

Threshold Calculation Examples:

A school with a student population of 31 test-eligible students has an expected number of tests set at 62 (two tests per student). The school must have no less than 95% of these exams: $(0.95 \times 62 = 58.9, \text{floor rounded to } 58)$; At least 58 exams is the testing threshold needed to meet the 95% testing requirement.

A K–12 school has 450 eligible students in third through eighth grades, and 115 eligible students in the junior Graduation Cohort. The school has an expected

number of tests set at 1130:

(450 ELA & 450 Math in grades 3 – 8) + (115 ELA and 115 Math in 11th grade).

The school must have no less than 95% of these exams:

(0.95 × 1130 = 1073.5, floor rounded to 1073); At least 1073 exams is the testing threshold needed to meet the 95% testing requirement.

Once the 95% testing threshold is identified, all student exams are counted. If the school produced enough tests to meet or exceed the threshold, the school will earn the full value of their FAY proficiency rate.

Schools that do not meet the 95% test threshold mandated by law will be negatively impacted by the multiplier, reducing the impact of their FAY proficiency rate. The numerator for the testing multiplier is the number of eligible student tests. The 95% testing threshold is the denominator for a population's 95% testing multiplier. As the numerator will be smaller than the denominator, the multiplier produced will be smaller than 100%, reducing the result of the school's FAY proficiency rate.

The following formulae are used to calculate the testing multiplier for schools not meeting the testing threshold:

$$\text{Testing Multiplier} = \frac{\# \text{ ELA exams} + \# \text{ Math exams}}{0.95 \times \# \text{ of expected eligible ELA and Math exams}}$$

Example:

Parvus MS has 244 students enrolled during the testing window. These students are expected to produce 488 tests. 95% of the expected number of test results produces a testing threshold of $(0.95 \times 488 = 463.6, \text{floor rounded to } 463)$ 463 exams. The testing multiplier will have a denominator of 463. If Parvus produces 473 exams, more than the threshold, the testing multiplier is set to 100% $(473/473 = 1.00)$ 100%, earning Parvus the full value of their FAY proficiency rate.

Instead, if Parvus produced only 426 exams, fewer than the threshold, the testing multiplier would be $(426/463 = 0.92009)$ 92.01%, earning Parvus *less* value from their FAY proficiency rate.

▪ Proficiency Component Calculations

Proficiency scores are determined by applying the testing multiplier to a population's FAY proficiency rate. The following formula determines a population's proficiency score:

$$\text{Proficiency Score} = \text{FAY Proficiency Rate} \times \text{Testing Multiplier} \times \text{Model Weight}$$

Basic Example:

Medius MS has a population of 100 eligible students and should expect 200 test results. 95% of the expected number of test results is 190 exams $(0.95 \times 200 = 190)$. If the school only produced 184 tests, there are six missing exams. The testing multiplier is $184/190 = .9684$.

Medius had 72 FAY students test, producing 144 exams of which 26 were scored *proficient*. The FAY proficiency rate is $(26/144 = 0.180556)$ 18.06%.

Medius is a K-8 model school. The model weight for the Proficiency component is 60%. Medius earns $(0.1806 \times 0.968 \times 0.60 = 0.1049)$ 10.49 proficiency points.

Complicated Example:

Magnus MS has a population of 500 eligible students in third through eighth grade. The school should test all of them twice, producing an expected 1000 (total) ELA and Math exams. The 95% threshold is 950 tests. If the school only tests 400 students, giving only 800 total exams, *the school is missing 150 test results*. The testing multiplier is $800/950 = 0.8421$.

Magnus MS only has 300 FAY students. If every FAY student was tested and passed each test (producing 600 proficient exams), the FAY proficiency rate would be 100% ($600/600 = 1.00$). However, because Magnus did not test every student, that number will be diminished by the testing multiplier. Rather than earning a perfect Proficiency score, Magnus will earn $(1.00 \times 0.8421 \times 0.60 = 0.50526)$ 50.53 proficiency points.

■ Calculation Requirements

To generate a Proficiency calculation, twenty unique FAY students are needed in the grades/cohort that are assessed on the state assessments (AASA & ACT) and alternate state assessments (MSAA), *regardless* of the expected number of exam results. If twenty or more FAY students are in the static file a Proficiency score will be calculated, potentially with a testing penalty if fewer than 20 students took the appropriate exams.

If a minimum of 20 unique FAY students are not in the population, regardless of how many of those students take the tests, a standard Proficiency indicator will not be calculated for identification. An alternate methodology may be used for annual determination.

If a population has already been federally identified, and in any subsequent year during their identification the population slips below the required N-count of 20, an alternate methodology will be used to produce a score, to determine growth or improvement on the indicator.

ATSI/TSI Proficiency – Each subgroup must meet the required FAY 20 N-count as required by their school model, as if it were a school unto itself, to be calculated as a separate subgroup calculation. For example, if there are fewer than 20 FAY Asian students, the Asian student subgroup will not qualify for Proficiency.

Additionally, subgroup populations will each have their own testing thresholds based on the expected number of tests from all students in that population. For instance, if a school only tests 70% of the Asian population, the testing multiplier for Asian students' raw performance rate will be roughly 0.70.

Growth

■ Measuring Student Growth

The ESSA approved guidelines for Federal Identification include student Growth in the K–8 model. For the K–11 and K–12 school models that include both high-school age students and a Growth component, the Growth indicator will ONLY be calculated based on students in fourth through eighth grades.

Student Growth is a snapshot of how a student's current exam results compare to those of their academic peers. From SY 2022–2023 forward, student's current and prior year performance will be compared based on the AASA/MSAA exams. Schools evaluated on the K–8 and K–11 models have Growth weighted at 20%. Schools evaluated on the K–12 model have Growth weighted at 15%. Schools evaluated on the K–2 and 9–12 models do not receive points for this component.

To measure Growth and generate a Growth indicator score, the measured population must include 20 FAY students with both a current-year test score AND a prior year test score. For any exam, calculations exclude test records for students where no answer items were selected, and no scale score is assigned.

To be included in the Growth calculation, test records must be matched to a valid student enrollment in an Arizona public school that teaches grade-level standards. Student test records must meet four criteria for inclusion in the Growth model:

1. Student enrollment generates Average Daily Membership (ADM) in any Arizona public school (tuition payer code equal to 1).
2. Student has a test record from the current school year.
3. Student also has a test record from the prior school year in the same subject.
4. Each student's test records in the current year and in the prior year should be "consecutive."

■ Calculating Student Growth

Individual student Growth is a measure of how much a student has improved on a subject (ELA or Math) *as compared to other students* on the same exam. Growth is, perhaps, the most complicated indicator in Federal Identification. To clarify the calculation process, a series of examples is included throughout.

Regardless of FAY status, every student in the state in grades third through eighth is expected to take statewide assessments each year. For every grade and every test, the assessment results are normalized and then grouped by score into 99 percentile bands. Effectively, this splits the population of grade-level test scores into groups, called *peer cohorts*, of the same "width," ensuring every student can be grouped with other students that achieved at the same level on the same exam, in the same year. Peer cohorts are determined regardless of FAY status at the time of testing.

Example:

Possible scores for the fourth grade ELA exam went from 2400 to 2610, a range of 210 points. Last year, Tommy Bugles scored a 2526, near the middle of the performance range. That score puts Tommy in the 53rd percentile.

Tommy's peer cohort comprises himself and every other student in fourth grade that scored in the 53rd percentile on the ELA exam. Next year, Tommy will be compared *only* to those students in his peer cohort for that exam.

In the next year, every student takes the next series of assessments, producing a new Scale Score. Every student with a prior-year scale score (PYSS) has been grouped into a peer cohort. All the students in the peer cohort have their current scale score from the new assessment compared. Those comparisons generate the Student Growth Percentile (SGP) for every eligible student, based on the percentage of students the individual outperforms within the peer cohort.

Example:

The fifth grade ELA exam scores went from 2419 to 2629. Tommy scores a 2499. Tommy's Scale Score is compared to the Scale Scores of all the other students from his peer cohort. In other words, the peer cohort encompasses students who scored in the 53rd percentile on the fourth grade ELA exam the prior year.

All the students in prior year 53rd percentile ELA peer cohort are sorted by their performance on this year's ELA exam and grouped into percentiles. Tommy's performance is compared to the peer cohort; the percent of students in his peer cohort whom he outperforms is his Student Growth Percentile (SGP).

Tommy scored higher than 36% of his academic peers, earning a 36 SGP score.

Once every student's SGP score is calculated for each test, the Growth indicator for a population can be calculated.

▪ Calculating Median Growth Percentiles & Growth Points

Growth points are determined by calculating the median Student Growth Percentile (SGP) of all eligible FAY students in population.

Exceptions:

- The ELA and Math SGPs of Recent Arrival English Learners (RAEL) in their first year (RAEL=1) are not included in the calculation.
- Students who take the MSAA exams are not included in the SGP calculation.

All SGP scores for both ELA and Math assessments from all eligible students within a population are sorted to find the median value. The median value of a population's SGP scores determines the population's Growth score. A school's Growth score is the median SGP for all eligible students, multiplied by the weight of Growth for the school's model. The following is used to calculate a school's Growth points:

$$\text{Growth Indicator} = \text{Median SGP (of all ELA SGPs and Math SGPs)}$$

$$\text{Growth Component} = \text{Growth Indicator} \times \text{Model Weight}_{\text{Growth}}$$

Example:

Parvus Middle School has 215 eligible FAY students in grades fourth through eighth with qualifying ELA and Math SGP scores. The median SGP value is 43, so the school's Growth indicator is 43. The school will earn 43% of the eligible points for the Growth component of their school model. K–8 schools have Growth weighted at 20% of the model, so this school would earn $(0.43 \times 0.20 = 0.086)$ or 8.6 points for their Growth component.

ATSI and TSI Growth – Each subgroup population needs to meet the required FAY=20 N-count to be calculated as a separate subgroup calculation. For example, if there are fewer than 20 FAY Asian students with both current and prior scale scores, the Asian student subgroup will not qualify for Growth.



English Learner Proficiency and Growth

■ Measuring English Learning

Arizona schools are expected to test all students with an EL need until the student achieves Fluent English Proficiency (FEP). Federal Identification considers two separate but related values within the EL indicator. The proportion of *Proficient* FAY English Learners (ELFAY) provides a representation of how well a school is preparing a population in English fluency. The amount of *Growth* shown by ELFAY students in their acquisition of English provides a representation of a school's ability to help students progress on their path to English fluency. The English Learner indicator comprises the following two measurements: English Learner Proficiency (ELP) and English Learner Growth (ELG).

Note: *Proficiency* and *Growth* are terms and indicators used elsewhere. When used alone, those terms refer to the primary indicators: *Proficiency* on statewide ELA and Math assessments and year-to-year *Growth* on those assessments. Otherwise, *Proficiency* and *Growth* are used with *English* or *EL* to differentiate the EL indicators, which are based on AZELLA/Alt-ELPA test results.

The EL indicator is 10% of every school model. However, ELP and ELG values are calculated separately, each worth 5% within each model. The EL indicator is an aggregate value, combining the scores of both ELP and ELG measurements.

To qualify for points in the EL indicator, a population must include at least 20 unique ELFAY students. A student is ELFAY if they are:

1. Identified as an English Learner (EL), by a less-than-proficient score on:
 - a. the AZELLA or Alt-ELPA in the current or prior fiscal year; or,
 - b. an AZELLA or Alt-ELPA placement exam in the current fiscal year
2. Continuously enrolled within the FAY enrollment window for their school model through the start of the EL testing window.

Students new to a school are expected to be tested within a certain timeframe. As such, any eligible EL students enrolled in the first 10 days of the school year, or by the enrollment deadline for non-traditional school models (to qualify for FAY status), should either have a prior AZELLA exam or take a placement exam. The EL Proficiency score is based on the Spring AZELLA/Alt-ELPA assessment.

EL Growth requires two successive AZELLA or Alt-ELPA test records to calculate a student's individual EL Growth score. These scores may come from either two successive spring assessments (current and prior year) or from a fall placement exam and the current spring assessment.

■ Calculating English Learner Data

All students with an EL need prior to January 1 are expected to take the spring AZELLA (or Alt-ELPA) reassessment. Once a student achieves proficiency on the reassessment, they cease taking the test in future exam administrations. This design means that most students who take the reassessment are not proficient in English, so the proportion of proficient EL students in a population is generally low. Outliers historically have made the distribution of school AZELLA results heavily skewed. ADE Accountability trims the data distribution to remove outliers to create a more compact distribution, lowering the statewide average, and shrinking the standard deviation, ultimately producing a more representative comparison target for statewide

expectations. This data transformation process also creates a better comparison between schools than if every school's results were involved in the calculation of the statewide mean and statewide standard deviation.

▪ EL Proficiency

English Language Proficiency (ELP) is the proportion of EL Proficient (level 4) students among all ELFAY students on the appropriate AZELLA and Alt-ELPA reassessment test. Provided 20 ELFAY students are in a population, the number of tests is not considered. Simply put, the population's ELP score is the number of ELFAY students who achieved proficiency on the exam over the number of ELFAY students in the school. Schools are expected to test *every student with an EL need*. For instance, if a school has 20 ELFAY students and only tests 3 of them, the denominator remains the 20 ELFAY students.

The following formula is used School EL Proficiency (ELP):

$$EL\ Proficiency\ \% (ELP) = \frac{\# Proficient\ ELFAY\ Students}{\# ELFAY\ Students}$$

Once every school's EL Proficiency rate is calculated, a statewide school EL Proficiency distribution is created. To be included in the statewide ELP distribution, a school must have an EL Proficiency score based on at least 20 ELFAY students. Using a process determined by the Accountability unit to produce the best possible distribution, any outliers are removed. Then, the statewide ELP mean (μ_{ELP}) and ELP standard deviation (σ_{ELP}) are calculated.

The statewide ELP mean is the sum of all eligible school ELP values, divided by the number of eligible ELP schools. The following formula is used to calculate a year's statewide ELP mean:

$$Statewide\ EL\ Proficiency\ Mean\ (\mu_{ELP}) = \frac{\sum EL\ School\ Proficiency}{\# Eligible\ Schools}$$

The statewide ELP standard deviation includes the statewide ELP mean, above, and is calculated using only the values included after the removal of outliers. The following formula is used to calculate a year's statewide ELP standard deviation:

$$Statewide\ ELP\ Standard\ Deviation\ (\sigma_{ELP}) = \sqrt{\frac{\sum (ELP - \mu_{ELP})^2}{\# of\ Eligible\ Schools}}$$

To earn EL Proficiency points, the population's ELP is compared to the statewide ELP mean and ELP standard deviation for the current year. See [EL Points Calculation](#), below.

▪ School EL Growth

Each student's EL placement or reassessment results identifies their achievement level in English Proficiency. Successive administrations of the reassessment reveal the extent to which a student has improved their *level* of English Proficiency over a prior score. For the individual student, EL Growth can be measured by comparing current year test results with prior year reassessment results or a prior placement test. School EL Growth (ELG) calculates the average *levels* of Growth among EL students, comparing the population's current year spring reassessment results to prior results from reassessments (for most students) or placement test (for kindergarten students and other students new to the EL program).

For a student to qualify for an EL Growth score:

- Students must be ELFAY. (Note: non-ELFAY students (ELFAY = 0) who otherwise qualify will still have a EL Growth score calculated, but those scores will not be used in the population calculation.)
- Students must have a current AZELLA or Alt-ELPA result from the spring assessment.
- Students must have a prior AZELLA or Alt-ELPA result or prior placement test result.
 - “Prior result” may come from a placement exam taken in the same school year, if taken prior to October 1.
 - ELFAY kindergarten students who take a placement test prior to January 1 and then take a spring reassessment will be included.
 - Students who had a placement exam in one school and a reassessment in another school *within the same school year* will not be included in the population calculation as they will not qualify as ELFAY.
 - Students who are identified through a placement test *after* January 1 are not expected to take the reassessment and do not qualify for EL Growth scores.

The table below shows the point value of each level of EL Growth.

Prior Year or Placement Test Achievement Level	Current Year Achievement Level	Point Value
Any Achievement Level	No change in achievement level	0
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	2
Pre-Emergent/Emergent	Intermediate	
Basic/Intermediate	Proficient	
Basic	Proficient	3
Pre-Emergent/Emergent	Proficient	

Student Growth scores combine to form an aggregate value. Regardless of whether a student is tested, the school’s ELG value is dependent on the number of ELFAY students in the static file. If an ELFAY student is not tested, they are still included in the count for total ELFAY students.

The following formula is used to calculate EL Growth:

$$EL\ Growth_{average\ student\ growth\ level}\ (ELG) = \frac{\sum ELFAY\ EL\ Growth\ points}{\#ALL\ ELFAY\ Students}$$

Example:

A population has 30 ELFAY students, 27 of whom have individual EL Growth scores. The sum of those 27 individuals’ ELG scores is 43.

The population’s ELG is: $\frac{43}{30} = 1.433$ *average levels of growth*

Note:

- All ELFAY student EL Growth values are included in the numerator.
- All ELFAY students, regardless of whether they have an EL Growth value, are included in the denominator. Schools are encouraged to test every student, as required by law.

To earn EL Growth points, the school's ELG score is compared to the statewide ELG mean (μ_{ELG}). The statewide ELG mean is calculated based on the combined values of all school ELGs with at least 20 ELFAY students. The following formula is used to calculate the statewide EL Growth mean:

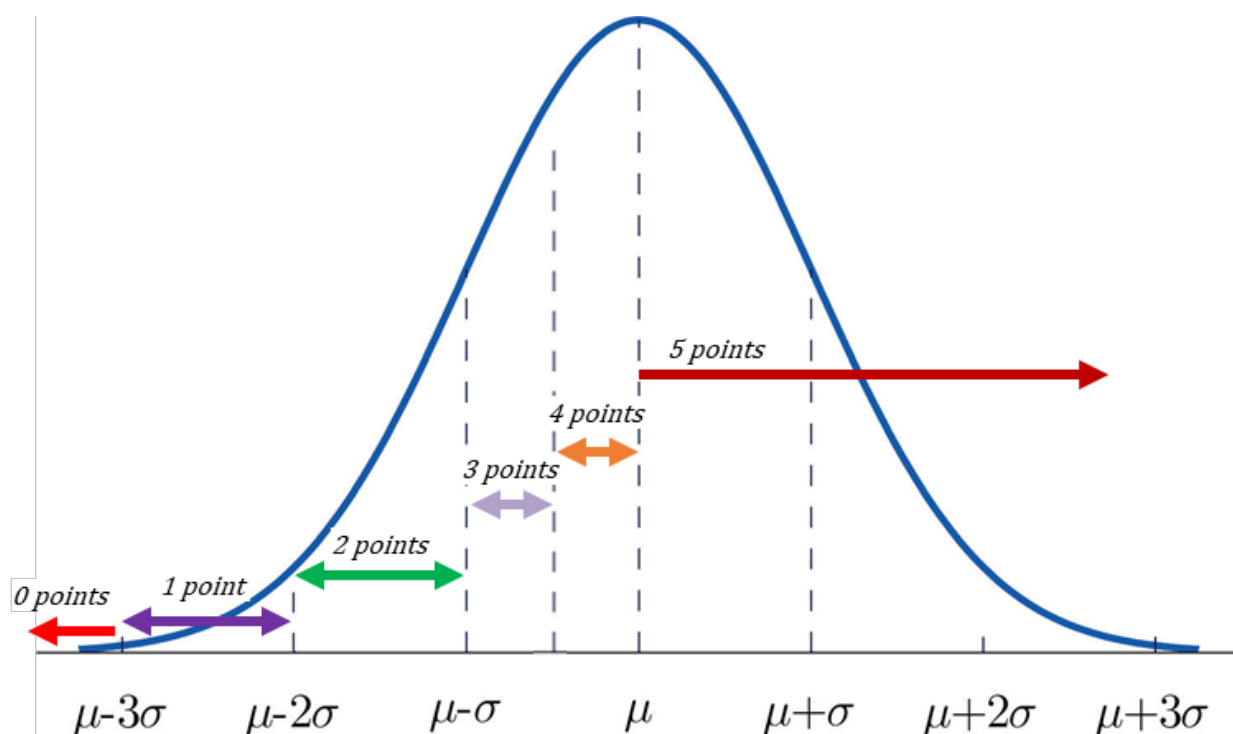
$$\text{Statewide EL Growth Mean } (\mu_{ELG}) = \frac{\sum \text{EL School Growth \%}}{\# \text{ Eligible Schools}}$$

Once the statewide ELG mean is calculated, the statewide ELG standard deviation (σ_{ELG}) of values in the distribution is calculated. The following formula is used to calculate a year's statewide ELG standard deviation:

$$\text{Statewide ELG Standard Deviation } (\sigma_{ELG}) = \sqrt{\frac{\sum (ELP - \mu_{ELG})^2}{\# \text{ of Eligible Schools}}}$$

▪ EL Points Calculation

A population is awarded up to five ELP points and up to five ELG points. Points are earned by comparing the population's ELP and ELG with the statewide values, which is banded by standard deviation ranges. While the distribution of statewide data is not expected to be Normal, the following distribution curve illustrates the scoring model for EL points. Any population that scores at or above the adjusted statewide mean will earn the full five points for the ELP or ELG indicator. Populations scoring below the statewide mean earn a diminishing point value based on the score and distance from the mean.



ELP and ELG points are awarded by comparing the ELP value or the ELG value with the ranges determined by the associated mean and standard deviation. The following system illustrates the EL point target ranges:

EL Point Target Ranges	Range	Points
ELP/ELG is greater than or equal to the statewide ELP/ELG mean.	TBD	5
ELP/ELG is 0.01 to 0.50 standard deviations below the statewide ELP/ELG mean.	TBD	4
ELP/ELG is 0.51 to 1.00 standard deviations below the statewide ELP/ELG mean.	TBD	3
ELP/ELG is 1.01 to 2.00 standard deviations below the statewide ELP/ELG mean.	TBD	2
ELP/ELG is 2.01 to 3.00 standard deviations below the statewide ELP/ELG mean.	TBD	1
A population value is 0%, due to no reclassification (ELP) or no EL Growth (ELG).	TBD	0

The annual statewide means and standard deviations for ELP and ELG will be calculated and published after the release of the static file once analysis and data verification are complete.

▪ Final EL Indicator Value

The EL indicator is worth up to 10 points. The population EL indicator value is calculated by adding the earned ELP and ELG values. Provided the population has 20 ELFAY students, a combined score is produced out of 10 possible points.

Example:

Magnus K–8 earned an ELP of 24%, and an ELG of 0.49. The statewide results and the EL point target ranges are included in the tables below:

Statewide Values	ELP	ELG
Mean (μ)	32%	0.53
Standard Deviation (σ)	12%	0.16

Value Range	ELP	ELG	Point Value
At or above mean (μ)	$\geq 32\%$	≥ 0.53	5
Above ($\mu - 0.5\sigma$)	$\geq 26\%$	≥ 0.45	4
Above ($\mu - 1\sigma$)	$\geq 20\%$	≥ 0.37	3
Above ($\mu - 2\sigma$)	$\geq 8\%$	≥ 0.21	2
Above ($\mu - 3\sigma$)	$> 0\%$	≥ 0.05	1
Below ($\mu - 3\sigma$)	0%	< 0.05	0

Magnus K–8's ELP value of 24% is above one full standard deviation below the statewide ELP mean. Magnus earns three points for ELP.

Their ELG value of 0.49 is above $\frac{1}{2}$ of a full standard deviation below the statewide ELG mean. Magnus earns four points for ELG.

The ELG and ELP scores are combined: Magnus K–8 earns seven EL points.

▪ Hybrid School Models, K-11 & K-12

The English Learner Proficiency and Growth calculations mirror the Arizona State A–F Letter Grade calculations, which handle K–8 and 9–12 separately. Schools in the K–11 and K–12 federal models use a weighted formula to determine a final score. ELFAY students in grades K–8 are used to determine the K–8 values, and ELFAY students in grades 9–12 determine the 9–12 values. The proportions of ELFAY students in the static file in grades K–8 and 9–12 are then used to weight the points to assign the school one overall percentage.

Example:

A K–12 school has 65 ELFAY students enrolled in kindergarten through eighth grade, and 35 EL students enrolled in high school, meaning 65% of the ELFAY students in the school are K–8, and 35% are in grades 9–12. If the K–8 population earns seven points in the EL indicator, and the high school earns six points in the summary EL indicator, the final score will be weighted by the proportion of the ELFAY student population:

$$(0.65 \times 7(K - 8 \text{ EL points})) + 0.35 \times 6(HS \text{ EL points})) = 4.55 + 2.1 = 6.65 \text{ points}$$

ATSI and English Learner Calculation – Each subgroup needs to meet the required ELFAY 20 N-count to be calculated as a separate subgroup calculation. For example, if there are less than 20 ELFAY Asian students, the Asian student subgroup will not qualify for EL points. Subgroups will be compared to the same cut-scores shown in the tables above.



Chronic Absenteeism

Chronic Absenteeism (CA) is recognized as an important indicator of students' long-term success and is included as a measure of School Quality and Student Success (SQSS) for students in first through eighth grades. Chronically absent students are those who are absent 10% or more of the school year. For instance, 18.0 or more days for five-day calendar year, or more than 14.4 days for a four-day calendar year qualifies as chronically absent. Note the CA Threshold is static, and not dependent on the number of days a student is enrolled.

Kindergarten students are not included in CA calculations. Student absences for a documented chronic illness are not included in the count of absences. Otherwise, all absences reported for a student are considered whether excused or unexcused. The CA calculation includes students enrolled in first through eighth grades, regardless of FAY status.

Individual student attendance is measured on a quarter-day basis, as reported via ADM and verified in AzEDS. The sum of a student's absences is compared to the calendar model for each student's school. If the student is above the calendar-year attendance requirement for their school, the student is flagged for Chronic Absenteeism (CA) in the static file.

Further, students who transfer between schools will have their attendance tracked at each individual school, exclusive of their attendance at the other school(s). The CA indicator for students in a school's static file will only reflect their attendance at that specific school. In other words, if a student transfers the student could be chronically absent at neither school, either school, or both schools, depending on their school attendance record.

Examples:

Assume Parvus MS and Magnus MS are 180-day calendar-year schools.

If Tommy misses 19 days at Parvus MS, he is in the Parvus MS static file and is flagged for Chronic Absenteeism.

If Tommy then transfers to Magnus MS and then misses 17 days at Magnus before the end of the school year, he will be:

- In both static files;
- Flagged for Chronic Absenteeism in the Parvus MS static file; and,
- NOT flagged for Chronic Absenteeism in the Magnus MS static file *even though this is more than 10% of the remaining school year.*

Schools evaluated on the K–2 and K–8 models have Chronic Absenteeism (CA) weighted at 10%. Schools evaluated on the K–12 and K–11 models have CA weighted at 5%, and their CA score is based solely on their students in first through eighth grades. Schools evaluated on the 9–12 model do not receive points for this component. An N-count of 20 students in grades first through eighth is required to be eligible for these points.

In the achievement calculations, schools receive points based on the percent of students who are *not* chronically absent. Below is the formula used to calculate points for the CA indicator:

$$\text{Chronic Absenteeism} = \left(1 - \frac{\# \text{ Chronically Absent Students}}{\text{Grades 1 – 8 Student Population}} \right)$$

Example:

Parvus MS has 1300 students in the static file. Of these students, 184 are in kindergarten (Grade = 88), 26 are in preschool (Grade = 77), and 14 students are other ungraded elementary students (Grade = 66). Of the remaining 1076 students in the static file, 386 are flagged for Chronic Absenteeism.

Parvus MS earns a CA value of $(1 - 386/1076 = 1 - 0.3587 = 0.6413) = 64.13\%$. Parvus MS is a K–8 model, with CA weighted as 10% of the model. Parvus will earn $(0.6413 \times 0.10 = 0.06413)$ or 6.41 points for the CA component.

ATSI/TSI and Chronic Absenteeism – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. For example, if there are fewer than 20 Asian students, the Asian student subgroup will not qualify for Chronic Absenteeism.



Graduation Rate

A population's Graduation Rate (GR) is used in both the Low Achievement identifications (CSI-LA, ATSI, and TSI) and the Low Graduation identification (CSI-G), measuring how many students in a Graduation Cohort complete their High School studies in a timely manner. As a model component for CSI-LA, ATSI, and TSI, the Graduation Rate indicator is based on the four-year Graduation Rate for a cohort. CSI Low Graduation (CSI-G) identification relies on the five-year Graduation Rate for a cohort.

To ensure that graduation data is complete, all Graduation Rate calculations are performed on cohorts one year removed from the calculation year. The four-year Graduation Rate is not finalized until September 1 of the cohort's graduation year. This occurs after the creation of the static file, so a current-year four-year Graduation Rate would be incomplete. The five-year Graduation Rate is finalized on July 1 of the year following the cohort's graduation year. For instance, the 2025 FSI calculations will rely on the results of the 2024 Graduation Cohort. The CSI-LA, ATSI, and TSI Graduation Rate indicators will rely on the 2024 cohort's four-year Graduation Rate, while the CSI-G identification will rely on the 2024 cohort's five-year Graduation Rate.

A student's graduation status is not in the static file. All GR calculations rely on the *Grad Rate Report*, available in ADECONNECT, which is governed by the [Graduation, Dropout & Persistence Rate Technical Manual](#). Generally, a "Graduate" is a student who has either graduated (exit code G) or withdrew with a diploma (exit codes W7 or S7). Students who exit the cohort are not included in the calculations. All other students in the cohort are included in the denominator. For specific codes for students exiting the cohort for the calculation, and a description of the Graduation exit codes, refer to the technical manual.

Graduation Rates do not rely on FAY status of students: all students for whom a school is responsible are included regardless of their attendance and FAY status. Schools evaluated on the 9–12 model have Graduation Rate weighted at 20%. Schools evaluated on the K–12 model have Graduation Rate weighted at 5%.

Below is the formula used to calculate the Graduation Rate:

$$\text{Graduation Rate} = \frac{\# \text{ Graduating Students}}{\# \text{ Students in Cohort}}$$

Example:

Magnus HS has 356 students in the 2024 Cohort. In that cohort, 328 students graduated (G) or withdrew with a diploma (W7/S7) within four years, and 333 graduated in five years.

Magnus has a four-year Graduation Rate of $\left(\frac{328}{356} = 0.9213\right) = 92.13\%$.

Magnus HS will earn $(0.9213 \times 0.20 = 0.1843)$ 18.43 of the 20 Graduation component points available for the High School (9–12) model.

Magnus HS's five-year Graduation Rate is $\left(\frac{333}{356} = 0.9354\right)$ is 93.54% and will not be identified for CSI-Low Graduation Rate.

More details on how Graduation is calculated can be found by reading the [State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual](#).

ATSI/TSI and Graduation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation.

For example, if there are fewer than 20 Asian students, the Asian student subgroup will not qualify for Graduation.

Graduation Rates for Students with Disabilities (SWD), Income Eligible (IE12), and/or English Learner (ELFEP14) students are measured using the cohort populations in the Graduation report.

Dropout Rate

Dropout Rates are recognized as an important indicator of students' long-term success and are included as a measure of School Quality and Student Success (SQSS) for students in ninth through twelfth grades. In CSI Identification, schools receive points based on the percent of students who did *not* drop out. The state Dropout report is designed to track students in seventh through twelfth grades. Federal identification calculations only include students enrolled in ninth through twelfth grades, regardless of FAY status.

Schools are responsible for every student enrolled. Any student who is no longer enrolled at the end of the school year who did not transfer, graduate, or die, is considered a “dropout.” A list of dropout codes is included below: however, the official list is subject to the published state guidelines. Students who withdraw due to a chronic illness are excluded from Dropout calculations. Calculation relies on year-end or exit codes to determine the ratio of students who dropped out, and then converted to a ratio of students who did *not* drop out.

Schools evaluated on the 9–12 model have Dropout Rate weighted at 10%. Schools who are evaluated on the K–12 and K–11 models have Dropout Rate weighted at 5%. Schools evaluated on the K–2 and K–8 models do not receive points for this component.

Students who dropout are counted from among the following year-end or exit codes: W3, W4, W5, W11, W12, W13, W41, W51, S3, S4, S5, S11, S12, S13, S41, and S51.

Below is the formula used to calculate points:

$$\text{Dropout Rate} = 1 - \frac{\# \text{ Dropouts}}{\text{Student Population}}$$
 More details on how Dropout Rates are calculated, and the associated exit or year-end codes, can be found by reading the [State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual](#).

ATSI/TSI and Dropout– Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation.

For example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Dropout.

Dropout Rates for Students with Disabilities (SWD), Income Eligible (IE12), and/or English Learner (ELFEP14) students are measured using the cohort populations in the Dropout report.

Final Score

Schools receive points for each indicator using the model weights for each indicators. Points from all eligible indicators are added together to calculate the total number of points schools received, referred to as the school's raw achievement score (RAS). Each model allows for schools to receive up to 100 points. While every school receives a RAS and CAS value, a school *must* qualify for the Proficiency indicator to have their score qualify for identification.

$$\text{Raw Achievement Score (RAS)} = \text{Total \# of Points Earned}$$

All schools have their RAS standardize to the same unit scale, creating their comprehensive achievement score (CAS). Schools may not be eligible for certain components because they have less than 20 FAY students in that category, like a school with fewer than 20 students with Growth scores is not eligible for Growth points. Schools eligible for fewer than 100 points have their RAS divided by their total potential points. Once every eligible school in the state receives a final CAS, identification can occur. A school's CAS is calculated with the following formula:

$$\text{Comprehensive Achievement Score (CAS)} = \frac{\text{RAS}}{\text{Eligible Points}}$$

The following table illustrates how calculations will be handled when an indicator does not meet the N-count and cannot be included in a school's calculation.

School Type	K-8	K-8	K-11	K-12	HS 9-12	HS 9-12
Description	With EL	Without EL	NOT Including Grade 12	Including Grade 12	With EL	Without Graduation
K-8 Only Growth (15-20)	Median SGP 44 .44x20 = 8.8pts	Median SGP 44 .44x20 = 8.8pts	Median SGP 44 .44x20 = 8.8pts	Median SGP 44 .44x15 = 6.6pts	n/a	n/a
K-8 Only Chronic Absenteeism (5-10)	CA Rate is 8% 100%-8% = 92% .92x10 = 9.2pts	CA Rate is 8% 100%-8% = 92% .92x10 = 9.2pts	CA Rate is 8% 100%-8% = 92% .92x5 = 4.6pts	CA Rate is 8% 100%-8% = 92% .92x5 = 4.6pts	n/a	n/a
ALL Proficiency (60)	45% Proficiency .45x60 = 27pts	45% Proficiency .45x60 = 27pts	45% Proficiency .45x60 = 27pts	45% Proficiency .45x60 = 27pts	45% Proficiency .45x60 = 27pts	45% Proficiency .45x60 = 27pts
ALL EL (10)	ELP + ELG = 6pts	n/a	ELP + ELG = 6pts	ELP + ELG = 6pts	ELP + ELG = 6pts	ELP + ELG = 6pts
HS 9-12 Only Graduation (5-20)	n/a	n/a	n/a	Grad Rate 75% .75x5 = 3.75pts	Grad Rate 75% .75x20 = 15pts	n/a
HS 9-12 Only Dropout (5-10)	n/a	n/a	DO Rate is 8% 100%-8% = 92% .92x5 = 4.6pts	DO Rate is 8% 100%-8% = 92% .92x5 = 4.6pts	DO Rate is 8% 100%-8% = 92% .92x10 = 9.2pts	DO Rate is 8% 100%-8% = 92% .92x10 = 9.2pts
Subtotal Eligible Points	51 100	45 90	51 100	52.55 100	57.2 100	42.2 80
Achievement Score	(51/100) = 51	(45/90) = 50	(51/100) = 51	(52.55/100) = 52.55	(57.2/100) = 57.2	(42.2/80) = 52.75

Identification

Under ESSA legislation, schools can be identified for any of four types of improvement: CSI-Low Graduation Rate (CSI-G), CSI-Low Achievement (CSI-LA), ATSI, and TSI. As a school may be identified for any of 10 subgroup populations within ATSI *and* TSI, a school may be identified for improvement in up to 22 areas. This section details the identification process for each type of school improvement, starting with an overview of the data required for identification, a note on N-counts and the Proficiency indicator, and a brief review of the statistics used for comparison and identification calculations.

Then, as CSI-G is the most straightforward of the calculations, the calculation and identification process for Low Graduation Rate schools is explained. A comprehensive overview of the various Low Achievement identifications (CSI-LA, ATSI, and TSI) follows.

Data Used for Identification

▪ Data Duration

One year of data, every three years: CSI-G, CSI-LA, and ATSI are each “snapshot” calculations based on one year of data, and such schools are identified every three years. During an identification year, any eligible school with a sufficiently low school (CAS), population (SAS), or Graduation Rate (ACGR) will be identified for CSI-LA, ATSI, and/or CSI-G.

Three years of data, every year: TSI identification is an indicator of *chronic underperformance* and may happen in any year. Rather than relying on a snapshot, TSI identification is based on a longitudinal analysis of subgroup performance over three consecutive years. A school may be identified in any year.

▪ N-counts

Achievement results are dependent on a large enough population to provide analytic validity. For all standard identifications, the Federal Government determined a population must meet an N=20 population count to generate valid statistics. If a population does not meet the N-count for an indicator, a statistically invalid indicator value may be produced. All schools are included in the annual system of differentiation, but schools not meeting the N-count may be subject to alternate methodologies rather than the standard CAS/SAS/ACGR processes.

▪ Proficiency and the N-count

Proficiency is the largest component of each school model, and necessary to determine the academic achievement of student populations. Without a valid Proficiency score based on 20 or more FAY students, it may be unreasonable to use the remaining indicators for identification. A school population must meet the N-count requirement for the *Proficiency indicator* to produce a valid comprehensive or subgroup achievement score and be eligible for the standard Low Achievement identification methodology.

Alternative identification and measurement of progress methodologies may include non-proficiency values for measurement of improvement, statistics generated from low-N populations, or other metrics. Such values may be used for statewide comparisons or annual differentiation of identified schools on a case-by-case basis, but will not be used to identify schools for CSI-LA, ATSI, or TSI under the standard identification system.

■ Graduation Rate N-count Requirement

Prior interpretations of federal requirements misunderstood the expectation for Graduation Rate identification to depend on a sufficient N-count. Previously, all schools serving students in grade 12 were included in the CSI-G calculation process even if they did not meet the N=20 requirement for the number of students in the graduating cohort. This was amended following an emergency consideration for the fall 2024 Low Graduation Rate identification cycle. To be considered for CSI-G using the standard methodology, a school must have 20 students in 5th-year ACGR. Schools serving seniors and not meeting the N-count shall be considered using an alternate methodology.

■ Low N-count Populations

Schools that have *already been identified* in a prior identification year may experience a subsequent year of lower enrollment in the target population, resulting in the FAY count for the population under consideration slipping below the N=20 requirement. For such schools, a tentative Proficiency indicator may be calculated based on the extant population. No school population will be identified based on a low N-count calculation, but a low N-count calculation may provide some insight into the school's performance.

■ Statewide Achievement Scores

All schools earning a valid comprehensive achievement score (CAS) based on the components of their school model for which they qualify are included in the statewide analysis. These CAS values are combined to create a statewide mean (μ_{CAS}) and statewide standard deviation (σ_{CAS}), and the 5th percentile Statewide Low Achievement Threshold of the CAS values.

■ Population Achievement Scores

In addition to the CAS values each school earns, populations within each school also earn similar achievement performance scores for each subgroup. Subgroup achievement scores (SAS) are based on the same components as the CSI-LA CAS values but treat subgroups as entire school populations.

■ Graduation Rate Timing

A school's Graduation Rate is used in two ways. First, schools may receive component points within their school model for the four-year Graduation Rate performance indicator. Second, schools receive a stand-alone ACGR based on their five-year cohort performance. In each case, the cohort year is one year removed from the calculation year; for instance, the 2024 CSI-G identification will use the 2023 cohort's five-year Graduation Rate, whereas the 2024 CAS (for CSI-LA) and SAS (for ATSI and TSI) values will use the 2023 cohort's four-year Graduation Rate.

■ Subgroup Calculations

Just as the CAS is calculated for all eligible schools, subgroup performance indicators are calculated for every subgroup meeting the associated N-count. In each case, members of the subgroup population are grouped as if they are a school unto themselves. This process is repeated for every subgroup within every school. Subgroup values are used for ATSI and TSI identification procedures. For instance, a school will receive a school-wide CAS value, but then the Asian students within that school will also receive an Asian-students-only subgroup achievement score (SAS) based on the various Asian-students-only performance indicators for their school model. A population's subgroup indicator values are the same for ATSI and TSI.

CSI Low Graduation Rate Identification

ESSA requires all schools failing to graduate “one-third or more” of their graduating senior cohorts to be identified for CSI due to Low Graduation Rate (CSI-G). Arizona identifies schools for CSI-G using the most recent five-year Adjusted Cohort Graduation Rate (ACGR), calculated as the number of students that graduated from an Arizona school within five years. As “one-third” is a nonterminating fraction, Arizona defines the identification threshold as any school with a 5-year ACGR *at or below* 66.67%. ACGR values for CSI-G identification will be rounded to two decimal places.

$$\text{Graduation Rate}_{5Y} = \frac{\# \text{ Graduating Students}}{\# \text{ Students in 5 year Cohort}}$$

Any school serving students in grade 12 may be identified for CSI due to Low Graduation regardless of Title I status. CSI-Low Graduation identification occurs every three years. CSI-G schools were identified in the fall of 2021 using Cohort 2020’s five-year Graduation Rate, and again in 2024 using the Cohort 2023 five-year Graduation Rate. Schools failing to exit in a timely manner shall be elevated to MRO-G.

■ Small Schools Option for CSI-G Participation

If an identified school has a total October 1st enrollment of fewer than 100 students, the LEA may elect to participate in Federal School Improvement (FSI) activities related to CSI-G identification. Whether a school elects to participate and receive CSI-G support does not change the school’s identification as a CSI Low Graduation Rate (CSI-G) school. Small schools are identified by the number of students in a school’s October 1 report that coincides with the identification year. Identification in fall 2021 used the 2020 October 1 report.

Low Achievement Identifications: CSI-LA, ATSI, and TSI

The three basic academic achievement identifications, CSI-LA, ATSI, and TSI, are each founded on the school models and expectations explained throughout this document. CSI-LA is based on a school’s comprehensive achievement score (CAS) and ATSI is based a population’s subgroup achievement score (SAS). TSI relies on individual SAS indicator scores, but compares them to statewide performance thresholds over time, rather than the CSI-LA Threshold. This section includes an overview of each identification process and is followed by a review of the values for each below.

■ CSI-LA

Only Title I schools may be identified as CSI-LA schools. Such schools qualify for CSI-LA identification due to Low Achievement on the Federal Accountability indicators. Title I schools with a CAS below the 5% Statewide Low Achievement Threshold (SLAT) of all Title I schools will be identified for CSI-LA. Note, the SLAT is a *minimum* of 5%, and may be higher than the 5% mark for all Title I CAS values. CSI-LA schools progress to More Rigorous Options if they fail to exit CSI-LA after three years.

■ ATSI

Any school, regardless of Title I status, may be identified for ATSI based on subgroup population performance. A subgroup population that scores below the 5% SLAT set by the CSI-LA calculation in an identification year qualifies the school for ATSI identification. ATSI identification can be for one or more subgroups. ATSI schools who receive funding from Title I, Part A shall progress to CSI-T identification if they fail to exit ATSI after six years.

■ TSI

Any school, regardless of Title I status, may be identified for TSI in any school year. TSI identification is conducted every year. Identification requires evidence of consistent underperformance of a subgroup population, measured over the prior three years of available data. Any consistently underperforming subgroups may qualify a school for TSI identification, which may qualify a school for multiple subgroups. TSI identification was amended in the 2025 update to the Arizona State Consolidated Plan to rely on a filtering model focused on student proficiency, explained below.

■ Low Achievement Hierarchy

Due to the nature of School Improvement services, the 2025 amendment to the Arizona State Consolidated Plan has modified identification eligibility for schools otherwise capable of receiving multiple Low Achievement identification. Starting with the 2025 identification cycle, CSI Low Achievement identifications (CSI-LA, CSI-T, MRO-LA, and MRO-T) supersede 'lower' identifications.

- CSI > ATSI: Any school with a valid CSI Low Achievement identification shall be informed of their ATSI subgroup status, but shall not be identified for ATSI.
- CSI > TSI: Any school with a valid CSI Low Achievement identification shall be informed of their TSI subgroup status, but shall not be identified for TSI.
- ATSI > TSI: Schools identified for ATSI shall be informed of any same-subgroup TSI status, but shall not be identified for TSI for the same subgroup.

In short, schools are eligible for multiple identifications, but shall only be included in the most comprehensive version of their identification options.

CSI Low Achievement Identification

States are required by the Every Student Succeeds Act (ESSA) to identify the lowest-performing schools that receive Title I, Part A funds for Comprehensive Support and Improvement for Low Achievement. The state is required to identify no less than 5% of the Title I schools in the state, every three years.

All Title I schools with a CAS value are ordered by score. Federal School Improvement determines the *Statewide Low Achievement Threshold* (SLAT) for the lowest performing Title I schools in the state, capturing no less than 5% of the eligible Title I schools. All Title I schools with a score below the statewide Achievement Threshold are identified for Comprehensive Support and Improvement-Low Achievement.

CSI-LA schools must exit identification within three years of identification. Schools that fail to exit CSI-LA in time may be transitioned to MRO status. CSI-LA schools usually exit by producing two years of improving CAS values and finishing above their achievement target.

ATSI Identification

States are required by ESSA to identify schools, regardless of Title I status, with subgroups underperforming the Statewide Low Achievement Threshold (SLAT) set forth in the CSI-LA process. Subgroup achievement scores (SAS) are calculated for every subgroup in every school in the state, as if the population in the subgroup were a school unto itself. Only subgroups meeting the N=20 requirement to receive points for the Proficiency Indicator during an identification year are eligible for Additional Targeted Support and Improvement.

A subgroup population's subgroup achievement score (SAS) is calculated as follows:

$$\text{Subgroup Achievement Score (SAS)} = \frac{\text{Subgroup Total Points}}{\text{Subgroup Eligible Points}}$$

▪ Changes to ATSI Identification (2025)

The 2025 amendment to the Arizona State Consolidated Plan has modified ATSI identification process, requirements, and timing. Prior identifications remain unchanged, but their exit criteria and timeline may have been altered.

- The ATSI identification occurs every six years. The next identification shall occur in 2028.
- A school must have been eligible for TSI identification in the prior year.
 - For the 2028 cycle, any school eligible for any TSI identification in 2027 shall be subject to the ATSI identification protocol for the same subgroups.
 - Prior identifications are maintained – schools identified in 2018 or 2022 for ATSI subgroups are not excused based on this requirement.
- Schools identified for any CSI Low Achievement status (CSI-LA, CSI-T, MRO-LA, or MRO-T) shall be informed of their ATSI subgroup eligibility but shall not be identified for ATSI.
- ATSI schools with funding from Title I, Part A must exit within six years or elevated to CSI-T.
 - The Title I funding requirement shall be measured on the year prior to elevation. A school elevating in 2028 must have received funding for the 2027–2028 school year.

ATSI schools may exit in a manner similar to CSI-LA schools, usually by showing two years of improving SAS values for their identified subgroups and finishing above the achievement target.

TSI Identification

ESSA requires that schools with one or more *consistently underperforming* subgroups to be identified for Targeted Support and Improvement (TSI) on an annual basis. ADE identifies TSI based on three prior years of data. Further, TSI is a one-year identification with no exit criteria. TSI identifications from 2022 through 2024 were based on a comparison between subgroup performance (SAS) and the statewide mean and standard deviation of CAS values, regardless of school model.

▪ Changes to TSI Identification

The 2025 amendment to the Arizona State Consolidated Plan has modified TSI identification process, requirements, and timing. The changes start with a shift to indicator scoring. All schools in the state shall have annual indicators scores produced for each subgroup population that meets the indicator's required N-count. Subgroup indicators shall be compared to statewide school indicators, and schools with subgroups performing in the lowest 5th percentile may be identified for TSI.

During the CSI-LA process, each school in the state produces their individual performance indicators for each component of their school model. For each indicator, a statewide distribution is used to identify the 5th percentile mark for that year. Each indicator produces a unique threshold, the Subgroup Indicator Threshold (SITH). Then, during the ATSI/SAS process, each subgroup produces their own individual indicators based on their school model. The subgroup performance indicator value is compared to the associated SITH for that year. Any school with a subgroup performing at or below the SITH for both the Proficiency indicator and any other indicator is eligible to be identified for TSI.

TSI Process Example:

The annual CAS calculations occur. Using all values from all schools, the Subgroup Indicator Thresholds (SITHs) for each indicator are produced by finding the 5th percentile mark of each school values in each indicator distribution. (Note, these values are preliminary for illustrative purposes only.)

Performance Indicator	2022 SITH	2023 SITH	2024 SITH
Proficiency	6.9%	8.7%	8.8%
Growth	34.0%	35.0%	35.5%
English Learners	40.0%	40.0%	40.0%
Chronic Absenteeism	40.0%	35.0%	53.8%
Graduation Rate	11.7%	9.4%	14.6%
Dropout Rate	32.4%	29.4%	25.0%

Parvus MS met the N-count for several indicators over the last three years, as illustrated in the table below:

Parvus MS (Asian) Performance Indicator	2022 SITH	2023 SITH	2024 SITH
Proficiency	4.2%	5.6%	8.7%
Growth	32.6%	58.2%	56.7%
English Learners	41.0%	42.0%	49.0%
Chronic Absenteeism	42.0%	34.2%	44.6%

Asian students at Parvus MS were below the 5th percentile of all statewide Proficiency Indicator results for each year, 2022 through 2024. That subgroup was also below the SITH for Growth in 2022. Finally, they earned fewer points than the Chronic Absenteeism SITH for both 2023 and 2024. Since the Parvus MS Asian subgroup was below the Proficiency SITH for each of the prior three years, and below additional SITHs in each of those years, Parvus would be identified for TSI for their Asian subgroup.

The TSI process is repeated for each subgroup meeting the N-count for any performance indicators.

All schools may be identified for TSI, regardless of Title I status, and may be identified for more than one subgroup population. It is possible to be eligible for ATSI and TSI for a subgroup (or any combination of ATSI/TSI for any combination of subgroups), and to be eligible for TSI and CSI-LA. All schools shall receive notification of their various TSI (and ATSI) eligibility, but the hierarchy of identification excludes CSI-Low Achievement schools (CSI-LA, CSI-T, MRO-LA, and MRO-T) to be concurrently identified for TSI.

Alternate Methodologies for Identification and Improvement

Some schools may not be eligible for inclusion in the standard methodology for annual meaningful differentiation. For instance, such schools may have small testing populations, high mobility leading to small FAY student populations, and/or populations not included in statewide testing, such as K-2 schools or a high school only serving seniors. In many cases, such schools may not meet the statewide N-count for a valid CAS or Graduation Rate. These schools shall receive an accountability determination based on one of the options presented below. Note that these alternate methodologies shall be valid for identification for CSI-LA and CSI-G, and their elevations. Subgroups not meeting the N-count for a valid SAS are not eligible for new TSI or ATSI identification.

▪ Alternate Methodology for Low Achievement

Any school for which an initial Low Achievement (CSI-LA) accountability determination cannot be made based on the indicator calculations described above shall be evaluated based on an alternate methodology to determine the academic achievement and overall performance of the school. Such methodology may include one or more of the following:

1. Qualitative—qualitative analysis using extant school-level data to determine comparable performance for the subject population.
2. Quantitative Alternates, which may include:
 - a. Indicator Scoring—Convert valid remaining indicator scores to z-scores for comparison to indicator-level thresholds set by the standard calculation methodology; Or,
 - b. Low-N worst-case analysis—for schools which miss the N-count for the proficiency indicator, calculate a worst-case scenario in which each missing student performs at the lowest measured level, to produce a lowest-possible score.
3. Mixed-Methods—a combination of qualitative and quantitative analyses used to compare the academic and overall performance of the population.
4. Other evidence-based methodologies as necessary, provided evidence illustrates sufficient improvement in academic achievement.

▪ Alternate Methodology for Low Graduation

Any school for which an initial Low Graduation Rate (CSI-G) accountability determination cannot be made due to the N-count for a Graduation Cohort not being met in an identification year, an alternative methodology shall be used to determine eligibility for identification. Such methodology may include one or more of the following, as needed.

1. If a school serving students in the relevant graduation cohort (usually the prior-year 5-year cohort) does not meet the N-count for a valid grad-rate calculation, three years of graduation cohort data may be pooled to determine a longitudinal graduation rate.
2. A school's longitudinal graduation rate trend line may be used to predict a statistically valid confidence interval for comparison to the target graduation rate.
3. A Low-N worst-case analysis, inserting missing students with worst-case-scenario values to produce a lowest-possible score.
4. Some mixed methodology based on variables such as credits at time of enrollment, time to graduation of such students, or other indicators that may influence an analysis of the school's graduation rate.
5. Other evidence-based methodologies as necessary, provided such evidence illustrates sufficient levels of graduation outcomes.

Exit Criteria

A school may exit one or more areas of identification by showing sufficient improvement in achievement of the populations identified. To clarify the exit criteria, the 2025 Amendment to the State Consolidated Plan for ESSA introduced language that specifies timeline, implementation, quantitative, and exception requirements. This amendment updates the identification service expectation, setting CSI-LA and CSI-G to be three-year identifications, and sets ATSI to a 6-year identification. All elevated identifications are set to three years. In each case, it is possible to exit early, provided the criteria are met. In most cases, exit criteria include:

- Implementation Criteria: Sufficient implementation of school improvement goals, strategies, and action steps relative to achievement in state required Integrated Action Plan; and,
- Quantitative Criteria: Usually a valid, CAS, SAS, or ACGR showing two years of improvement over the score used to identify the population; OR,
- Exception Criteria: Special cases for schools not eligible to meet valid quantitative criteria.

■ CSI-G & MRO-G Exit Criteria

Schools identified for Low Graduation Rate are expected to exit by the next identification period, set at every three years. To exit, schools must meet the implementation requirements. Schools must also meet an exception criterion OR a quantitative criterion to exit Low Graduation Rate identification. The criteria are as follows:

- Implementation Requirement: schools must implement school improvement goals, strategies, and action steps in state-required Integrated Action Plan to address increased timely graduation.
- Exception criteria:
 - An identified school with no enrolled students shall exit from CSI-G identification.
 - An identified school with no students enrolled in the appropriate graduation cohort, or with no valid graduation rate may request an appeal by qualitative review to exit identification.
 - Alternately, any identified school with a significant change in school model or school status may request an appeal by qualitative review to determine if the school continues to meet the identification criteria.
 - For instance, a school that ceases serving graduation cohorts or ceases to operate as an entity in an ensuing year (becomes a district program) may no longer meet the identification requirements.
 - See [Alternate Methodology for Low Graduation](#) for qualitative analyses that may meet the exception criteria.
- Quantitative criteria:
 - Two years of consecutive improvement over the initial year's posted graduation rate, with the most recent graduation rate above the identification threshold. Note – this may allow a school to exit CSI-G outside the standard identification cycle. Or,
 - Two years of improvement over the identification graduation rate, with an exit-year graduation rate above the identification threshold.

■ CSI-LA, MRO-LA Exit Criteria

Schools identified for Low Achievement as CSI-LA or MRO-LA must meet the implementation requirement. Identified schools must also meet an exception criterion OR a quantitative criterion to exit. These criteria are as follows:

- Implementation requirement: schools must implement school improvement goals, strategies, and action steps in state-required Integrated Action Plan to address student achievement.
- Exception criteria:
 - Any identified school failing to meet the N-count requirement for a valid CAS may request an appeal by qualitative review that includes evidence of academic improvement to exit identification.
 - Alternately, any identified school with a significant change in school model or school status may request an appeal by qualitative review to determine if the school continues to meet the identification criteria.
 - For instance, a school that ceases serving high school students after identification may need to be reconsidered using only the K-8 indicators.
 - A school that ceases to operate as an entity in an ensuing year (becomes a district program) may no longer meet the identification requirements.
 - See [Alternate Methodology for Low Achievement](#) for examples of qualitative analyses that may meet the exception criteria.
- Quantitative criteria:
 - A valid CAS posted in the next identification year, above the original SLAT resulting in their most recent CSI-LA identification. Note – a single-score exit qualification may only occur in an identification year; or,
 - Two improved valid CAS values above the original identification score, with the 2nd score above the original SLAT on which their most recent CSI-LA identification was based. Note, this may allow a school to exit CSI-LA one year early.

Examples: The Achievement Threshold for the Fall 2022 identification was 21.99.

Magnus HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. In 2023, Magnus HS earns a 20.16 CAS, showing improvement. In 2024, Magnus HS earned a CAS of 22.36 (2nd year of improvement) and qualifies to exit CSI-LA identification *one year early* because their second improved score is above the 21.99 threshold under which they qualified for CSI-LA.

Medius HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. In 2023, Medius HS earns a CAS of 23.95 (one year of improvement). In 2024, Medius HS earn a CAS of 21.41 (slipping, but above the 16.85 they started). In 2025, Medius must earn a CAS above 21.99 to exit CSI-LA.

Parvus HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. In 2023, Parvus HS earns a CAS of 16.63 (no improvement). In 2024, Parvus HS earns a CAS of 16.50 (still no improvement). Parvus HS needs a CAS above 21.99 in the 2025 identification year to exit, or will be identified for More Rigorous Options.

A school identified for CSI-LA may be eligible for one or more ATSI subgroup identifications. As CSI-LA and MRO-LA exceed the criteria for ATSI identification and service, any such school shall be notified of any ATSI eligibility, but shall not be enrolled in the associated ATSI Identification Cohort.

■ ATSI, CSI-T, and MRO-T Exit Criteria:

ATSI schools are expected to exit within six years of identification. This extension to the prior cycle timeframe is in part due to School Improvement's recognition that subgroup identification can be a difficult issue to overcome. By providing additional years, and by identifying from among prior TSI identifications, this change from four to six years reduces the likelihood that a school making progress would be captured in the ATSI-to-CSI-T cycle.

CSI-T and MRO-T are subsequent elevations of the ATSI identification cycle. Eligible schools identified for ATSI and receiving Title I funds that fail to exit in the allotted timeframe shall be elevated to CSI-T. Those CSI-T schools are, in turn, expected to exit in another three years or be elevated to MRO-T. These identifications are for student subgroup performance, and while the School Improvement services offered are then provided at the school level, the exit criteria remain tied to the underperforming subgroups.

ATSI, CSI-T, and MRO-T identifications differ only in their identification and exit timing. All three types must meet some version of the same exit criteria. All schools must meet the implementation criterion. Schools must also meet an exception criterion OR a quantitative criterion to exit identification. These criteria are as follows:

- Implementation requirement: ATSI, CSI-T, and MRO-T schools must implement school improvement goals, strategies, and action steps in state-required Integrated Action Plan to address student achievement.
- Exception criteria:
 - Any identified school failing to meet the N-count requirement for a valid SAS may request an appeal by qualitative review that includes evidence of academic improvement to exit identification.
 - Alternately, any identified school with a significant change in school model or school status may request an appeal by qualitative review to determine if the school continues to meet the identification criteria.
 - For instance, a school that ceases serving high school students after identification may need to be reconsidered using only the K-8 indicators.
 - A school that ceases to operate as an entity in an ensuing year (becomes a district program) may no longer meet the identification requirements.
 - Further, a school identified for a given subgroup that has ceased serving that subgroup (i.e., a school for Special Education students changing to be a school for all students) may similarly appeal for qualitative review.
 - See [Alternate Methodology for Low Achievement](#) for examples of qualitative analyses that may meet the exception criteria.
- Quantitative criteria: meet one criterion for each identified subgroup from the following:
 - A valid SAS posted in an identification year, above the SLAT resulting in the original ATSI identification leading to their eligibility for ATSI, CSI-T, or MRO-T. This may allow a single-score exit in an identification year. Note: 2025 is an identification year, such that schools identified for CSI-T in 2024 *may exit in one year*, due to the change in the identification cycle; Or,
 - Two improved valid SAS values above that original ATSI identification score, with the 2nd score above the original SLAT on which their most recent identification was based. Note, this may allow a CSI-T or MRO-T school to exit one year prior to the next identification cycle (in year 2), or an ATSI school to exit up to four years early (in years 2-5).
 - In each case, the target SLAT for identification is maintained at the original identification level.

Simple example:

Magnus HS was identified for ATSI for their Hispanic population in 2022 with a SAS of 19.00, below the SLAT set at 21.99. In 2023, that population posted a 19.01, showing improvement. In 2024 they posted 22.00, showing improvement and above the identification SLAT. Magnus exits ATSI in 2024.

Moderate examples:

Single-score exit: Medius MS was identified for ATSI for their Asian population in 2022 with a SAS of 19.00, below the SLAT set at 21.99. In 2023, that population posted a 18.99, failing to show improvement. In 2024, they posted another 18.99. Then Medius posts a 22.00, above the identification threshold and in an identification year. Medius exits ATSI.

Two-score exit: If Medius instead posted a 19.01 in 2025 (improved over their 2022 identification score), they may exit in 2026 with any score above 21.99.

Complicated example:

Parvus MS was identified for ATSI for their Asian population in 2018. In 2022, with the reset of the target SLAT to 21.99, they failed to exit after posting an identification score of 19.00. Parvus was elevated to CSI-T in 2024. To exit CSI-T, Parvus must post either:

- Two scores higher than 16.58, with the second of those scores above the 21.99 SLAT set in 2022. Or,
- One score above 21.99 *in an identification year* (in 2025 or 2028).

If Parvus fails to exit by 2028, the school will be further elevated to MRO-T until they meet the same exit criteria (two improved scores with a second score above 21.99, or an identification-year score above 21.99).

Complicated conjoined example:

Parvus was identified for ATSI for their Asian population in 2018, and has never exited. In 2022 Parvus was additionally identified for their White population. If the In the fall of 2023, Parvus K–12 earned a CAS value of 45.92, but their Asian population earns a SAS value of 12.36. As 2023 is *not* an ATSI/CSI-LA identification year, Parvus is not identified for ATSI.

Note that ATSI, CSI-T, and MRO-T are all subgroup identifications. The target SAS is set at the *identification* SLAT from the initial ATSI identification for each subgroup, and continues through the identification elevations. CSI-T and MRO-T are ‘special case’ CSI identifications, and schools identified for CSI-T/MRO-T are *no longer eligible* for additional ATSI or TSI identifications. Such schools shall be notified of their extant and additional subgroup eligibility, but will not be identified as ATSI or TSI until no longer identified in the CSI level of identification.

▪ TSI Exit Criteria

While TSI identification is similar to ATSI identification in that it focusses on the performance of subgroups, it is based on a longitudinal analysis of student performance against three annual Statewide Indicator Thresholds rather than of SAS vs SLAT comparison. Schools are identified for TSI based on those requirements and thus have no exit criteria. An identified TSI school population may exit identification if their proficiency and all other indicator values are above the next SITH values, which change annually based on a year's statewide performance. Schools are either identified *again* in the following year based on the next three year cycle, or they have exited TSI.

Note: a TSI-identified population is likely eligible for ATSI (with dual-identification) in an ATSI identification year. If a school is dual-identified for ATSI and TSI, the ATSI identification supersedes the TSI status. If such a school is eligible for any CSI-level Low-Achievement identification, CSI-LA, CSI-T, MRO-LA, and/or MRO-T shall take precedence. Such schools shall be notified of their eligibility for TSI, but not identified as such.

▪ Low N-count Identified Schools and Other Exceptions

A school with any identification may, in subsequent years, slip below the N-count requirement for CAS, SAS, ACGR, or indicator calculations. Such schools may request an appeal by qualitative review that includes evidence of sufficient improvements to academic achievement. Identified schools with significant changes in school model, status, or structure may also request an appeal by qualitative review to determine if the school continues to meet the identification criteria. For some guidelines on qualitative review examples, see [Alternate Methodology for Low Achievement](#) and [Alternate Methodology for Low Graduation](#). Such applications will be considered on a case-by-case basis.



Appendix

Glossary of Acronym/Abbreviations

Acronym/Abbreviation	Meaning
ADM	Average Daily Membership
ATSI	Additional Targeted Support and Improvement
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
CAS	Comprehensive Achievement Score
CSI	Comprehensive Support and Improvement
CY	Current Year
EL	English Learner
ELA	English Language Arts
EL FEP (1–4)	English Learner and Fluent English Proficient years 1-4
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAY	Full Academic Year
FY	Fiscal Year
FSI	Federal School Improvement
HP	Highly Performing on Statewide Assessment
MP	Minimally Performing on Statewide Assessment
P	Proficient Performing on Statewide Assessment
PP	Partially Performing on Statewide Assessment
PY	Previous Year
RAEL	Recently Arrived English Learner
SAS	Subgroup Achievement Score
SG	Subgroup
SITH	Subgroup Identification Threshold
SLAT	Statewide Achievement Threshold
SPED	Special Education
SGP	Student Growth Percentile
SY	School Year
TSI	Targeted Support and Improvement

