



**2014 A-F LETTER GRADE ACCOUNTABILITY SYSTEM**

**ARIZONA DEPARTMENT OF EDUCATION**

**MAY 2014**

# Purpose for Today's Discussion



- **Components of Models**
  - Traditional
  - Small
  - Alternative
  - K-2
- **Changes to A-F Letter Grades**
  - Graduation Rate Accountability
  - Alternative Model point scale
- **Important details regarding 2014 letter grade determinations**
  - Substantive appeals
  - Data corrections
  - Preliminary DATA
  - Final letter grades
- **Please hold all questions until the conclusion of each section.**

# Acronym Guide



Acronym	Meaning
%P	Percent Passing
AIMS	Arizona's Instrument to Measure Standards
AIMS A	Arizona's Instrument to Measure Standards Alternate
Alt School	Alternative School
AMO	Annual Measurable Objectives
AOI	Arizona Online Instruction
AZELLA	Arizona English Language Learner Assessment
BQ	Bottom 25%
CCRI	College and Career Ready Index

Acronym	Meaning
CY	Current Year
DO Rate	Dropout Rate
ELL	English Language Learner
FAME	Falls Far Below; Approaches; Meets; Exceeds
FAY	Full Academic Year
FFB	Falls Far Below
FY	Fiscal Year
NR	Not Rated
PY	Prior Year
SGP	Student Growth Percentile
SS	Scale Score

# Accountability Requirements



## A.R.S §[15-241](#)

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

## Annual Measurable Objectives (AMOs)

- Test 95% of all students
- Unique yearly targets for subgroups
- Annual increase in proficiency for all AZ students

# Which students count where?



Component	FAY	Grades
Growth All Students	✓	3-8, 10
Growth Bottom 25	✓	3-8, 10
AIMS Percent Passing	✓	3-8, 10-12
AIMS A Percent Passing	✓	3-8, 10-12
ELL Reclassification	✓	ALL
ELL 95% tested		ALL
ELL n-count		ALL
Graduation Rate		12
DO Rate		9-12
Falls Far Below Reduction	✓	3 or 8
Alt Schools Pooled SGP	✓✓✓	3-8, 10
Alt Schools' Improvement		ALL
Alt Schools' Persistence		ALL
Percent Tested		3-8, 10
Stanford 10 On-target	✓	2
Stanford 10 Percent Passing	✓	2

# Full Academic Year Student



## Traditional

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

## Alternative

- Enrolled on October 1, 2014.
- Continuously enrolled until the first date of the testing window or test date.

## AOI

- Enrolled in an Arizona Online Instruction (AOI) school.
- A full-time funded student with at least 75% minutes accrued by test date.

# AOI FAY: Minimum Instructional Time



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

<b>Grade Span</b>	<b>Hours</b>	<b>Minutes</b>
<b>KG</b>	<b>260</b>	<b>15,600</b>
<b>1-3</b>	<b>534</b>	<b>32,040</b>
<b>4-6</b>	<b>667</b>	<b>40,050</b>
<b>7-8</b>	<b>801</b>	<b>48,060</b>
<b>9-12</b>	<b>675</b>	<b>40,500</b>



2014 A-F Letter Grade Accountability System

**95% TESTED POLICY**

# 95% Tested Policy



- A single, school-wide measure based on:
  - AIMS & AIMS A for students in tested Grades 3-8 and Grade 10
  - Stanford 10 for students in tested Grade 2 (K-2 schools only)
  - Reading and Math averaged
  - ALL students enrolled (FAY & non-FAY) are included

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

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

# Less Than 95% Tested Cap



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

Percentage of Students Tested	Maximum Letter Grade Allowed	Eligible Points
95% or higher	A	200+
85-94%	B	139
75-84%	C	119
Less than 75%	D	99



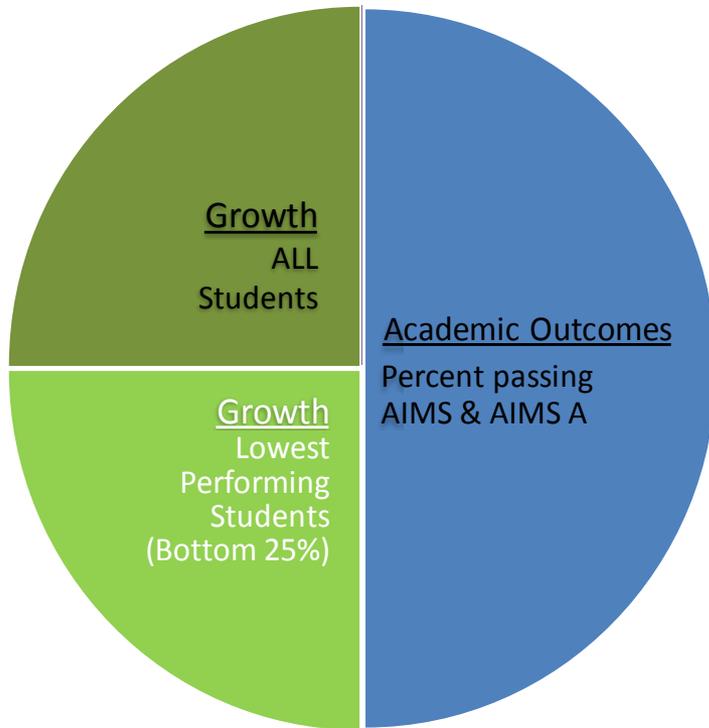
2014 A-F Letter Grade Accountability System

# **TRADITIONAL MODEL**

# Traditional Model

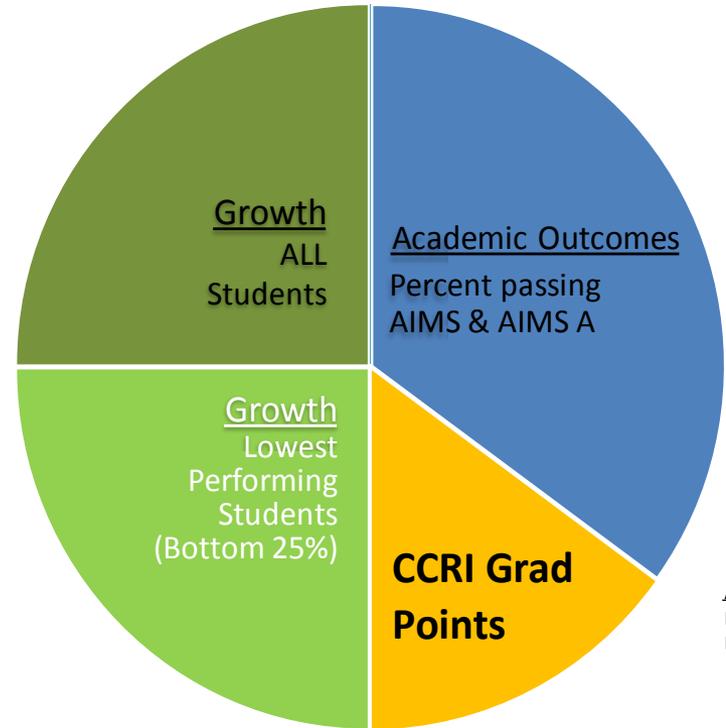


## Elementary School 2013-2014



Add Points:  
ELL Reclass  
FFB points

## High School 2013-2014



Add Points:  
ELL Reclass  
DO points



# **GROWTH SCORE**

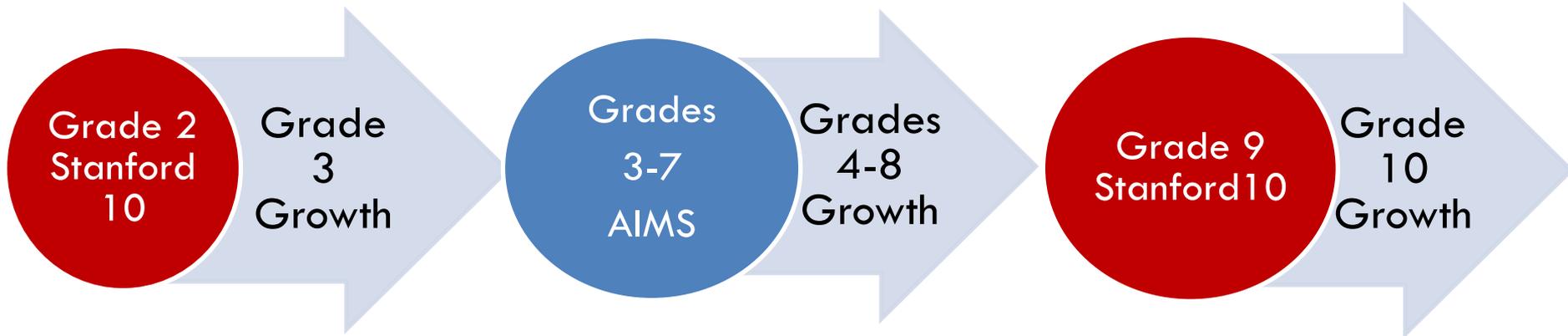
# Purpose of the Growth Model



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

- *“How well are our students scoring in relation to the performance of other students in the state with similar academic achievement history?”*
- *“How have our lowest performing students improved over the past school year?”*

# Data Used to Measure Growth

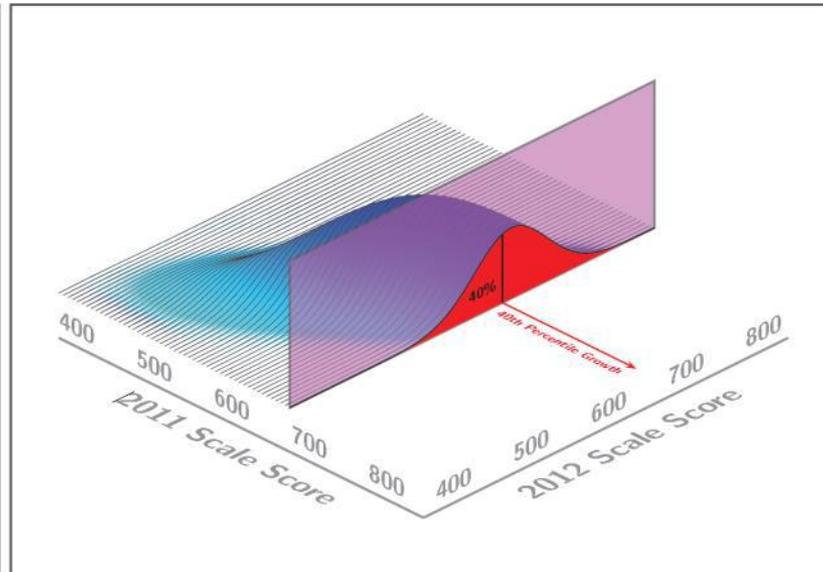
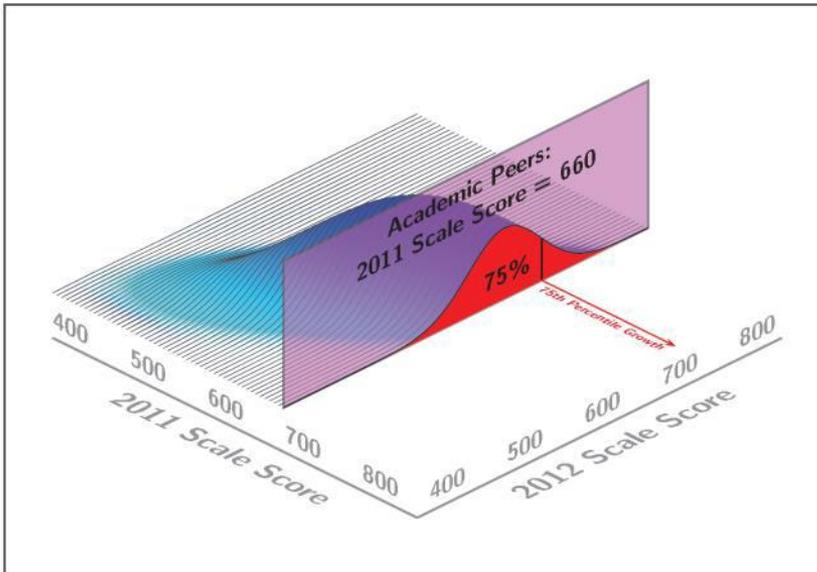
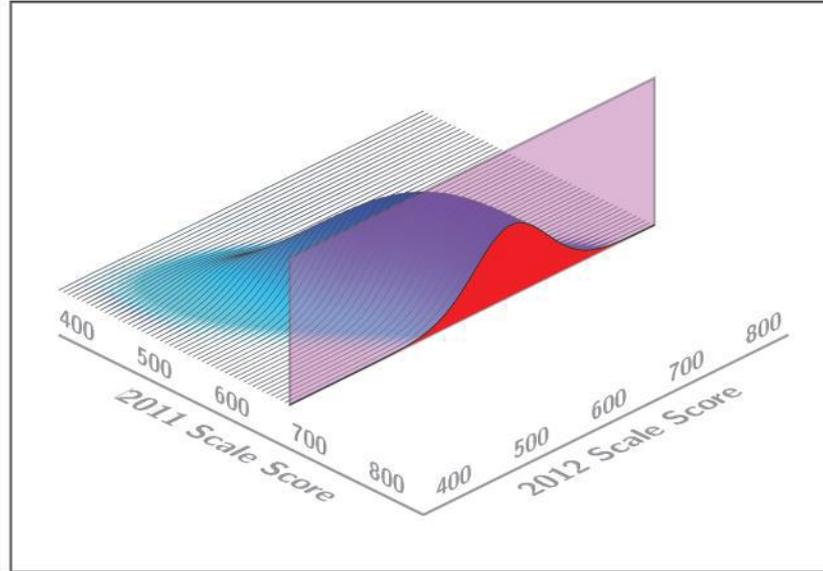
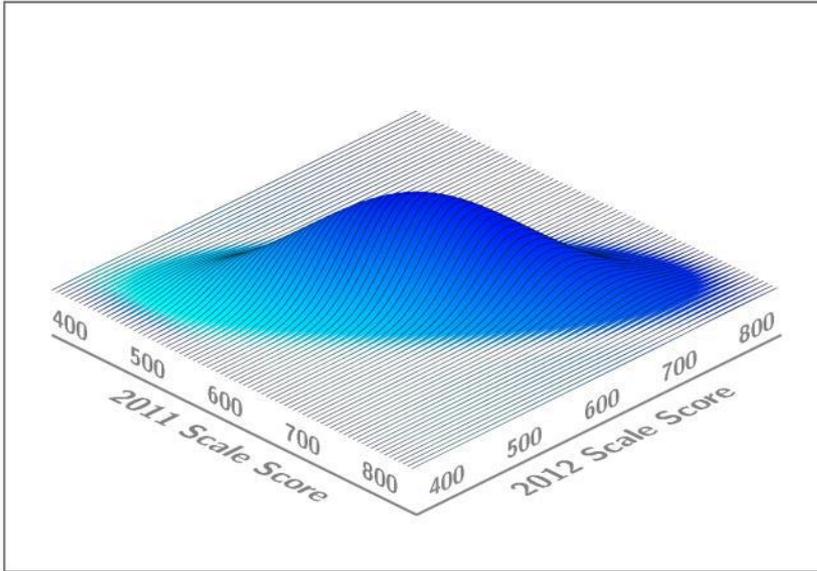


# Growth Scores



- Because there are only 99 points possible for Growth, **all schools receive one (1) additional point to their growth calculation** for a total of 100 points possible on the growth portion of the model.
- Every student with a valid test score in 2013 and 2014 receives a SGP.
  - Only FAY students count/reported in a school's growth score.
  - Up to five years of data may be included in the calculation of SGP.

# Growth Model: Conceptual Illustration



Betebenner, D. W. (2011). A technical overview of the student growth percentile methodology: Student growth percentiles and percentile growth projections/Trajectories. Retrieved from [http://www.nj.gov/education/njsmart/performance/SGP\\_Technical\\_Overview.pdf](http://www.nj.gov/education/njsmart/performance/SGP_Technical_Overview.pdf)

# The Bottom 25%



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

# Identifying the Bottom 25%



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

Numeric Performance Level	AIMS Proficiency Level
1	Falls Far Below
2	Approaches
3	Meets
4	Exceeds

# Steps to Identify BQ



Step 1  
Calculate  
Difference

- $(PY \text{ Scale Score} - PY \text{ Pass Score})$

Step 2  
Adjust  
Difference

- $(\text{Difference} + 1000 * \text{FAME level})$

Step 3  
Rank Order

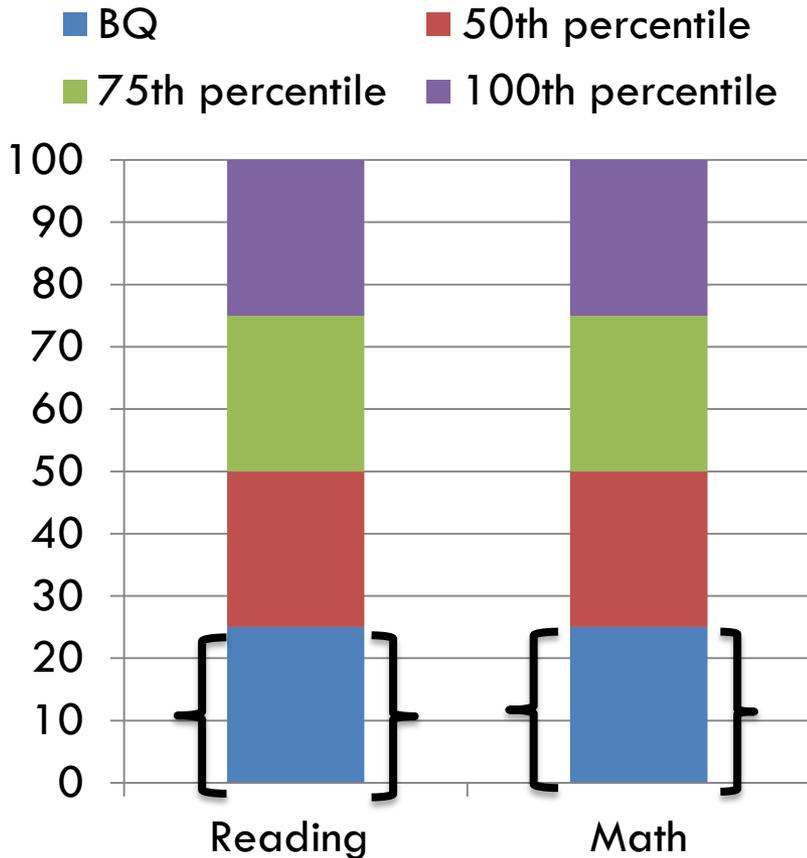
- For each subject, rank order students in all tested grades and identify quartiles.

# Identifying the Bottom 25%



- **For Grades 3 & 10**, student performance on Grade 2 & 9 Stanford 10 is used to determine BQ based on percentile scores.
  - Stanford 10 is a norm-referenced test so nature of scores are rank-ordered.
- The corresponding SGPs of Grade 3 BQ & Grade 10 BQ students are included in calculation of Median Student Growth for each school.

# Identifying the Bottom 25%



- For each subject, the median SGP for the BQ subgroup is determined.
- The average of Reading and Math median SGP is used to represent the typical growth of the school's lowest achieving subgroup.
- Every school has a BQ.

# Identifying the Bottom 25%



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

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

# Calculating Growth Score



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

# Total Growth Points



<b>Growth Component</b>	<b>Example: Median Student Growth Percentile</b>		<b>Total Growth Points Possible</b>
Median Growth Percentile – All Students	47	OUT OF	99
Median Growth Percentile – Bottom 25%	53	OUT OF	99
Additional Point	1		1
Overall Growth Score - (the average of the medians for 'All Students' and 'Bottom 25%' +1)	51		<b>100</b>



# COMPOSITE SCORE

# Elementary Composite Score



## Percent Passing

Spring 2014 AIMS  
& AIMS A

Fall 2013 (FY  
2014) AIMS &  
AIMS A

Reading & Math  
only

## ELL

Reclassification

FY 2014 new  
AZELLA test scores

Students in any  
grade who test  
"Proficient"

## FFB Rate – Elementary

2014 improvement  
over 2013 Grade  
3 Reading

2014 improvement  
over 2013 Grade  
8 Math

Average of 2014,  
2013, & 2012 FFB  
Rate

# High School Composite Score



## Percent Passing

Spring 2014  
AIMS & AIMS  
A

Fall 2013 (FY  
2014) AIMS  
& AIMS A

Reading &  
Math only

## CCRI Graduation Component

4 & 5 year  
cohort rate

6 & 7 year  
cohort  
rate\*

## ELL Reclassification

FY 2014 new  
AZELLA test  
scores

Students in  
any grade  
who test  
"Overall  
Proficient"

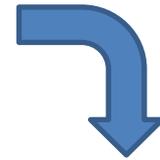
## Dropout Rate – HS Only

FY 2014 rate

# How to Calculate...



**Percent passing points =  
Points Possible x**



No. of FAY  
Students  
Passing  
AIMS Math

+

No. of FAY  
Students  
Passing AIMS  
Reading

+

No. of FAY  
Students  
Passing  
AIMS A  
Math

+

No. of FAY  
Students  
Passing AIMS  
A Reading

No. of FAY  
Students Tested  
in AIMS Math

+

No. of FAY  
Students Tested  
in AIMS Reading

+

No. of FAY  
Students  
Tested in  
AIMS A Math

+

No. of FAY  
Students Tested  
in AIMS A  
Reading

# Percent Passing



- Reading & Math achievement only
  - Writing & Science results are not used in 2014 accountability
- Percentage of students passing AIMS & AIMS A
  - FAY students who *Meet* and *Exceed* the standards on AIMS & AIMS A
  - For high school students who test in both Fall 2013 & Spring 2014, the better score is retained
  - Grade 9 students excluded

School Type	Pass Rate <small>(example)</small>		Points possible	Total <small>(Example)</small>
High School	.68	X	70	48 <small>(rounded)</small>
Elementary & Middle	.68	X	100	68

# Elementary - Additional Points Falls Far Below Reduction



- Any LEA or school which is ineligible for dropout points may receive 3 additional points for meeting FFB rate targets.
  - All high schools and schools with alternative status are ineligible for FFB rate reduction points.
  - Any LEA or school serving high school grades as well as elementary are eligible for dropout points only.
- Schools and LEAs may receive 0 or 3 points for meeting any of the FFB targets in either grade 3 or grade 8.
  - Any school which meets multiple targets on math and/or reading will receive only 3 points maximum.
- For 2014, only Grade 3 Reading and Grade 8 Mathematics are included.

# FFB Reduction points



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

## ELIGIBLE

- Traditional model
- Schools with Grade 3
- Schools with Grade 8
- Elementary districts or LEAs

## NOT ELIGIBLE

- Alternative schools
- Unified, High School districts
- Schools eligible for dropout reduction points
  - High schools
  - K-12 schools

# Criteria to receive FFB points



- 3 points awarded for meeting **any ONE** of these criteria.
- Average of three years includes current year and two prior years.
  - For 2014, FFB rate calculation includes 2014, 2013, and 2012.

## Grade 3 Reading

### “Falls Far Below” Criteria to Meet the Target

**3-Year Average**  $\leq$  **3% Points**

**Current Year  $\leq$  5%**      **1% Point Annual Decrease**

**Current Year  $>$  5%**      **2% Point Annual Decrease**

## Grade 8 Mathematics

### “Falls Far Below” Criteria to Meet the Target

**3-Year Average**  $\leq$  **25% Points**

**Current Year  $\leq$  30%**      **1% Point Annual Decrease**

**Current Year  $>$  30%**      **2% Point Annual Decrease**

# High School - Additional Points Dropout Rate



- Baseline Year is 2006 (or the school's first year serving grade 12 when necessary).
- A school will not be evaluated on dropout rate if it has less than 15 students **in the school in the prior three years.**
- Unlike ELL point requirements, a school's dropout rate can meet any of the three criteria in order to receive 3 additional points.

Dropout Rate Criteria	Target	Points Earned
3-Year Average Dropout Rate	$\leq 6\%$	3
Current Year Dropout Rate $\leq 9\%$	1% Average Annual Decrease	3
Current Year Dropout Rate $> 9\%$	2% Average Annual Decrease	3

# Calculating CCRI “grad points”



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

- Approved by State Board in Spring 2013
- Replaces 30% of AIMS & AIMS A proficiency
- Emphasizes & incentivizes accountability for every student

# Calculating a Final Letter Grade for Elementary Schools



A-F Component	Total Points Example 1	Total Points Example 2	Total Points Example 3
Percent Passing Points:	75	75	75
Additional Points:			
ELL Reclassification	0	0	0
FFB Rate	3	3	3
Total Composite Points:	78	78	78
Total Growth Points:	60	60	60
Total A-F Points:	138	138	138
<b>Percent Tested:</b>	<b>79%</b>	<b>93%</b>	<b>97%</b>
<b>Final Letter Grade:</b>	<b>C</b>	<b>B</b>	<b>B</b>

# Calculating a Final Letter Grade for High Schools



A-F Component	Total Points Example 1	Total Points Example 2	Total Points Example 3
Percent Passing Points:	70	70	70
<b>CCRI Grad Component Points:</b>	<b>27</b>	<b>27</b>	<b>27</b>
ELL Reclassification	3	3	3
Dropout Rate	3	3	3
Total Composite Points:	108	108	108
Total Growth Points:	60	60	60
Total A-F Points:	163	163	163
<b>Percent Tested:</b>	<b>79%</b>	<b>93%</b>	<b>97%</b>
<b>Final Letter Grade:</b>	<b>C</b>	<b>B</b>	<b>A</b>

# Total Score Point Values



Component	Total Possible Points	
Growth	1 to 100	
Percent Passing - AIMS & AIMS A	HS only 0 to 70	Elem 0 to 100
CCRI Graduation Rate Component	HS only 0 to 30	--
ELL Reclassification	0 OR 3	
Dropout Rate Points – HS only	0 OR 3	
FFB Reduction Points – Elem only	0 OR 3	
<b>TOTAL POINTS POSSIBLE – ALL SCHOOLS</b>	<b>Up to 206</b>	

# Traditional A-F Point Scale



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

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



2014 A-F Letter Grade Accountability System

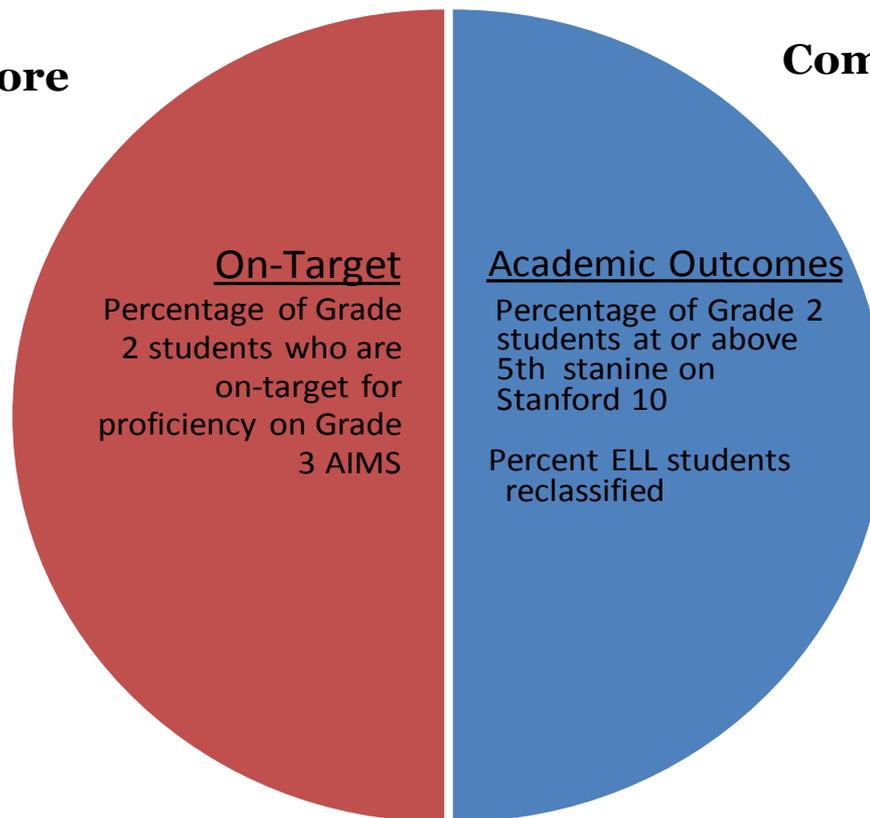
# **K-2 MODEL**

# 2014 A-F Letter Grades – The K-2 Model



**On-Target Score**  
50%

**Composite Score**  
50%



**On-Target Score + Composite Score = A-F Letter Grade**  
**(100 points possible) + (100 + 3 points possible) = 200+ points possible**

# K-2 Model Components: Composite



- **Percent at or above the 5<sup>th</sup> stanine**

- Stanines 4, 5, & 6 considered median performance band.
- A student who is **at or above the 5<sup>th</sup> stanine** is included in the numerator.
- All FAY students with a valid test score included in the denominator.
- Reading and Mathematics are calculated separately, averaged, and used as a point value between 0-100.

- **ELL Reclassification Points**

- Identical to calculation described in Traditional Model.

Percent Passing Stanford 10 =

No. of FAY  
students  $\geq$  5th  
stanine in Math



No. of FAY  
students  $\geq$  5th  
stanine in Reading

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No. of FAY  
students tested on  
Stanford 10 Math

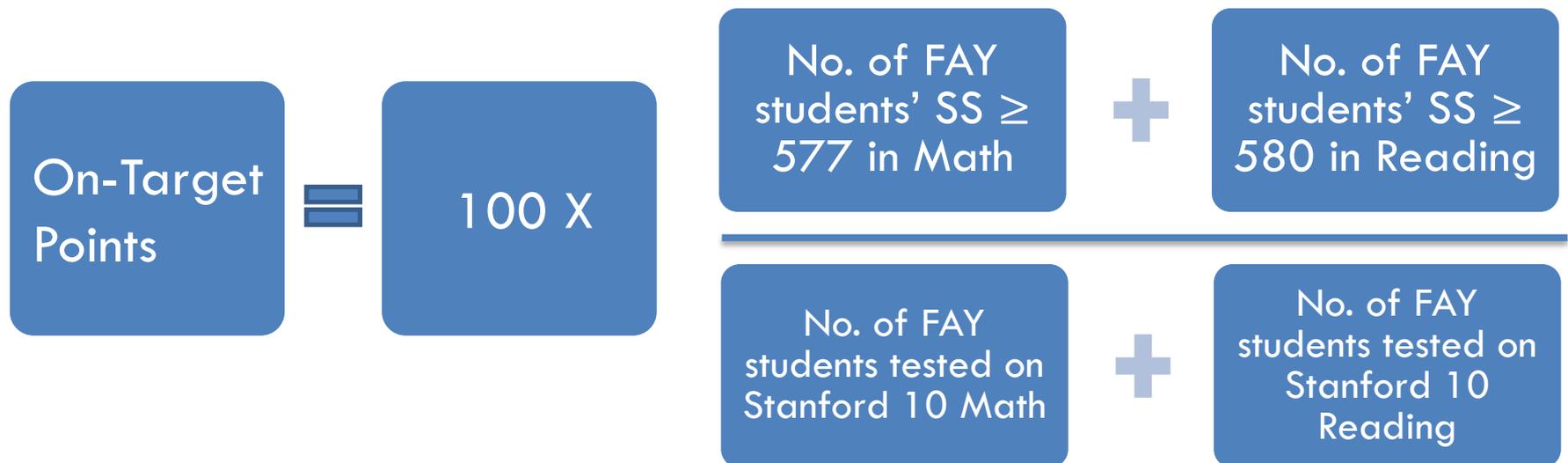


No. of FAY  
students tested on  
Stanford 10  
Reading

# K-2 Model Components: On-Target



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



# K-2 Model: Total Points



Component	Points Possible
On-Target	1-100
Percent at or above 5 <sup>th</sup> stanine	1-100
Additional ELL Reclassification Points	0 OR 3
<b>TOTAL</b>	<b>Up to 203</b>

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



2014 A-F Letter Grade Accountability System

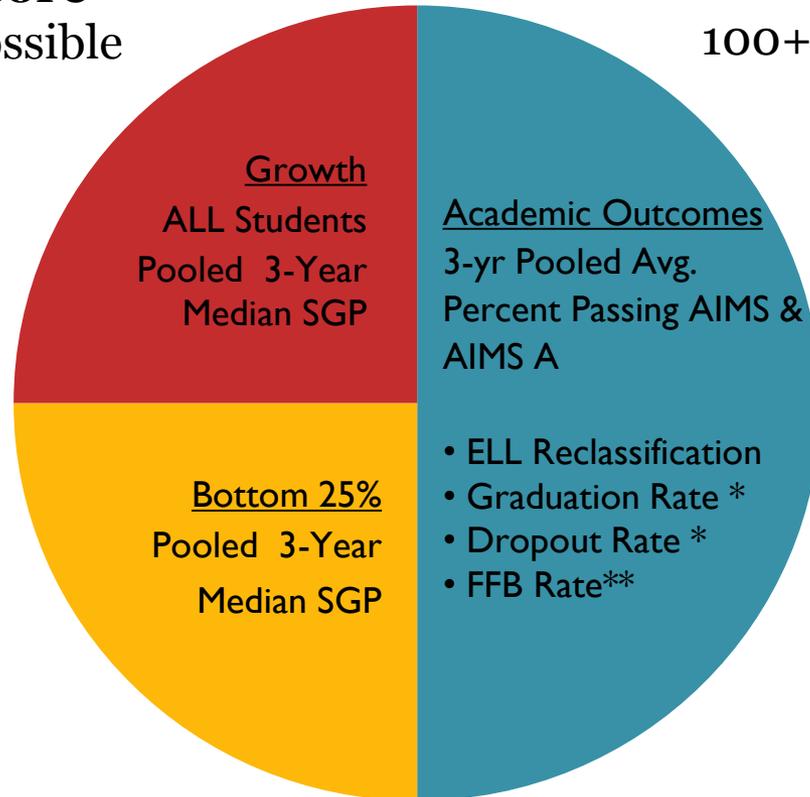
# **SMALL SCHOOLS MODEL**

# 2014 A-F Letter Grades – Small School Model



**Growth Score**  
100 points possible

**Composite Score**  
100+ points possible



\*High School only

\*\*K-8 only

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

# 2014 A-F Letter Grades – State Board Approved Changes



State Board of Education recently approved three changes affecting small schools:

1. Use only a maximum of three years of data in pooling; all schools requiring greater than three years will be labeled NR.
2. New pooling method only includes students who are FAY in each of the three years regardless of whether a student is enrolled in the current year.
3. **Any school with less than 30 test records from FAY students in the current year will be considered a small school.**
  - Math and/or Reading records
  - Fall and Spring test dates

# The Small School Model



- Schools which were previously evaluated as a small school but have more than 30 test records from FAY students in 2014 will use only 2014 data under the Traditional Model.
- Mirrors traditional model but pools all components.
  - Additional points calculation not pooled.
- All grade configurations eligible for pooled data.
  - Schools with alternative status held accountable to alternative model.
- Traditional A-F letter grade scale used to determine letter grade.



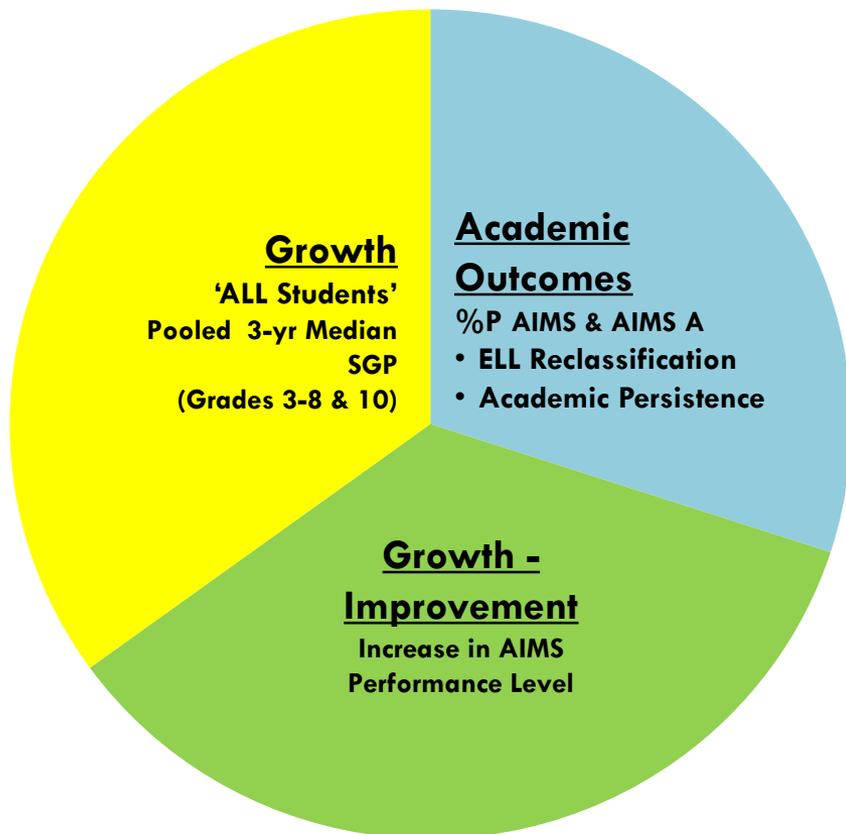
2014 A-F Letter Grade Accountability System

# **ALTERNATIVE SCHOOL MODEL**

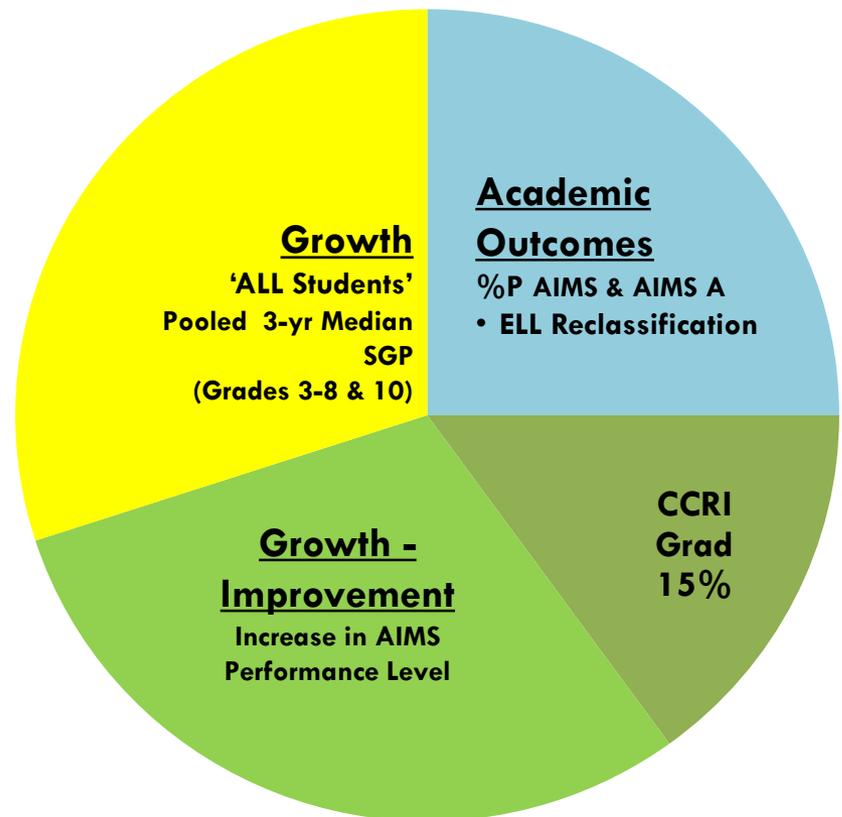
# Alternative Schools Models



## Elementary



## High School



# Alternative Schools Model



## Alternative School Status

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

## FAY Student

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

# Alternative Schools – Composite Points



## Percent Passing

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

## Additional Points

- ELL Reclassification Rate Points (0 or 3 pts.)
  - Identical to calculation described in Traditional Model.
- Academic Persistence Points (0 or 3 pts.)
  - Applies only when school is not accountable for CCRI Grad component
  - An academically persistent student is one who returns to any public school the following school year (includes retained students & excludes graduates).
  - **Schools must meet an annual persistence rate of 70%.**
- Schools within the alternative model are not eligible for drop out rate or FFB reduction points.

# Alternative School Model – Calculating Growth



## Growth – All students

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

## Growth – Improvement

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

# CCRI Graduation Component



## Rolling Rate

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

## Growth toward graduation

- Credits schools for retaining under-credited students
- Integrate existing measure used in previous accountability determinations
- Credits schools for instructing students who may not intend on graduating
- Inverse of dropout rate as an inappropriate measure of alt school quality

# Calculating CCRI Grad Points

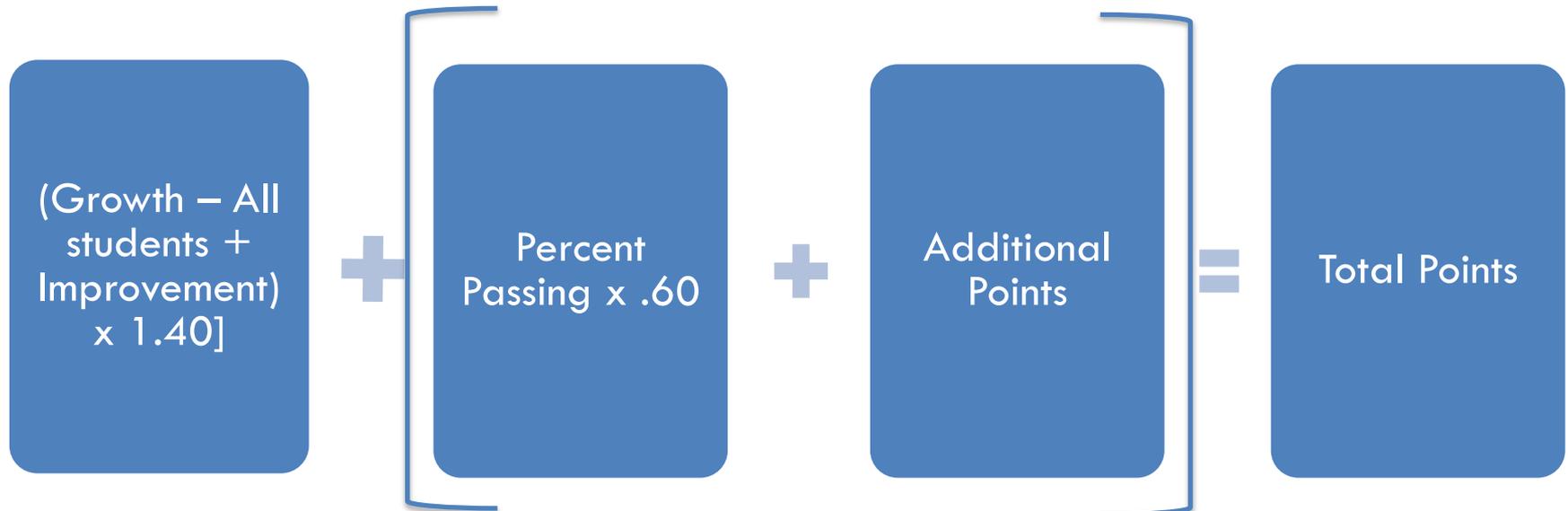


Alternative CCRI Grad Component	Average Rate	Points Possible	Points
4-year cohort	.32	1	0.32
5-year cohort	.44	1	0.44
6-year cohort	.55	1	0.55
7-year cohort	.58	20 (assigned to highest rate)	11.6
Growth to Graduation (persistence)	.73	10	7.3
Total (Cannot exceed 30)			20 (rounded points)

# Calculating Alternative Schools' Total Points – Elementary



Component	Points Possible
Percent Passing	1-60
Additional ELL Reclassification Points	0 OR 3
Additional Persistence Points	0 OR 3
Growth - All Students & Improvement	1-140
TOTAL	Up to 206



# Calculating Alternative Schools' Total Points – High School



Component	Points Possible
Percent Passing	1-50
CCRI Grad Component	1-30
Additional ELL Reclassification Points	0 OR 3
Growth - All Students & Improvement	1-120
<b>TOTAL</b>	<b>Up to 203</b>



# Alternative Schools Letter Grades



- Letter Grade labels for Alternative Schools unique to model and distinct from traditional A-F letter grade labels.
- Weighting at 60-70% places greater emphasis on the growth component of the model.
- Distribution-based labels for alternative school letter grades no longer used.

A-Alt.

B-Alt.

C-Alt.

D-Alt.

# Letter grading ALT schools



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

Grade	Band
A-ALT	167+
B-ALT	132-166
C-ALT	97-131
D-ALT	Up to 96



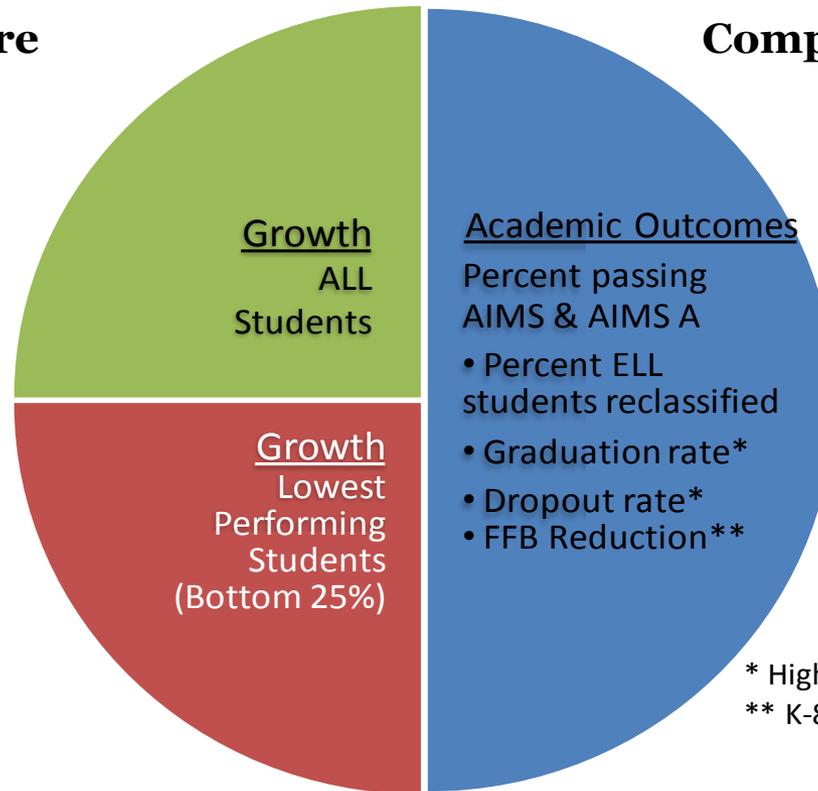
2014 A-F Letter Grade Accountability System

# **LEA LETTER GRADES**

# LEA Letter Grades



**Growth Score**  
**50%**



**Composite Score**  
**50%**

\* High School only  
\*\* K-8 Only

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

# LEA Letter Grades



## Composite

### Percent passing + Additional Points

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

## Growth

### All students + Bottom 25%

- Student-level SGPs within district or charter holder aggregated to LEA level.
- Calculation identical to Traditional Model.

## Grading

- For LEAs with one school, the school grade becomes the LEA grade.
- LEAs with only alt. schools will receive the average grade of all its alt. schools.

# Composite Score - Additional Points

## 5-Year Graduation Rate



- Baseline Year is 2006 (or the school's first year serving grade 12 when necessary).
- The graduation rate from the year prior is used in the letter grade (i.e., Cohort 2012 grad rate will be used for 2013 A-F profile).
- Requires at least 15 students **in the previous 3 cohort years** to be eligible for grad rate points.
- Unlike ELL point requirements, a school's graduation rate can meet any of the three criteria in order to receive 3 additional points.

Graduation Rate Criteria	Target	Points Earned
3-Year Average of 5-Year Grad Rate	$\geq 90\%$	3
Current Year 5-Year Grad Rate $\geq 74\%$	1% Increase	3
Current Year 5-Year Grad Rate $< 74\%$	2% Increase	3

# LEA Letter Grades



- LEA letter grade not impacted by high school graduation rate changes
- All LEA's with multiple schools (regardless of Union or Unified) evaluated under prior year model.
  - 3 graduation points apply for LEAs with high schools
  - CCRI not used at LEA level



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# **ELL CRITERIA**

# ELL Points Criteria



1. Only LEAs with 10 or more ELL students are eligible for ELL additional points.
  - Schools must test all students with an ELL need regardless of *N*-count.
2. LEAs must have tested 95% of students with an ELL need on the Spring AZELLA.
  - A.R.S §15-756(B) mandates the assessment of English language proficiency of all students with a primary or home language other than English.
3. **23% or more of FAY ELL students across all grades must be reclassified as proficient on the AZELLA.**
  - FAY student is one who is enrolled in a school during the first 10 days of the school year and remains continuously enrolled until the first date of the Spring 2014 testing window (February 10)

# How to Calculate...



## Percent Tested on AZELLA

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

## ELL Reclassification Rate

$$= \frac{\text{No. of FAY ELL students testing Overall Proficient on Spring 2014 AZELLA}}{\text{Total No. of FAY ELL students}}$$

# How to Get ELL Points



Example	Minimum N-count of 10 ELL students	Tested at least 95% of ELL students	At least 23% of students reclassified	Points
School A	✓	✓		0
School B		✓	✓	0
School C	✓		✓	0
School D			✓	0
School E		✓		0
School F	✓			0
<b>SCHOOL G</b>	✓	✓	✓	<b>3</b>

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

# ELL 95% Amendment Request



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

# ELL 95% Amendment Request



## ACCOUNTABILITY

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- School Reports / School Results >
- Career & Technical Education
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### ELL 95% Amendment Request

MAY 7, 2014 BY AKADIJE

#### ELL 95% Amendment Request

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

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

**Indicate the entity requesting an amendment: \***

- School
- LEA
- Both

**Please provide your name: \***

First

Last

**Please provide your title: \***

**Please provide your email address: \***



2014 A-F Letter Grade Accountability System

# **LETTER GRADE APPEALS**

# Common Logon Appeals Application



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

**[www.azed.gov/accountability](http://www.azed.gov/accountability)**

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

# What is a substantive appeal?



*Community conspires to disrupt AIMS testing as a means of “payback” for unpopular decisions of district administration and/or SEA; test participation rates are uncharacteristically low causing a letter grade cap.*

# What is a substantive appeal?



*At the beginning of the school year, the main road into town is washed out and must undergo months of repair, impacting transportation to and from school by about an hour each way; the school sees a significant decline in attendance rates as well as instructional time due to an added two hours of commuting time for many students.*

# Substantive Appeals Qualifications



Disruption to testing

Disruption to normal  
classroom instruction

Substantive events  
which may impact an  
entire letter grade

Community tragedy

Environmental factors

# Primary Changes to Process



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

# Data Corrections



## Data records can only be corrected, not appealed.

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

# 2014 Accountability: Important Dates



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

➤ Full timeline memo can be found at [www.azed.gov/accountability](http://www.azed.gov/accountability)



2014 A-F Letter Grade Accountability System

# **ADDITIONAL ACCOUNTABILITY DETAILS**

# Important Details



- Any school with a major component missing will be labeled “NR”.
  - Percent Passing
  - Growth - All Students (SGP)
- To reduce necessity of NR label, model components with insufficient data may be pooled.
- AOI and extremely small schools will have “Pending” until SBE adoption of final model.
- **Preliminary accountability determinations will include total points and all underlying data (static file)**

# School A-F Letter Grade = **A**

2013 Percent Passing of FAY Students AIMS and AIMS A ( 1 - Year )			<a href="#">View Passing Data</a>
Grade	Reading	Mathematics	
10	90 %	79 %	
11	77 %	47 %	
12	48 %	37 %	
Percent Passing -- All Students <sup>4</sup>		77 %	

Median Percentile Rank of FAY Students AIMS Only ( 1 - Year )			<a href="#">View Percentile Rank Data</a>
Grade	Reading	Mathematics	
10	58	75	
All Students(Across grades)		58	75

Median Growth Percentile -- All Students <sup>2</sup>	66.5
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Median Growth Percentile -- Bottom 25% <sup>3</sup>	67.25
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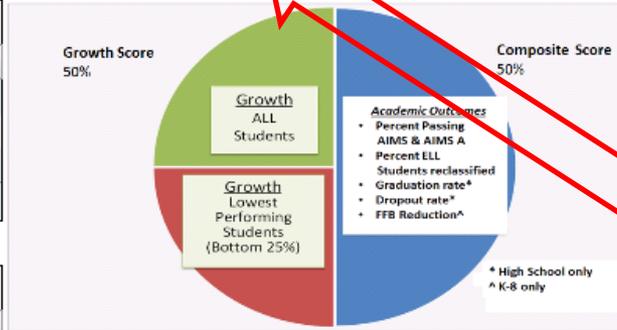
Overall Growth <sup>4</sup>	67
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Composite Score Components	Points
Percent Passing AIMS and AIMS A	77
ELL Reclassification Additional Points	3
Graduation Rate Additional Points	3
Drop Out Rate Additional points <sup>5</sup>	3
FFB Rate Additional Points <sup>6</sup>	
<b>Total Composite Points</b>	<b>86</b>

All Points	
Composite Points	86
Growth Points (+ 1 point)	68
<b>Total Points (Composite + Growth Scores)</b>	<b>154</b>

Percent Tested (FAY + Non-FAY students)	100 %
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<b>A-F Letter Grade</b>	<b>A</b>
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Growth Score + Composite Score = A - F Letter Grade  
 (100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

This will be a “P” until **FINAL LETTER GRADES**. Click [here to access student-level data underlying A-F total points \(static file\).](#)

# New for 2014 Summary



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

# Questions?



Arizona Department of Education

[achieve@azed.gov](mailto:achieve@azed.gov)

(602) 542-5151

