



**Criteria to Identify ALTERNATIVE Schools
with “Below Average” Performance During
Arizona’s Accountability Transition**

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Laws 2015, Chapter 76 (SB1289) Requirements



4 A. Notwithstanding any other law, the department of education may not
5 assign schools or school districts letter grade classifications pursuant to
6 section 15-241, Arizona Revised Statutes, for school years 2014-2015 and
7 2015-2016 in order for the department of education, subject to the approval
8 of the state board of education, to develop and implement a revised
9 accountability system for schools and school districts.

10 B. Notwithstanding subsection A of this section, the department of
11 education shall continue to collect and publish data in school years
12 2014-2015 and 2015-2016 concerning the academic performance indicators for
13 schools and school districts prescribed in section 15-241, Arizona Revised
14 Statutes, subsections C and D.

15 C. For the purposes of section 15-241, subsections K through II,
16 Arizona Revised Statutes, and sections 15-241.01 and 15-537 and chapter 19 of
17 this title, Arizona Revised Statutes, and subject to final adoption by the
18 state board of education, the department of education shall develop criteria
19 to identify schools and school districts for school years 2014-2015 and
20 2015-2016 that demonstrate a below average level of performance.

Arizona's Accountability Transition Years

| School Year | August | October-November | December | January | February | May | June | July |
|-------------|---|--|---|-------------|---|--|---|---|
| 2014-2015 | Year 1 of new Assessment aligned to Arizona standards | | | | | | | |
| | | | | | Suspend A-F for FY15 and FY16 based on SB1289; Develop criteria for Reward, Focus, & Priority | SBE adopts new Priority criteria to identify "below average" schools for FY15 and FY16 as required by SB1289 with amendment | ADE staff meet with advisory group & stakeholders regarding definition for "below average" alternative schools | |
| 2015-2016 | Development of Arizona's new state accountability system | | | | | | | |
| | ESEA Flexibility Request approved for 2015-2016 School Year | 2014-2015 student achievement data available, reported | ADE recommends methodology apply to traditional & <u>alternative schools</u> | Submit AMOs | Use new criteria to <u>EXIT</u> Cohort 1 Focus & Priority schools based on 14-15 data. | | Use new criteria to identify qualifying Reward, Focus, & Priority schools using FY14 (Priority), FY15, and FY16 data. | <u>PILOT</u> new state accountability system based on 2015-2016 data (informational purposes) |
| 2016-2017 | First year of Implementation of Arizona's Revised State Accountability System | | | | | | | |
| | Begin Year 1 of implementation for newly identified Focus & Priority schools | | | | | | Use new criteria to identify and/or exit qualifying Reward, Focus, & Priority schools using FY14 (Priority A-F points) thru FY17 data. | Issue 2017 Accountability determinations based on 2016-2017 data; Request to realign ESEA criteria with new state system. |

Other Considerations for “Below Average”



A-F Points

Most schools will decrease A-F points

Issues related to feasibility, validity, & reliability

AzMERIT only

Achievement based on new test

Over identifies schools approved to operate as “alternative”

“Priority” Label

Evaluate schools for low performance across multiple years

Includes 4, 5, 6, 7 year graduation & persistence rates

“Lowest Performing” Priority Schools Criteria:



Less than 100
A-F Points
AND



AzMERIT
passing rates
lowest among
similar
schools

AND any one
of these
additional
indicators (if
applicable):



Declining
persistence
and/or grad rates



Lowest student
growth scores



Lowest 2013 &
2014 AIMS
passing rates

Implications for Arizona's Alternative Schools



- Consistent method identify and support schools during transition to new assessments and accountability system
 - Applies to transition years only with full consideration in development of new accountability system
- Alternative school performance NOT compared to traditional schools
 - Cannot be identified based on AzMERIT achievement only
 - Requires multiple years, multiple measures used when available
 - Does not require a single measure (i.e. SGP), maintains accountability for student outcomes
- Schools must receive/maintain alternative status annually
 - Approved ESEA Flexibility criteria for “Reward”, “Focus”, and “Priority” criteria apply to Title I schools
 - Continued low graduation rate exemption for “Credit Recovery” alternative schools

Recommendation



Use “Priority” criteria to define “below average” performance for ALL eligible schools in the 2014-2015 and 2015-2016 school years as described by the Department and approved in Arizona’s ESEA Flexibility Request