



The Grader

OUR MISSION:

THE ACCOUNTABILITY SECTION AIMS TO MEASURE THE GROWTH IN QUALITY OF ARIZONA SCHOOLS AND DISTRICTS BY PRODUCING TIME-LY AND RELIABLE ACCOUNTABILITY DETERMINATIONS AS REQUIRED BY STATE AND FEDERAL LAW. THE SECTION WORKS CLOSELY WITH THE ARIZONA DEPARTMENT OF EDUCATION'S ASSESSMENT, AND RESEARCH & EVALUATION UNITS AND THE STATE BOARD OF EDUCATION IN ORDER TO ACCURATELY LABEL SCHOOLS IN A FAIR AND SYSTEMATIC MANNER. ACCOUNTABILITY STAFF HELP SCHOOLS, DISTRICTS, AND OTHER STAKEHOLDERS TO REFINE THE SYSTEM AS WELL AS UTILIZE DATA IN AN APPROPRIATE AND EFFECTIVE MANNER.

Dear Accountability Stakeholders,

First, we want to clarify that “safe harbor” does not apply to the 2014-2015 school year although the term comes from “AYP days”. Instead, we will use this transitional period as an opportunity to report data related to student achievement and student outcomes in the most transparent manner possible. In order to pursue a Waiver for the 2015-2016 school year, the criteria for identifying priority, focus, and reward schools will be applied statewide. This means that although we will not be reporting an A-F Letter Grade for this school year, schools will still be held accountable for many measures not impacted by the new assessment such as graduation rate and English language proficiency. It also means that both Title I and non-Title I schools will be able to compare their performance on the same measures similar to the A-F system. The 2014-2015 data will also be used to set baseline data for student achievement. **Because of the cancellation of the February board meeting, the Accountability section will present the AOI accountability model and the MAP system at the next scheduled meeting – March 23.**

Second, ADE is seeking feedback from stakeholders on the new criteria for federal accountability and statewide reporting prior to Arizona’s application for ESEA flexibility due March 31st. Please note the data availability schedule included in this newsletter. The Department will utilize the school report cards and other public reporting methods in order to report all information that would have been included in a letter grade – growth, proficiency, graduation rates, etc.

Lastly, We are very pleased to announce the availability of CCRI reports in ADEConnect (pg. 9). Providing the CCRI reports to schools brings Arizona one step closer to having a multiple measure accountability system. Please provide feedback on these new reports and use these data for your own formative purposes. The Department will add additional data sources as they become available; we look forward to including Indicator 14 Postsecondary Outcomes Survey and IB Cambridge results soon. How these data will be used in a final A-F letter grade is a long-term decision; for now, we hope you will take this time and information to consider the different elements which could be included in a new accountability system.

Sincerely,
Yovhane Metcalfe, Ph.D.
Chief Accountability Officer

Attention:

Protect Student Data Privacy!

When sending specific student related questions, ONLY include the SAIS ID. This includes any information in the body of the email as well as any attachments that are included.

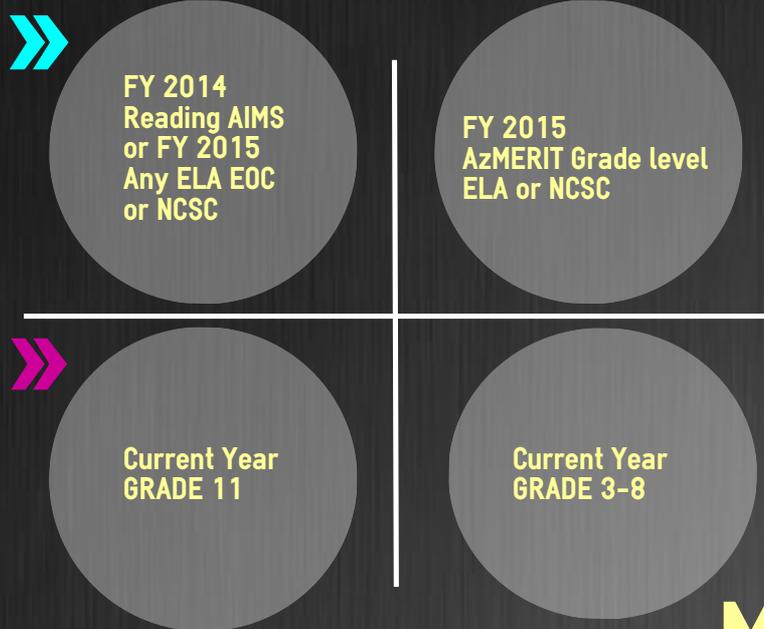
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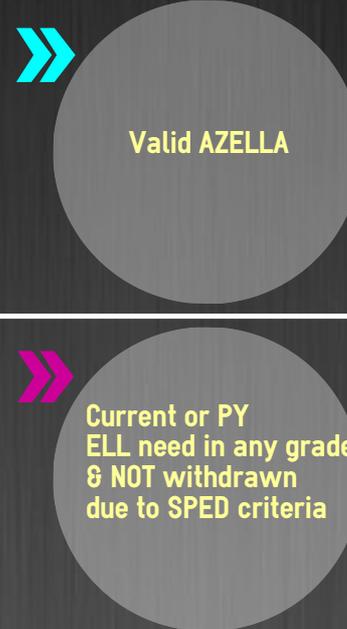
What's the plan for Percent Tested

Applies to FY2015 ONLY

ELA



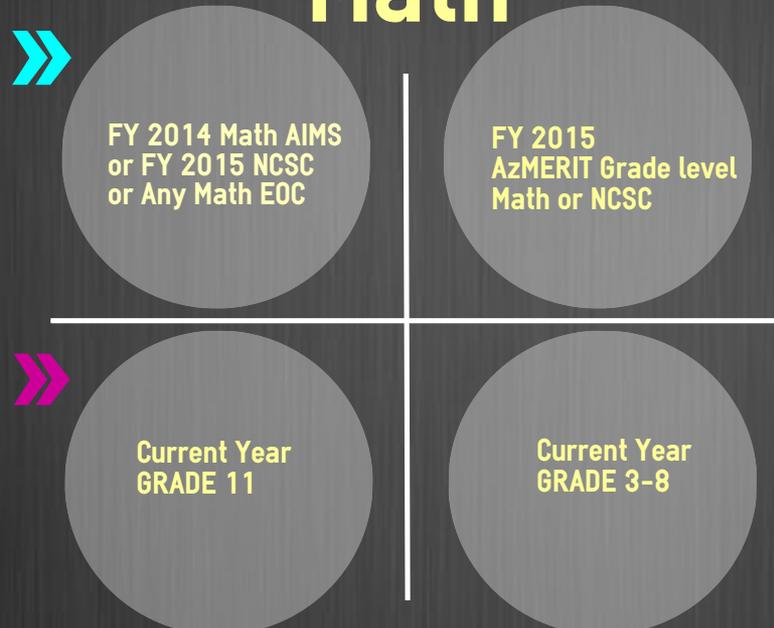
AZELLA



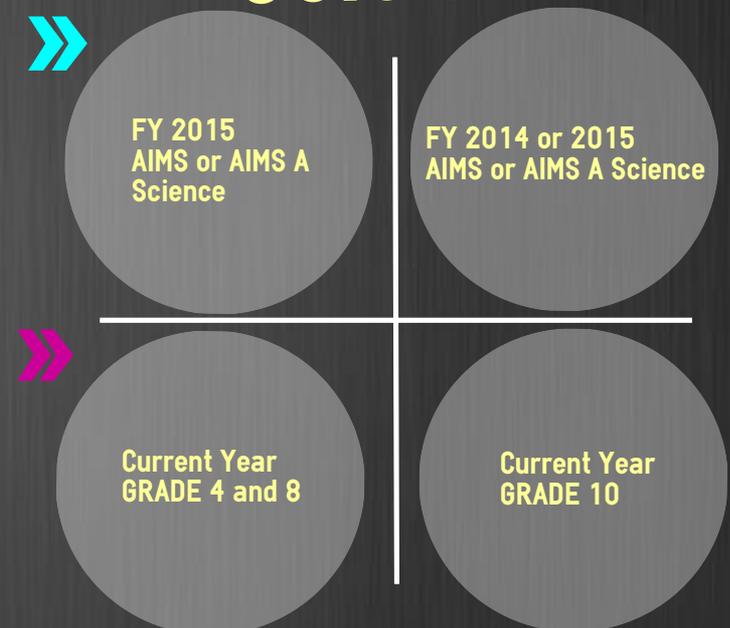
Records in the top row of each picture will be included in the numerator of the test participation calculation.

Records in the bottom row of each picture will be included in the denominator of the test participation calculation.

Math



Science



Overall test participation is the average of % tested in **ELA** & **MATH**

ELL Accountability Updates

NEW REPORT!!!! The *SDELL73 ELL Student Need Report* identifies students in a school/LEA that have a known and appropriately documented ELL Need in the current or prior two fiscal years. This report is designed for informational purposes and can be used to ensure best practices for students with an ELL need.

This report is **not intended** to remove or replace the use of the *SDELL70* report; however, *SDELL73 ELL Student Need Report* identifies students with an ELL need in your school/LEA once their enrollment information is uploaded to ADE. For more detailed information on each student, such as AZELLA and ELL program history, educators should continue to use the *SDELL70* report.

This report **is intended** for data management purposes as well as for information on AZELLA reassessment need. In addition, *SDELL73 ELL Student Need Report* will help capture students whose most current PHLOTE responses were all English but have an AZELLA and ELL history. Check this report to validate ELL student program enrollment and ELL Group. Additionally, this report will be updated live throughout the fiscal year and always available to the field in lieu of a static list posted multiple times throughout the year. This report will capture any enrollment/ELL data uploaded to ADE and guide ELL coordinators on which students must be annually reassessed based on a known and appropriately documented ELL Need in the current or prior two fiscal years within SAIS. As soon as a school/LEA enrolls the student, the information is uploaded to SAIS, and enrollment information passes integrity, any ELL Need in the current or prior two fiscal years the student's SAIS ID will show on the report even if the need were generated at another LEA/school. The accuracy of the report largely depends on the accuracy of the data submitted to SAIS by the LEA/school for the current year and prior years; however, the ADE will continue to improve the utility of this report based on feedback from users.

Complex business rules were written to capture students with an ELL need for this report. Students will be on the report as the data permits, meaning that data complexities, incorrect testing of ELL students, and other factors — like delayed reporting by other schools — will impact this report. At this time, we continue to adjust the report to capture as many students with a known and appropriately documented ELL need. There are, however, certain circumstances when this report will not be able to capture ELL need so schools should use other data sources to verify student needs. Despite the need to reassess, the *SDELL73 ELL Student Need Report* excludes students:

- If the student's last assessment result is incomplete/invalid (i.e., there is no overall proficiency level), but the prior assessment result is less than proficient.
- If the student tested proficient, then non-proficient and was re-enrolled in an ELL program and then was parent withdrawn.
- If users do not report other data complexities to the Department so that the report can be adjusted if possible. The Department only knows of data issues identified and reported by the LEA/school; we use this information to refine all reports realizing the LEA/school knows will know their own students better than SAIS.

For more details regarding this report and how to use it, go to <http://www.azed.gov/assessment/azella/> and select the document “Guide to Navigating and Using AZELLA Reports.”

Accountability will not post a “test list” for AZELLA. The *SDELL73 – ELL Student Need Report* can be used to inform LEA's administration of the AZELLA to students. Beginning in the 2014-2015 school year, LEAs and individual schools must reassess all students enrolled in their school by the **LAST** day of the testing window — **March 27, 2015.**

PLEASE NOTE: Students who enroll later (i.e. last week) in the testing window will likely NOT make the report before the test window ends. Thus, SDELL 70 reports can still inform AZELLA re-assessment needs for students during the testing window.

For additional details regarding ELL accountability, please refer to the [ELL Accountability Business Rules](#), available March 6. This document describes testing requirements.

AMENDMENT REQUEST PROCESS UPDATE: There will be a new procedure for amendment requests for ELL State Accountability this year. Once we have finalized the process, more details will be sent prior to the end of the fiscal year. This process will again be utilized to ensure that all LEAs and individual schools will be held accountable to the most accurate group of ELL students possible for data reporting purposes.

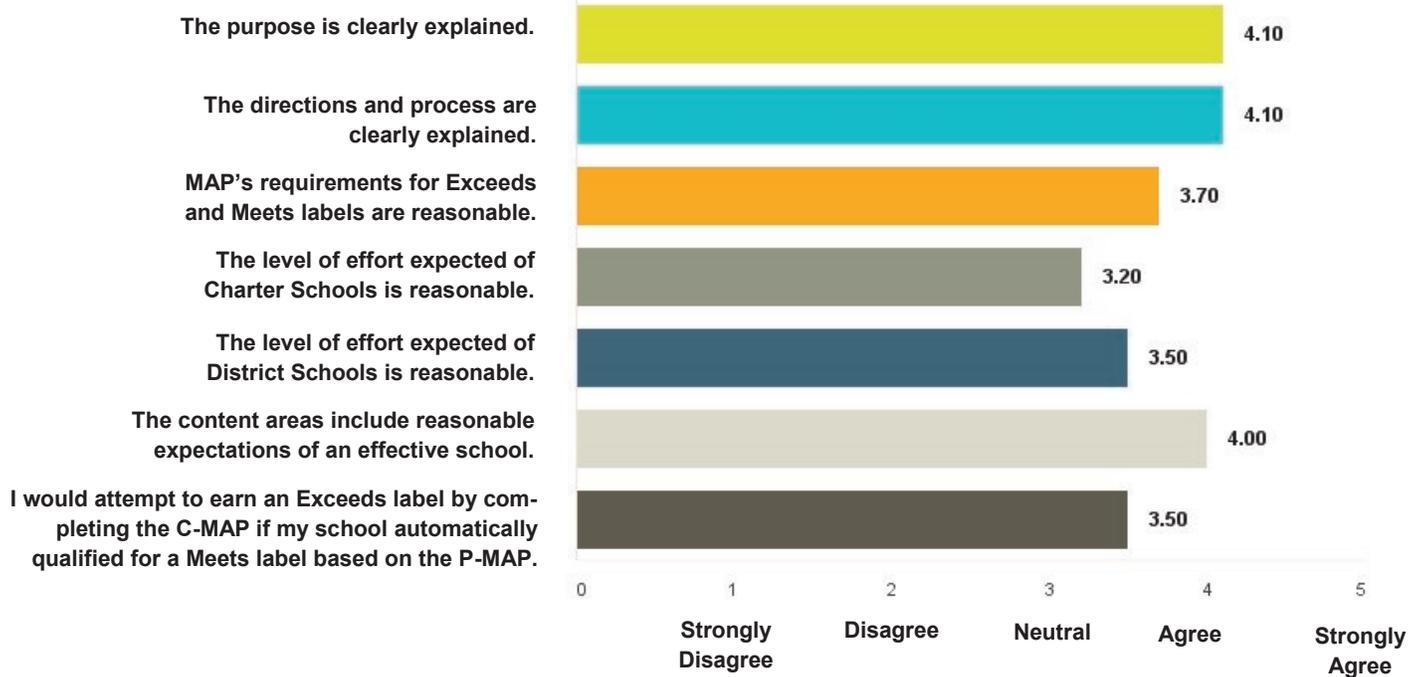
Questions regarding the *SDELL73 – ELL Student Need Report* or ELL accountability should be sent to [ADE Accountability](mailto:ADE.Accountability@azed.gov). (Achieve@azed.gov).

MAP Feedback

MAP is being presented to the State Board for approval in March, 2015. The survey was sent to over 100 schools that were contacted twice. Below is a visual representation of the closed-ended questions. The survey opened on November 19, 2014.

Q1 Evaluate the following statements.

Answered: 10 Skipped: 1



Five participants wrote open-ended responses commenting on the uniqueness of their school, concerns regarding the Charter Board determinations, and specific questions related to MAP.

Below are the demographics for those who completed the MAP survey.

Demographics	
School Type?	District School – 50% Charter School – 33% K-12/Education organization/association – 20%
Small school (defined as fewer than 30 students)?	No – 60% Yes – 40%
Work in an urban or rural school/LEA?	Urban – 70% Rural – 20% NA – 10%
Job Title/Role?	Assistant Principal; Central Office; Executive Director; Assistant Superintendent; Principal; Site Administrator; Content Specialist; Curriculum Director; Master Teacher; Research, Evaluation and Assessment

Development of AOI Accountability Model

In the Spring of 2013, the State Board of Education took the first step toward recognizing the unique nature of the K-12 distance learning option by amending the “full academic year” (FAY) definition to address ‘extent of instructional exposure’ rather than ‘calendar days enrolled.’ In the 2012-2013 school year, less than a quarter of these schools authorized to provide online instruction were included in the A-F Letter Grade Accountability System, which primarily utilizes data from FAY students only. By evaluating student FAY status based on number of minutes of instruction, the AOI FAY definition aligned with the statutory requirements under ARS 15-808 and addressed the student mobility issues unique to online education.

While most brick and mortar schools evaluated in the A-F Letter Grade Accountability System serve mainly FAY students, only 25% of students enrolled at an AOI qualified as FAY. Based on national research as well as input from AOI operators statewide, students choose online instruction for a variety of reasons:

- Credit recovery (e.g., remedial mathematics, remedial English, etc.)
- Credit acceleration (e.g., Physical education, health, etc.)
- Local-level requirements for graduation
- Temporary or permanent preference for online instruction
- Other reasons such as health, environment, etc.

Unlike extremely small schools or schools with very few test records, most online schools provide instruction to students on an “as needed” basis and may have student achievement results which can be aggregated to produce an accountability determination. In prior years, the nature of this data produced letter grade determinations based on a small portion of the students who received instruction and/or were tested at the online school.

Since December of 2013, ADE has conducted almost two dozen meetings specific to AOI accountability with external stakeholders in order to vet various methodologies which could fairly capture and reflect their unique data. ADE worked with schools which received A-F letter grades in prior years as well as those which were not rated in prior years. In the end, AOI operators advocated an accountability determination which addressed their dual enrolled students, high student mobility, and emphasis on growth. In order to ensure the accountability system was fairly applied to AOI schools for the 2013-2014 school year, only measures which were available to all schools are utilized in this recommendation. Importantly, this new model reinforces Arizona’s position as a pioneer in not only school choice but also accountability systems specific to the unique educational options available to students. The proposed model establishes the basis for comparability and accountability for K-12 online education and holds AOI schools to the same expectations for student achievement and growth as all other brick and mortar schools in Arizona. **At the March meeting The Department will recommend the State Board adopt revised criteria to include AOI school in the A-F Letter Grade Accountability System which would apply to the 2013-2014 school year only.**

Frequently Asked Questions

What does “the waiver” do and what happens if they deny our Waiver application for the 2015-2016 school year?

The ESEA Waiver (aka Flexibility Request, flexibility/waiver from NCLB, etc.) mainly allows schools and the state to decide where and how to use Title I resources to increase student achievement. The waiver also releases schools from a punitive label of “persistently low achieving” if 100% of their students do not pass the statewide assessment or the school does not meet the annual measurable objectives (AMO) target for multiple years. If Arizona’s application for a waiver was to be denied, the state would revert to NCLB/AYP which requires 100% proficiency as of the 2013-2014 school year. Under NCLB, how the school uses Title I funding could be impacted by the school’s federal accountability determination.

Where can I review the draft ESEA flexibility application and give feedback?

Stakeholder feedback is an important component/consideration the US Department of Education evaluates with each waiver application. Stay updated as the Department develops an application, and give feedback by emailing eseawaiver@azed.gov.

Why bother reporting accountability data if there’s no A-F Letter Grade?

The need to ensure all students are receiving an adequate education is not dissolved by any new statute, new standards, or new tests. In a state with such a robust school choice system, a number of organizations, other statutes, as well as parents rely on this data to inform decisions various decisions — some of which are high stakes. Also, the suspension of the state system for labeling schools does not change the federal requirement for accountability for LEAs which use Title I funds in their schools and programs.

My school received an A in 2014. Can I keep up my banner?

Schools which received an A for the 2013-2014 school year must display the year when displaying outdated achievement information as required by state statute. This applies to schools which choose to display any letter grade from the 2013-2014 school year or any previous year.

How will AIMS & AIMS A Science be used in accountability determinations?

The Department has no recommendation for how to include Science results in school and district accountability at this time. In the absence of an A-F letter grade, the Department will report Science performance alongside other academic indicators required for Accountability purposes.

My school received a D/F in 2014, but my preliminary data shows that I would have been a B or C this year under A-F. Can you assign my school an updated new letter grade?

If passed, SB1289 would prohibit the Department from assigning A-F letter grades during the 2014-2015 and 2015-2016 school years.

Is my FY2014 grade my FY2015 grade?

No. As of this date, the 2014 A-F Letter Grade was the last letter grade issued by the Department. Many states have used the last letter grade issued under their former test to transition to the academic performance on a new statewide assessment; however, the Department has not made any recommendation for the State Board to adopt this approach.

Frequently Asked Questions continued

If an 8th grade student is taking Algebra I, will they be expected to take both the 8th grade math assessment and the Algebra I tests?

Yes, students enrolled in Grade 8 will be expected to complete the grade level assessment regardless of their enrollment in a high school level math course. The percentage of students tested in grades K-8 will use the AzMERIT grade level assessments exclusively. However, schools should administer the appropriate EOC test when the student has received instruction in the content area.

How will choosing to give the CBT over PBT impact my accountability rating?

Like any valid measurement system, we will ensure comparability among schools which choose either modality.

When will my “percent passing” AzMERIT be posted in Common Logon?

The State Board of Education will vote to adopt the proposed achievement levels after standard setting is completed over the summer. This is an important decision because it will directly impact what percentage of students “passed” the test and if that same group of students (or a higher achieving group) can be called “College and Career Ready.” In regards to Common Logon, please use ADE Connect in order to access data related to accountability going forward. We will also utilize the www.azreportcards.org website in order to publicly post data related to accountability.

What happens if Common Logon isn’t working for me?

If you have issues opening Reports or data on Common Logon, please clear your cache, close your browser, and re-open. Be sure to always logout when leaving Common Logon (rather than simply closing your browser or tab). Additionally, Common Logon performs best in Internet Explorer. If the problem still persists, please contact [Achieve](#) or [ADE Support](#).

Are AIMS Science results embargoed?

The embargo in the past has applied to AIMS Mathematics and Reading results used in A-F Accountability determinations, but schools have always been able to use their assessment data in order to make educational decisions on behalf of students and/or programs. Assuming there is no student data privacy concern, there is no embargo on 2015 AIMS Science data.

Graduation Rate Accountability & AIMS

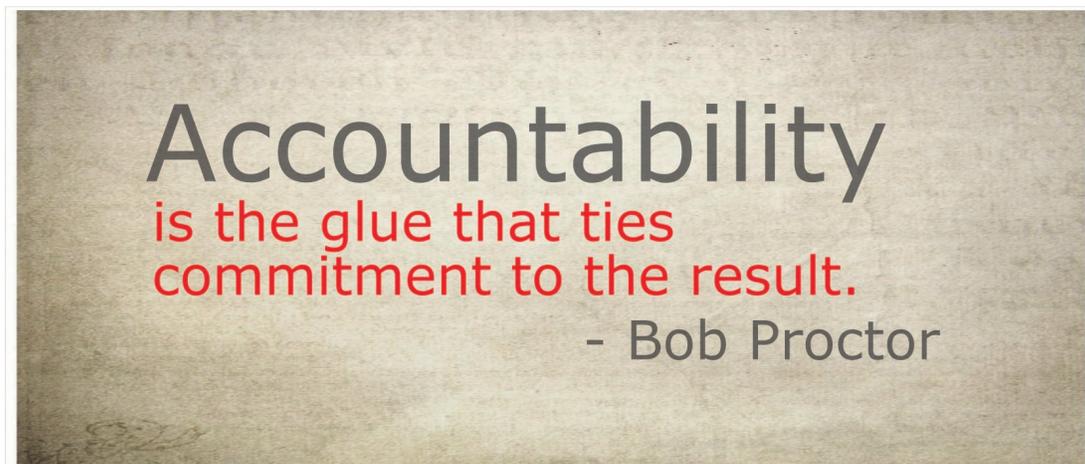
On February 20, 2015, Senate Bill 1191 was signed into law, immediately ending the AIMS high school graduation requirement. This action means that any students scheduled to take one or more sections of the AIMS test in order to graduate will no longer be required to do so. Students who have met all other requirements to receive a high school diploma may graduate without passing AIMS. Schools do not have to re-test students on AIMS for any reason related to accountability. We will continue to report graduation rates using the adjusted cohort definition. Schools should use the SAIS end of year/exit codes in the typical manner, and the [Graduation, Dropout, and Persistence Rate Technical Manual](#) can be accessed on the accountability website. This law DOES NOT remove the requirement for passing AIMS in prior years; therefore, former dropouts from cohort years 2014 and prior who did not pass AIMS must re-enroll and meet the current graduation requirements in order to graduate this school year.

Data Availability Schedule

Estimated Data Availability/Reporting Schedule

August 2015	Graduation 4, 5, 6, and 7 year Rate (s)
August 2015	Persistence Rate
August 2015	Dropout rate
August 2015	Reclassification on AZELLA rate
August 2015	AZELLA Test Participation Rate
August 2015	AIMS & AIMS A Science Proficiency
November 2015	College and/or Career Readiness Index Information
November 2015	ELA/Math/Science Test Participation Rate
November 2015	AzMERIT (All Subjects) Pass or CCR rate
January 2016	Student Growth Percentiles
January 2016	NCSC pass rate
February 2016	Reward, Focus, Priority Determinations

The dates above estimate when the ADE Accountability Section expects to publish data in a public and/or systematic manner.



CCRI Reports in ADE Connect

All CCRI reports are in BETA stage; until data are used in high stakes accountability determinations, ADE will continue to refine these reports based on stakeholder feedback and policy requirements. Please forward feedback to achieve@azed.gov.

Postsecondary Enrollment Reports

[Postsecondary Enrollment Data Summary](#)

This report summarizes the number of students who graduated from your school and enrolled in postsecondary education and/or training. To protect student privacy, this report is only provided at a summary level. After the student graduates from an Arizona high school, the National Student Clearinghouse provides the Department with enrollment information. The Department matches the SAIS ID number for each student to the high school which enters a valid end of year or exit code indicating graduation in the last fiscal year the student was enrolled. Students must pass enrollment integrity and have a graduation code in order to be included in the summary data.

Sample report for a small, alternative high school:

Postsecondary Enrollment Report

Report Parameters
District: School: All Schools Cohort Year: 2014

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	Type	2 - Year College	4 - Year College
In State (Click on the link above to see list of schools where students are enrolled)	Public	10	0
	Private	0	4
Out of State (Click on the link above to see the list of states where students are enrolled)	Public	0	0
	Private	0	1
TOTAL		10	5

ADE Connect

Postsecondary Assessment Reports

[Postsecondary Assessment Report - Summary](#) (Please select summary in report type option)

These reports contain summary and student-level data for non-statewide assessment results. Schools may review a variety of assessment results for students who have a valid enrollment at the school within the same fiscal year as the test date. The student's overall result will reflect their postsecondary readiness when a College and Career Ready indicator score is established by the test vendor. With the exception of CTE End of Program assessment data, students are matched to SAIS ID numbers based on name, date of birth, and grade level. The SAIS ID number is then matched to a valid fiscal year enrollment at an Arizona high school; schools may only view assessment results for students with a valid end of year code.

- ACT
- SAT
- PSAT
- Advanced Placement (AP)
- CTE End of Program Skills Assessment
- GED

Postsecondary Assessment Summary Report

Report Parameters

District:

School:

Fiscal Year:
2014

No. Of Students
Tested:
419

No. of Students who
Met CCR Target:
175

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Test Type	No. of Students Tested	No. of Students Met College & Career Ready Target
AP Art History	7	2
AP Biology	21	2
AP Calculus AB	8	7
AP Calculus BC	1	1
AP Chemistry	24	8
AP Chinese Language and Culture	1	1
AP Computer Science A	11	6
AP English Language and Composition	27	7
AP English Literature and Composition	22	10
AP European History	4	3
AP Macroeconomics	12	8
AP Microeconomics	12	8
AP Psychology	19	14
AP Spanish Language	1	1
AP Statistics	12	8
AP United States Government and Politics	44	9
AP United States History	2	1
AP World History exam score	134	28
PSAT	48	43
SAT	9	8

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ADE Connect

Postsecondary Assessment Report - Student Detail (Please select student detail in report type option)

Report Parameters

District:

School:

Fiscal Year:
2014

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Display records per page

Search:

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SAIS ID	Entity	Cohort	Test Type	Course	Score
		2017	AP	United States Government and Politics	3
		2018	AP	Calculus AB	5
		2018	AP	Psychology	5
		2018	AP	World History exam score	4
		2018	AP	World History exam score	3
		2015	AP	Chemistry	2
		2015	AP	Computer Science A	4
		2015	AP	English Literature and Composition	4
		2015	AP	World History exam score	5
		2015	PSAT		207
		2017	AP	United States Government and Politics	2
		2017	AP	United States Government and Politics	3
		2015	AP	Chemistry	2
		2015	AP	English Literature and Composition	2
		2015	AP	Statistics	3
		2015	AP	World History exam score	2
		2015	PSAT		147
		2015	SAT		1620
		2016	PSAT		141
		2016	AP	English Literature and Composition	2
		2016	AP	World History exam score	2
		2016	PSAT		126
		2016	AP	Chemistry	3
		2016	AP	English Language and Composition	4
		2016	AP	Psychology	4
		2016	AP	World History exam score	3
		2016	PSAT		181
		2016	AP	Biology	2

ADE Connect

Please note that not all assessment results received by the Department from external vendors can be matched to a SAIS ID number or valid high school enrollment. The Department will only provide GED results for former students if the high school indicates the student's withdrawal reason was to pursue a GED. High schools do not receive GED results for students who have exited the school for any other reason.

College and Career Ready Course Completion (STC) Reports

[Postsecondary Preparation Cohort Summary Report](#)

[Postsecondary Preparation Student Summary Report](#)

[Postsecondary Preparation Student Course Detail Report](#)

These reports reflect data reported by the school/LEA through Student Teacher Course Connection. This data relies on accurate and consistent reporting by the school. The data within this report may be used by the Department for accountability purposes to ensure students have access to rigorous course work, dual enrollment opportunities, and other vocational training while enrolled in high school. These data are available at the summary and student-level. This report will reflect changes to enrollment information entered into Student Teacher Course. For accountability purposes, only students who have completed the course as indicated by an end of course grade mark entry as well as an indication of number of credits earned may be included. Schools with concurrently enrolled high school students will only be able to review their own submissions to STC – student course detail information will only be provided to the school where the course is completed.

Acronym	Term
15-915	Process Improvements
%P	Percent Passing
ACSS	Average Class Size Survey
ACT	American College Testing
ADA	Average Daily Attendance
ADE	Arizona Department of Education
ADE Connect	Provides access to ADE applications
ADM	Average Daily Membership
ADOA	Arizona Department of Administration
AEALS	Arizona Education Learning & Accountability System
AEPA	Arizona Educator Proficiency Assessment
AES	Adult Education Services
AIMS	Arizona's Instrument to Measure Standards
AIMS A	Arizona's Instrument to Measure Standards Alternate
AIR	American Institutes for Research
Alt School	Alternative School
AMAQO	Annual Measureable Achievement Objectives
AMO	Annual Measureable Objectives
AOI	Arizona Online Instruction
AP	Advanced Placement
ASET	Arizona Strategic Enterprise Technology Office
ASMT	Assessment
AYP	Adequate Yearly Progress
AZCCRS	Arizona College and Career Ready Standards
AZELLA	Arizona English Language Learner Assessment
BIE	Bureau of Indian Education
BQ	Bottom Quartile 25%
CCRI	College and Career Ready Index
CEDS	Common Education Data Standards
CL	Common Logon
CMS	Content Management System
CNP	Child Nutrition Programs
CSF	Classroom Site Fund
CSPR	Consolidated State Performance Report
CTB	CTB/McGraw-Hill
CTDS	County Type District School
CTE	Career and Technical Education
CY	Current Year
DAP	Developmentally Appropriate Practices
DAS	Deputy Associate Superintendent
DO Rate	Dropout Rate
DOA	District Of Attendance
DOR	District Of Residence
DRP	Dropout Recovery Program
DSCS	District Sponsored Charter School
DSRS	Decision Support and Reporting System
DTC	District Training Coordinator
DTM	Date Time
EDFI	ED-FI
ELA	English Language Arts
ELL	English Language Learner
EN	Enterprise
EOC	End of Course
EPP	Educator Preparation Programs

Acronym	Term
ESEA	Elementary and Secondary Education Act
ESRA	Education Sciences Reform Act
ESS	Exceptional Student Services
ETL	Extract, Transfer, Load
FAME	Falls Far Below; Approaches; Meets; Exceeds
FAPE	Free Appropriate Public Education
FAY	Full Academic Year
FEP	Fluent English Proficient
FERPA	Family Educational Rights and Privacy Act
FFB	Falls Far Below
FRL	Free Reduced Lunch
FTE	Full Time Equivalent
FY	Fiscal Year
FYE	Fiscal Year Enrollments
GCD	Grand Canyon Diploma
GED	General Education Diploma
GPO	Group Policy Objective
HNS	Health and Nutrition Services
HQT	Highly Qualified Teachers
IA	Involvement Activities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IES	Institute of Education Sciences
IFEP	Initial Fluent English Proficient Students
IFSP	Individual Family Service Plan
IHE	Institution of Higher Education
ILLP	Individual Language Learner Plan
IPT	Idea Proficiency Test
ISEP	Indian School Equalization Program
ITS	Item Tracking System
JTED	Joint Technical Education District
KG	Kintergarden
KPT	Kindergarten Proficiency Test
LAS	Language Assessment Scales
LEA	Local Education Agency
LEP	Limited English Proficient
MCESA	Maricopa County Education Service Agency
MOWR	Move On When Reading
NAEP	National Assessment Of Educational Progress
NCES	National Center for Education Statistics
NCLB	No Child Left Behind
NCSC	National Center and State Collaborative
NES	National Evaluation Systems
NGA	National Governors Association
NP ELL	National Public English Language Learner
NSC	National Student Clearinghouse
NSE	Non Special Education
NSLP	National School Lunch Program
NTB	Net Top Box
OACIS	Online AZ Certification Information System
OCR	Office of Civil Rights
OELAS	Office of English Language Acquisition Services
OPL	Overall Proficiency Level
ORS	Online Reporting System

Acronym	Term
PARCC	Partnership Assessment Readiness College/Careers
PBA	Performance Based Assessment
PCG	Public Consulting Group
PEA	Public Education Agency
PESC	Postsecondary Electronic Standards Council
PY	Prior Year
QA	Quality Assurance
R&E	Research and Evaluation
RALEP	Recently Arrived Limited English Proficient
REIL	Rewarding Excellence in Instruction and Leadership
RESA	Regional Educational Service Agency
RFEP	Reclassified Fluent English Proficient Students
SAIS	Student Accountability Information System
SAs	State Agencies
SAS 70	Statement on Auditing Standards No. 70
SASS	Schools and Staffing Survey
SAT	Scholastic Aptitude/Assessment Test
SBE	State Board of Education
SCD	Significant Cognitive Disabilities
SCED	School Codes for the Exchange of Data
SD	School District
SDDI	Student Detail Data Interchange
SDELL70	AZELLA Student Test History Report
SDELL71	ELL Program Participation Report
SDELL72	AZELLA Roster Report
SDELL73	ELL Student Need Report
SDER	School District Employee Reporting
SDF	Student Detail File
SDI	Student Detail Information
SDU	Student Data Upload
SEA	State Educational Agencies
SEI	Structured English Immersion
SF	School Finance
SFSF	State Fiscal Stabilization Fund
SFTP	Secure File Transfer Protocol
SGP	Student Growth Percentiles
SIS	Student Information System
SLC	Shared Learning Collaborative
SLD	Specific Learning Disability
SLDS	Statewide Longitudinal Data System
SPED	Special Education
SRC	Student Report Card
SRM	State Report Manager
SS	Scale Score
SSIS	Statewide Student Information System
STCC	Student Teacher Course Connection
STEM	Science, Technology, Engineering and Mathematics
SWD	Students with Disabilities
TAPBI	Technology Assisted Project Based Instruction
TC	Test Coordinator
TCS	Teacher Class Student
TFS	Team Foundation Server
TRT	Technology Readiness Tool
UE	Ungraded Elementary
US	Ungraded Secondary