

The background of the slide features the Arizona Department of Education logo. It consists of a large, five-pointed orange star with a slight 3D effect, positioned centrally. Behind the star is a sunburst pattern of alternating red and yellow rays radiating from the top. The bottom portion of the slide has a solid blue background.

**Arizona's Transition to a New
Accountability System for
Public Schools and Districts**

ARIZONA DEPARTMENT OF EDUCATION

Overview



SB1289 Requirements

- How does recent legislation impact school accountability for student outcomes?
- How will 2014-2015 student achievement and academic outcome data be used?

ESEA Flexibility

- What does the transition look like in terms of high stakes for schools?
- What can educators, parents expect in the absence of a letter grade?



SB1289 allows for a “Transition” period so...

WHY IS ADE ASSIGNING LABELS DURING THE TRANSITION?

Continued Requirements for Accountability



- SB1289 prohibits A-F Letter Grades for school years 2014-2015 and 2015-2016.
- SB1289 requires the Department to continue to identify schools with “**below average levels of performance**”.
 - Formerly “D” schools under A-F Letter Grade System
- ESEA Flexibility requires a state-developed accountability system
 - OR REVERT TO AYP
 - Formerly Arizona’s A-F Letter Grade Accountability System
 - Title I schools receive additional federal label requirements



During the transition and as we develop a new system...

WHAT DATA WILL BE PROVIDED TO SCHOOLS & PUBLIC?

Reporting School Performance Indicators



- ADE will report all data previously used in A-F Letter Grade Accountability
 - Disaggregated data elements reported throughout the year upon availability.
 - Data elements like graduation rates, CCRI grad score, AZELLA, Science, etc., available earlier.
 - Student achievement on AzMERIT reported after standard setting, SBE adoption of achievement levels.
 - See Accountability's February newsletter *The Grader* for the **estimated** data availability & reporting schedule.
- Schools and public will receive information which can be used to compare performance on several measures
 - New assessment data will be reported in relationship to students' achievement and school's achievement relative to other schools in the state.
 - **Most schools will not receive any overall performance label during the transition period** which emphasizes accountability/support over marketing.



As ADE develops a new system around a new assessment...

HOW DOES ARIZONA DIFFERENTIATE AND SUPPORT WITHOUT A-F?

Reward schools are highest performing in multiple areas or show high progress in key areas.

Focus schools must address identified achievement gaps within the school or amongst subgroups.

**REWARD,
FOCUS &
PRIORITY**

Priority schools demonstrate the lowest performance in the state based on several measures.

Based on severity, Focus and Priority criteria include accountability for persistently Low Graduation Rates.

How RFP will be used



- Alternative schools will be compared to alternative schools only for identification.
- Title I schools compared will be compared to Title I schools for Reward status.
- All schools will receive data to estimate the likelihood of identification as Reward, Focus, or Priority.
- Public reporting of all schools which qualify for Reward, Focus, and Priority labels with definition of each label.
- Use performance on disaggregated data elements in A-F to replace A-F points used previously.
- Limited use of 2014-2015 assessment results for high stakes determinations.

RFP/Accountability Transition Years

School Year	August	October-November	December	January	February	March	June	July
2014-2015					SB1289 suspends A-F for CY and FY16	Request ESEA Waiver with updated criteria, current priority & focus schools; A-F Hiatus		
					Identify criteria for RFP & “below average” (state)		Begin reporting available 14-15 data ASAP	
2015-2016	Development of Arizona’s new state accountability system							
	Continue waiver; A-F Hiatus	ETA for 14-15 student outcome data	SBE & Dept submit revised accountability legislation	Submit amendment based on new AMOs and state timeline	<u>PILOT RFP criteria statewide on 14-15 data</u>		Publicly report 2015-2016 data; <u>Apply RFP criteria statewide on 15-16 data</u>	<u>PILOT A-F internally based on 15-16 data</u>
2016-2017	Beginning of 16-17 F/P implementation						<u>Apply RFP criteria statewide on 16-17 data</u>	Issue 2017 A-F Letter Grades based on 16-17 data

NEW Criteria for ALL Schools during A-F Hiatus

Reward Schools

High Performing

- Tested \geq 95% **AND**
- Percent passing in state top quartile **AND**
- ALL growth in state top quartile **AND**
- B25 growth in state top quartile **AND**
- 4 year grad rate* in state top quartile **AND**
- ELL reclassification in state top quartile **OR**
- Science Percent passing > State Average

High Progress

- Tested \geq 95% **AND**
- Less than 140 A-F points in 2014 **AND**
- Percent passing in top half of state **AND**
- Growth in state top quartile for ALL Students **OR**
- B25 Subgroup **AND**
- ELL reclassification* in state top quartile **OR**
- Science Percent passing > State Average Science Percent passing **AND**
- 4-year grad rate* Avg. Annual Change (2011 to CY) in state top quartile **OR**
- 4 year grad rate > state average

Focus Schools

Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 **OR**
- Percent passing of All Students group in the top half of the state **AND**
- Percent passing of B25 subgroup in the lowest quartile of state **OR**
- FEP1 & 2 percent passing in the lowest quartile

Low Achieving Subgroup

- Highest quartile of overlap between the school's B25 subgroup and the state Bottom 25% **AND**
- ELL Reclassification rate in the lowest quartile **OR**
- Percentage of school's B25 with SGP>75 in the lowest quartile of the state

Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years **OR**
- CCRI Grad \leq 22 **AND**
- 4-year grad rate Avg. Annual Change (2011 to CY) < 0

Priority Schools

Lowest Performing Schools

- Less than 100 points in 2014 A-F (all models) **AND**
- CY Percent passing in the lowest quartile **AND**
- Percent passing in the lowest quartile for two prior fiscal years **OR**
- CY ALL growth in lowest quartile **OR**
- CCRI Grad Average Annual Change (2014 to CY) < 0

Low Graduation Rate**

- 4-year graduation rate less than 60% for CY AND two prior years **AND**
- Dropout rate in the highest quartile

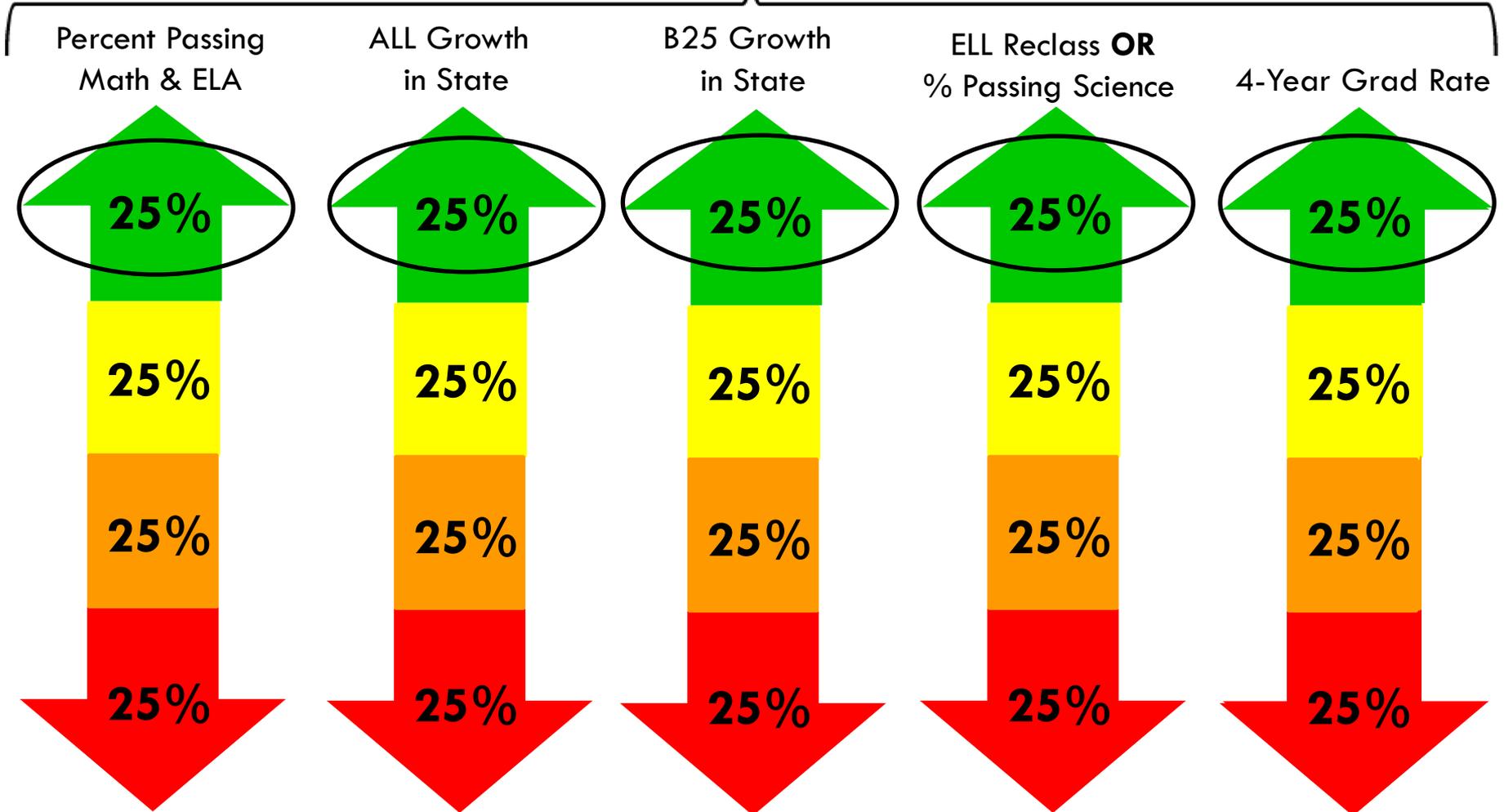
*If applicable

**Credit Recovery Alternative Schools exempt

REWARD: High Performing



≥ 95% Tested &



REWARD: High Progress



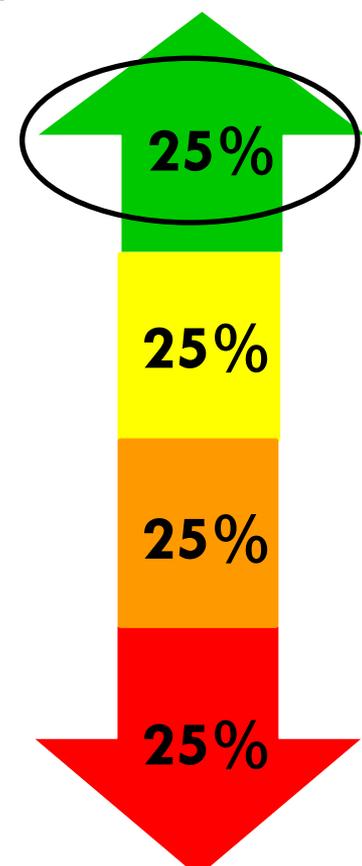
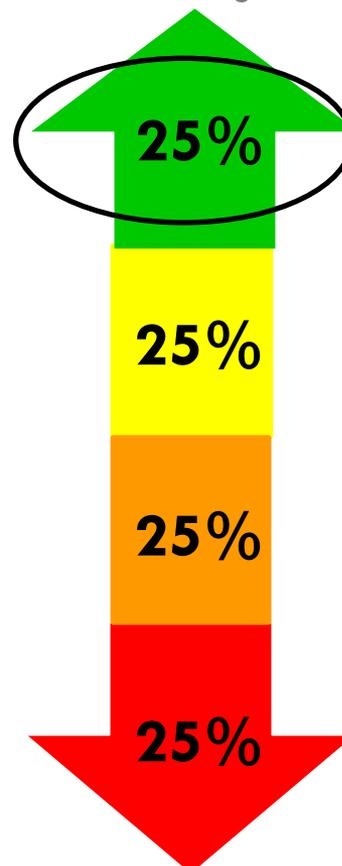
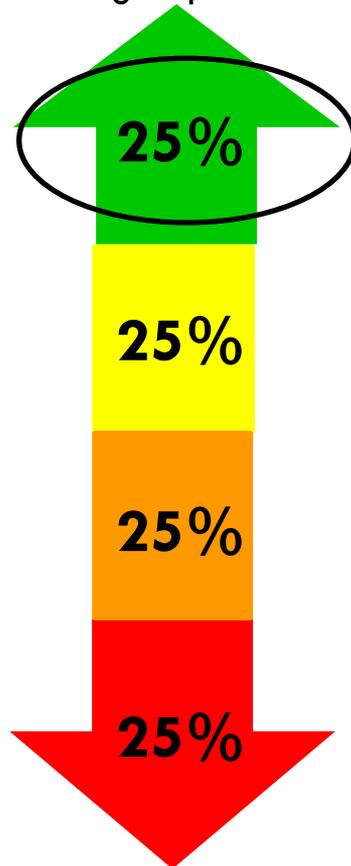
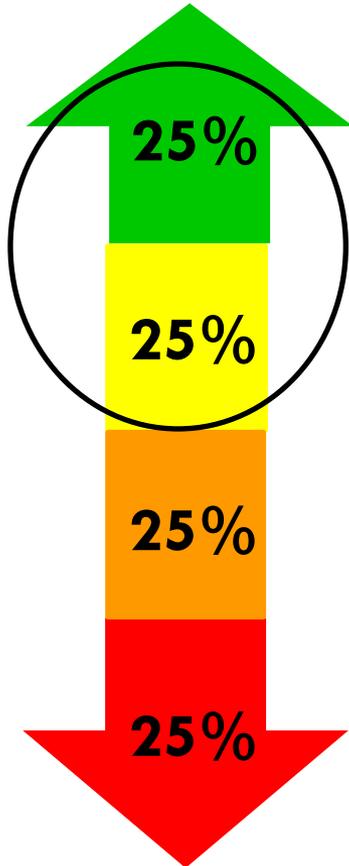
≥ 95% Tested & scored less than 140 A-F points in 2014 &

Percent Passing
Math & ELA

All Growth
OR
B25 Subgroup Growth

ELL Reclass OR
Science % Passing > State

4-year Grad Rate change
since 2011 OR
4-year Rate > State



About Focus Schools



- Based on several criteria (see Criteria slide 11) intended to measure achievement gaps
 - Subgroups in the school
 - Subgroups compared to the state
- Identified annually with ability to demonstrate improvement within one year
- Focus schools are not Priority schools – “below average” label does not apply
- Stronger emphasis on achievement than A-F
 - Includes AZELLA, Bottom 25% & FEP performance

What data will be considered?



Proficiency

PY AIMS & AIMS A achievement

CY relative performance on AzMERIT

ELL Reclassification on AZELLA



Graduation Rate

CCRI grad score (ALT & Trad)

4-year grad rate for the last 3 years



Growth and Bottom 25% subgroup

Bottom 25% in statewide Bottom 25%

Percentage of Bottom 25% with High SGP



New indicators included

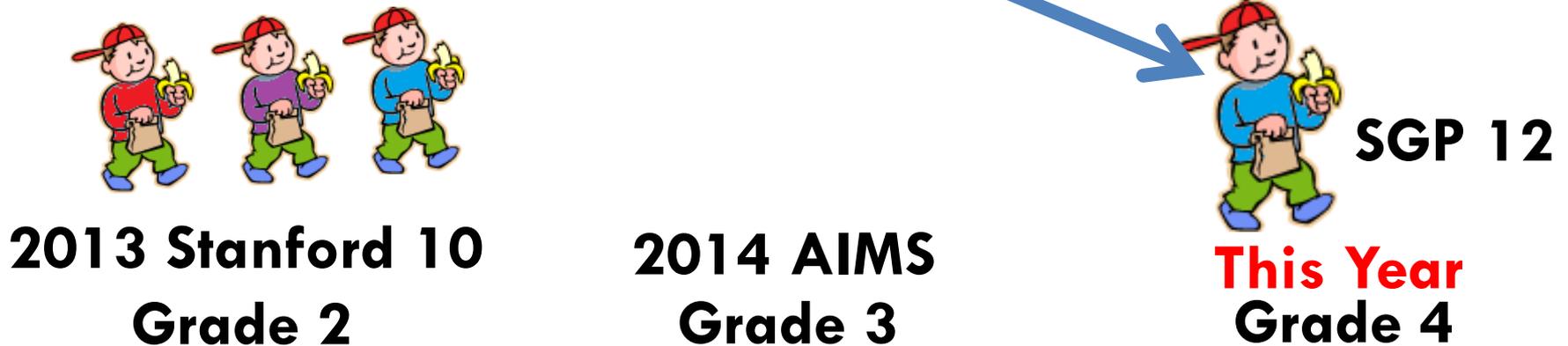
AIMS & AIMS A Science

Achievement of FEP and/or B25 students

SGP & a New Test



Arizona can continue to use Student Growth Percentiles for 2014-2015 because the measure compares how students do on the test this year compared to their peers who scored similarly on AIMS, etc., in prior years. After growth model is validated, ADE will calculate and report SGP (a new growth model may be considered for the revised accountability system to be developed). ADE will study & discuss viability of SGP for use beyond Grade 8 and across administration modalities.





Arizona must ensure all students receive needed support...

**HOW WILL LOW PERFORMING OR
BELOW AVERAGE SCHOOLS BE
IDENTIFIED WITHOUT AIMS OR A-F?**

PRIORITY: Lowest Performing Schools



Scored less than 100 points in 2014 A-F

CY Percent
Passing

AND

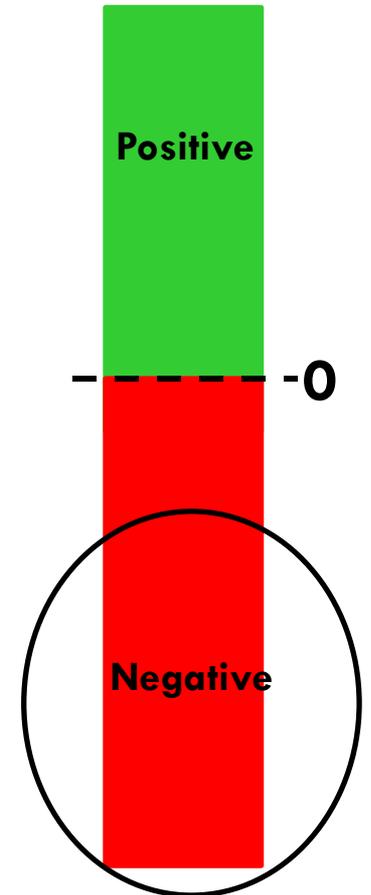
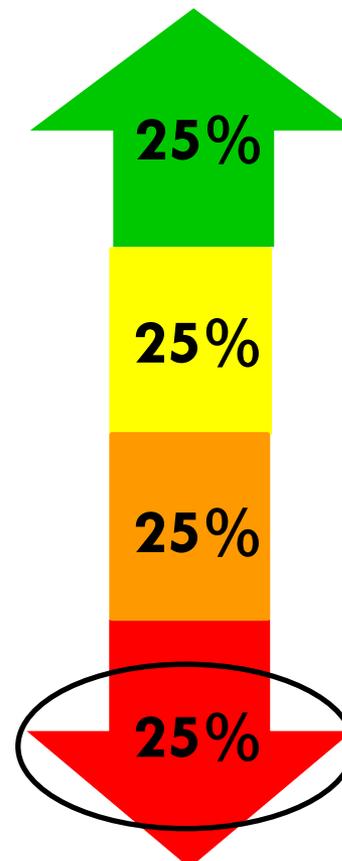
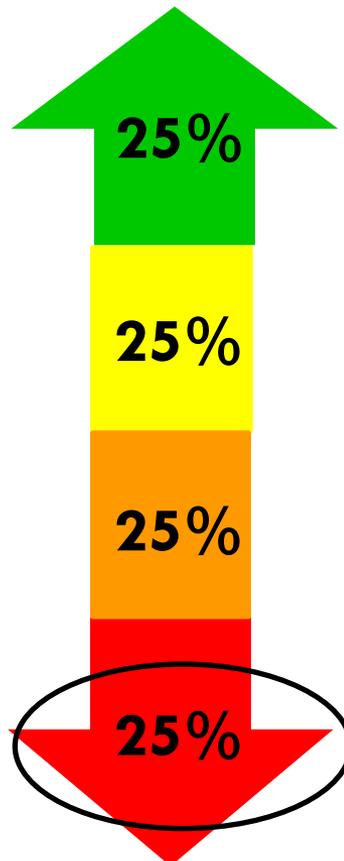
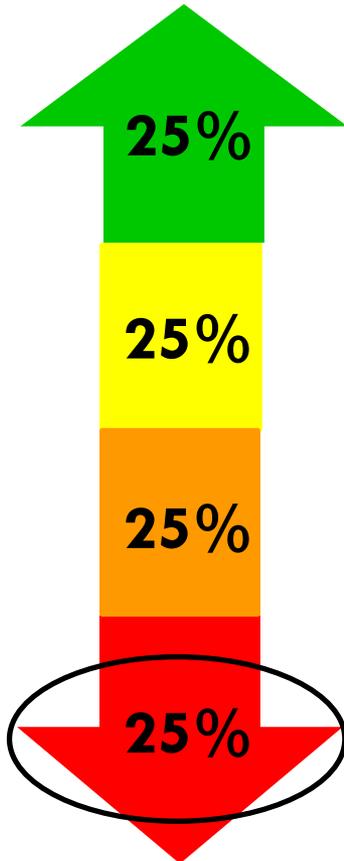
CY All students
Growth

OR

2 Prior Years
Percent Passing

AND

CCRI Grad Avg.
Annual Change



PRIORITY: Low Graduation Rate



4-year
Grad Rate
(CY)

AND

4-year
Grad Rate
(Prior Year)

AND

4-year
Grad Rate
(2 PYs)

AND

Dropout
Rate



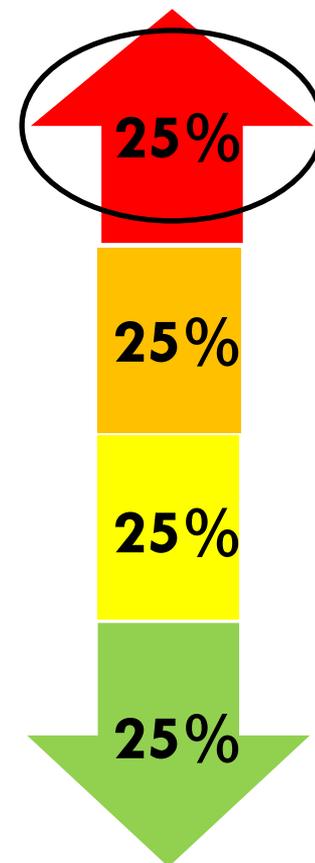
Grad Rate <60%



Grad Rate <60%



Grad Rate <60%



Why should Priority = Below Average?



Continue ESEA flexibility for Title I schools

Hold ALL schools accountable to a common state-developed system

Update current definition to exclude use of A-F points

What does this mean for non-Title I schools?



- Non-Title I schools which qualify for Priority status would be designated as having a “below average level of performance” and/or would have been “D” schools under former system
 - Sanctions dictated by current state laws applicable to schools with below average levels of performance
- ADE will identify non-Title I schools which qualify for Focus status due to performance in certain areas
 - Focus schools identified, exited annually without state-mandated sanction(s)

Other Implications



ESEA Flexibility

- Pending approval for FY2016 and FY 2017
- 2015 test scores used to set AMO baseline

A-F Letter Grades

- No 2015 letter grades may be issued; 2014 letter grades will not be updated

AIMS Moratorium

- Students eligible for graduation in the 2015 school year may receive a diploma if they meet all other requirements this school year

Civics Test

- Does not apply to FY2015 or FY2016 graduates
- ADE Assessments will provide more guidance

Other Accountability

- Accountability through public reporting since the majority of schools will not receive a label
- Science performance considered for recognition due to state law effective 2015



Recommendation to SBE:

**Identify schools which demonstrate a
“below average level of performance”
using the same criteria used to identify
Priority schools**



Use this transition period to develop Arizona's...

REVISED ACCOUNTABILITY SYSTEM

Process to Collect Input & Develop New System



- Method of holding schools accountable in interim will provide actionable, disaggregated data to schools, public
 - Schools self-evaluate to inform a new accountability system
- ADE will develop new accountability system based on *guiding principles* and *best practices*
 - Continued collaboration & vetting by accountability advisory group of external stakeholders
 - Documented consultation with other state education agencies and experts in the field



Please see azed.gov/eseawaiver or azed.gov/accountability for details:

ADDITIONAL QUESTIONS?