



ARIZONA'S A-F ACCOUNTABILITY SYSTEM

Arizona Department of Education, Research and Evaluation Division

Purpose for Today's Discussion



- Technical & Policy changes relating to 2012 A-F Letter Grade Calculations
- Components of A-F Letter Grade Models
 - Traditional, K-2, Small, and Alternative



Measures to include at the School, LEA, and State levels

- Student Performance on AIMS
- Student mobility adjustments
- Distribution of achievement at each school and LEA
- Longitudinal indicators
- ELL test results
- Annual dropout rate (HS only)
- Annual graduation rate (HS only)

What's New for 2012?



- Legislative Changes
- 95% Tested Rules
- A-F model refinements
- ELL Reclassification Criteria
- Parallel Models
 - K-2
 - Small
 - Alternative
- Additional Data provided to schools

What's New for 2012 – AZ LEARNS replaced & 'F' Letter Grades



Senate Bill 1458 (*Laws 2012, Ch. 67*) impacts accountability in two important ways:

The law replaces the AZ LEARNS-Legacy Achievement Profiles with A-F Letter Grades

Schools/LEAs can be assigned a letter grade of 'F' beginning with the labels issued for the 2011-2012 school year

What's New for 2012 - 95% Tested Rule for AIMS & AIMS A



Schools are required *to test all students*

- The new rule requires schools/LEAs to test 95% of students taking **AIMS & AIMS A** in the current year
- Pursuant to federal requirements, the 1% cap will be applied at the LEA level

95% Tested Rule



A single schoolwide measure (Reading & Math combined)

$$\frac{\# \text{ Students Tested}}{\# \text{ Students Enrolled}}$$

Tested = students with a test record and an enrollment record

Enrolled = students enrolled on test date with enrollment record, with or without test record

What's New for 2012 – Consequences of Failing to Test 95%



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



The 95% Tested rule applies to ALL A-F Accountability Models

What's New for 2012 – Additional Growth Point and Inclusion of AIMS-A



- **Additional Growth Point**

- All schools will receive one (1) additional point allowing for the growth points to reach a total possible of 100 points to equate the two sides of the model

- **Inclusion of AIMS-A**

- Students taking the AIMS A will be included in the Composite portion of all A-F models

What's New for 2012 – ELL Reclassification Rate Criteria



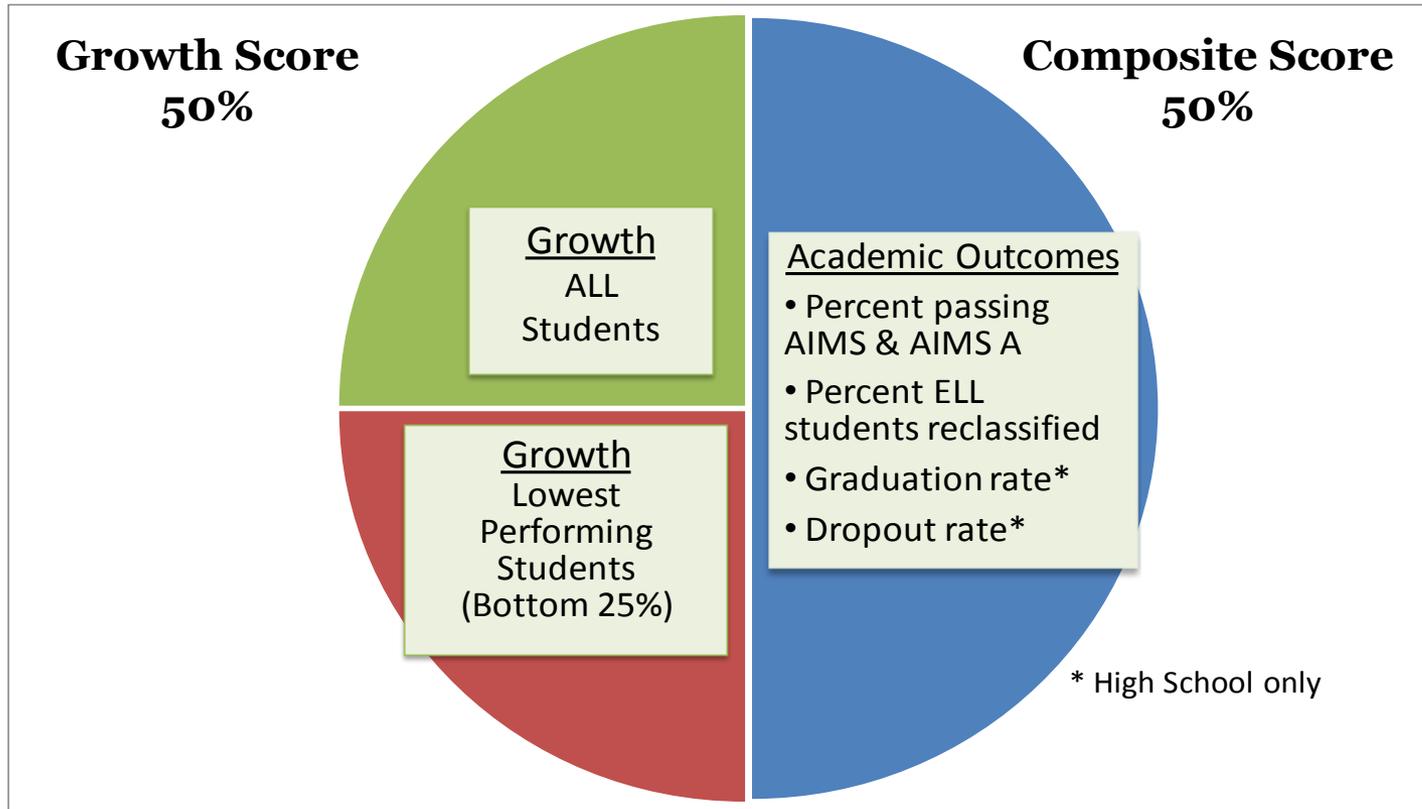
Criteria	*** NEW– Beginning in 2012 ***	Previous
Minimum N-count for Eligibility	Schools serving 10 or more ELL students school-wide will be included	Schools serving 16 or more ELL students school-wide
Eligibility for ELL Bonus Points	Must test at least 95% of ELL students with a demonstrated ELL need on AZELLA during end-of-year testing *	
Enrollment	FAY students <u>only</u>	Continuously enrolled for 150 or more days in ELL program
Additional Inclusion	ELL students withdrawn by parent request <u>are included</u> in the ELL reclassification rate calculation	Previously excluded from the calculation

**** The 30% Reclassification Rate Threshold still applies ****

* Pursuant to *A.R.S §15-756 (B)*, which mandates the assessment of English language proficiency of all pupils with a primary or home language other than English



The Traditional A-F Letter Grade Model



$$\begin{aligned} \text{Composite Score} &+ \text{Growth Score} &= &\text{A-F Letter Grade} \\ (100 \text{ points possible}) &+ (100 \text{ points possible}) &= &200 \text{ points possible} \end{aligned}$$



A-F Letter Grades – Who’s Included

	COMPOSITE	GROWTH
Grades Included	<ul style="list-style-type: none"> • Grade 2 (K-2 model only) • Grades 3- 8, 10 • 11th and 12th grade (Percent Passing only) 	<ul style="list-style-type: none"> • Grades 3- 8, 10 • Retained students excluded
Valid Test Scores	<ul style="list-style-type: none"> • Performance > 0 & SAIS ID Match 	<ul style="list-style-type: none"> • Performance > 0 & SAIS ID Match
Students	<ul style="list-style-type: none"> • FAY students only – enrolled within first 10 days & enrolled at time of test • ELL students • SPED students • AIMS A students (percent passing only) 	<ul style="list-style-type: none"> • SGP’s will be calculated for ALL students, although only FAY will be included in A-F letter grades • ELL students • SPED students

A-F Letter Grades – Defining Full Academic Year (FAY)



A full academic year (FAY) student is a student enrolled in a school within the first 10 days and continuously enrolled through the first day of AIMS testing.

- For grades 3-8, the first date of the testing window
- For high schools, the date of testing

This definition of FAY is used in the traditional, K-2, and small school models.

A-F Letter Grades – Data Being Used



Composite Portion

- **Percent Passing (Reading & Mathematics)**
- **ELL Reclassification**
- **For High Schools Only**
 - **5- Year Graduation Rate**
 - **Dropout Rate**

Growth Portion

- **Growth in Grades 4-8**
- **Growth in Grade 3**
- **Growth in Grade 10**



Composite Score

Composite Score - Absolute Achievement



Percentage Passing AIMS & AIMS A in current year (2012)

FAY students proficient on AIMS + # FAY students proficient on AIMS A

of FAY AIMS & AIMS A students tested

- The Percent Passing score represents the total proportion of students schoolwide passing AIMS Reading & Mathematics
- Worth 0-100 points (overall percentage passing * 100 = points)
- **Example**: School A's overall percentage of students passing (Reading & Mathematics) is 75%. The school earns 75 points.

Composite Score – Percent Passing Example



Percent Passing	AIMS & AIMS -A Students in Current Year
Reading	85%
Mathematics	80%
Schoolwide Average (Reading and Mathematics)	83%
Passing Points	83 points

Composite Score – Additional Points

ELL Reclassification Rate



Additional Points are earned (0 or 3) if a school reclassifies 30% or more of ELL students in the current year

Only schools serving **10 or more ELL students** school-wide will be included in the reclassification rate calculation

- N-count includes FAY and non-FAY students



Minimum n-count must be met in order to be eligible for the 3 additional points

Must test at least 95% of ELL students (SEI, ILLP, Bilingual, and ELL students withdrawn by parent) on **AZELLA** during end-of-year testing (FAY & non-FAY)



This requirement must be met in order to be eligible for the 3 additional points

Only **FAY** students are included in the Reclassification Rate calculation

- **Any FAY ELL students withdrawn by parent request** are included in the ELL reclassification rate calculation

Composite Score - Additional Points

5-year Graduation Rate



- Baseline year is 2006 or the school's first year serving grade 12, whichever is the latest
- The graduation rate from the year prior is used in the letter grade (i.e., Cohort 2011 grad rate will be used for 2012 A-F profile)

Criteria for Grad Rate points (3) are earned in one of three ways		
Graduation Rates	In order to meet the Target	Points Earned
• 3-Year Average for 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

Composite Score – Additional Points Dropout Rate



- Baseline year is 2006 or the school's first year of operation - whichever is latest
- A school will not be evaluated on dropout rate if it has less than 15 students in the school

Criteria for Dropout Rate points (3) are earned in one of three ways

Dropout Rates	In order to meet the Target	Points Earned
• 3-Year Average Dropout Rate	$\leq 6\%$	3
• Current Year Dropout Rate $\leq 9\%$	1% Decrease	3
• Current Year Dropout Rate $> 9\%$	2% Decrease	3

Composite Score – The Traditional Model



The Composite Score is 50% of the A-F Accountability Profile

Academic Outcomes – Points Possible	
Percent Passing - AIMS & AIMS A	0 to 100
ELL Reclassification Target	0 or 3
Graduation Rate Target	0 or 3
Dropout Rate Target	0 or 3
Total	100 points possible + 9 bonus points (HS) 100 points possible + 3 bonus points (Elem/Mid)



Calculating Total Composite Points

Composite Component	Total Points	
	Elementary	High School
Percent Passing Points:	80	80
Additional Points:		
ELL Reclassification	3	3
Graduation Rate	--	3
Dropout Rate	--	3
Total Composite Points	83	89



Growth Score

A-F Letter Grades – The Growth Model

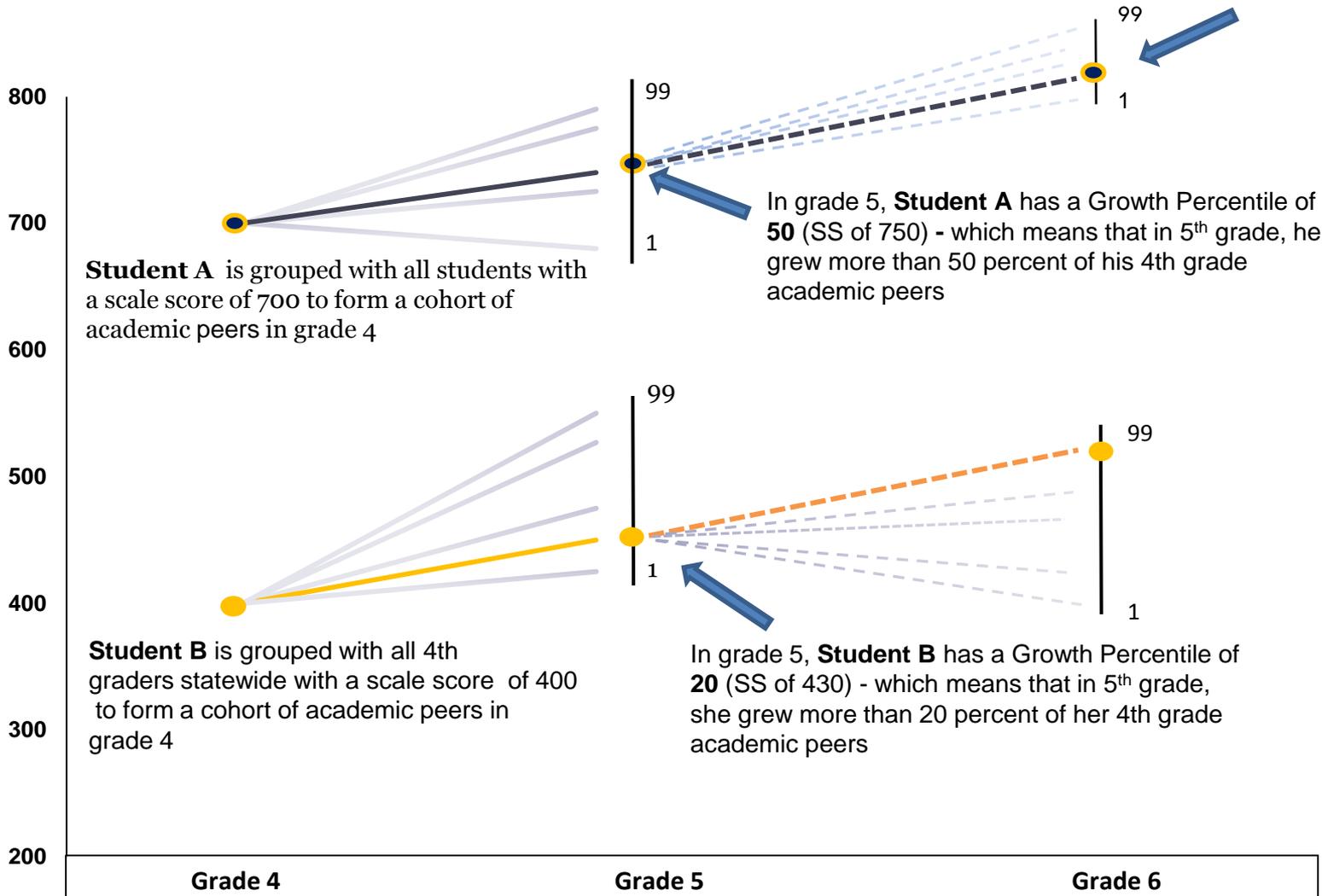


The purpose of the Growth component is to

- Better understand how well a school/LEA is growing its students in Reading & Mathematics from one year to the next
- Describe the academic gain relative to academic peers statewide
- Measure how well a school's lowest achieving students are progressing academically



Conceptual Illustration of the Growth Model



Percentiles describe relative academic growth compared to academic peers



Student Level (statewide)

- A percentile rank (1-99) is computed for Reading and for Mathematics separately by grade for all students statewide

School Level Measure (Schoolwide - All Students)

Example: A median SGP of 65 means that the middle student in the school grew more than 65% of other ‘middle’ students in schools statewide

Calculating Growth - The Bottom 25%



Identifying the Bottom 25% is determined by Prior Year test scores, not Growth.

Part 1: For grades 4-10 **statewide**, calculate the **difference** between each student's prior year scale score and prior year *grade level* pass score in Mathematics & Reading separately

* For HS (grade 10), 8th grade AIMS scores are used as prior year scores

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

Part 2: **Statewide**, the **Difference score** is **adjusted** to account for the AIMS cut scores for each grade level

* This step is calculated separately for High Schools

$$\textbf{Adjusted Difference} = (\text{Difference} + (\text{AIMS performance level} \times 1,000))$$

Calculating Growth - The Bottom 25%



Part 3: School-level

- The Adjusted Difference scores are rank ordered to derive four quartiles
- The bottom 25% of students are identified for the whole school, regardless of grade
 - **The lowest Quartile at the school-level = Bottom 25% for Mathematics and Reading**
- After finding the bottom 25%, pull the SGP for the bottom 25% for both AIMS subjects from the *statewide* calculation
- Median Growth (i.e. the Median Growth Percentile) for Bottom 25% is the average of the Reading and Mathematics median SGPs

Growth Model - The Bottom 25% (Grade 3 only)



For Grade 3:

- Statewide, Grade 2 Stanford 10 Scale Scores in Reading & Mathematics are sorted by subject
- At the **school-level**, prior year Stanford 10 scale scores for current year 3rd graders are sorted by subject to derive four quartiles for each subject
- The bottom 25% are identified in each school for each subject
 - **The lowest quartile = Bottom 25% for Mathematics and Reading**
- The SGP's of 3rd grade bottom 25% students are included in the schoolwide calculation of Median Student Growth for each school

Calculating a Final Letter Grade



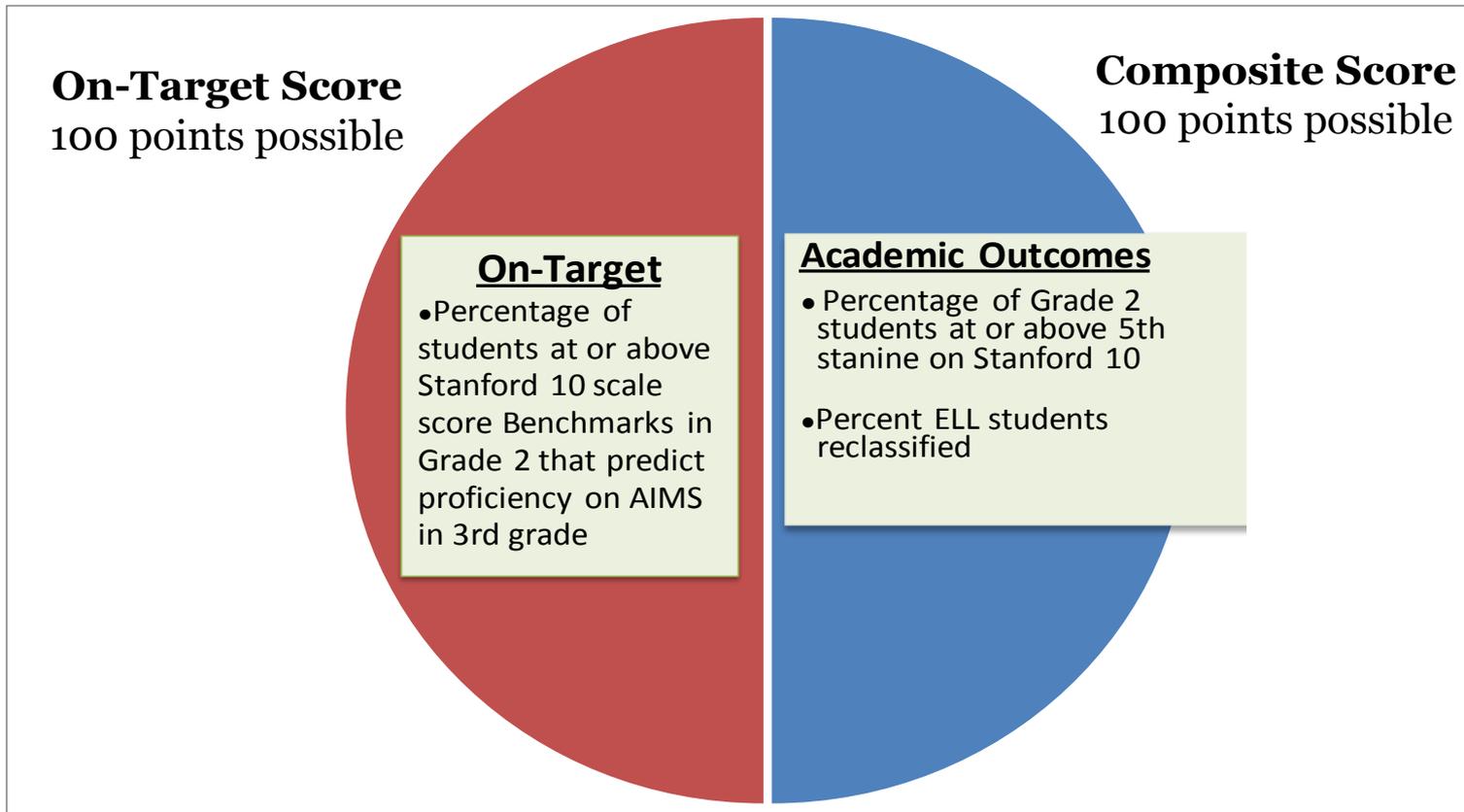
Composite Score + **Growth Score** = **A-F Letter Grade**
(100 points possible) + (100 points possible) = 200 possible points

A (140-200)	“A” schools earn points equal to a school that has 90% of students passing AIMS and achieves typical or greater growth with its population of students.
B (120-139)	“B” schools earn points equal to a school that has 70% of students passing AIMS and achieves typical or greater growth with its population of students.
C (100-119)	“C” schools earn points equal to a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.
D (0-99)	“D” schools earn less points than a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.



Parallel Models

2012 A-F Letter Grades – The K-2 Model



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

2012 A-F Letter Grades – The K-2 Model



ON-TARGET

A measure indicating the degree to which students in Grade 2 are **on-track** to grade-level proficiency on AIMS Reading and Mathematics in Grade 3

- 2010 Stanford 10 Grade 2 scores were regressed on their 2011 Grade 3 AIMS scores to create a predictor model establishing a benchmark on the 2nd grade Stanford 10.

SAT 10 Math Benchmark - 577 scale score

SAT 10 Reading Benchmark - 580 scale score

- Reading and Mathematics percentages are averaged and equal to a total point value between 0-100

COMPOSITE

Percent Passing

- Norm-referenced Stanford 10 test used to determine the percentage of students passing in the current academic year
- A student is defined as '**passing**' if he or she scores **at or above the 5th stanine**
- Reading and Mathematics are calculated separately, averaged and equal to a point value between 0-100

ELL Reclassification Points

- Calculated same as traditional model



Definition of a Small School

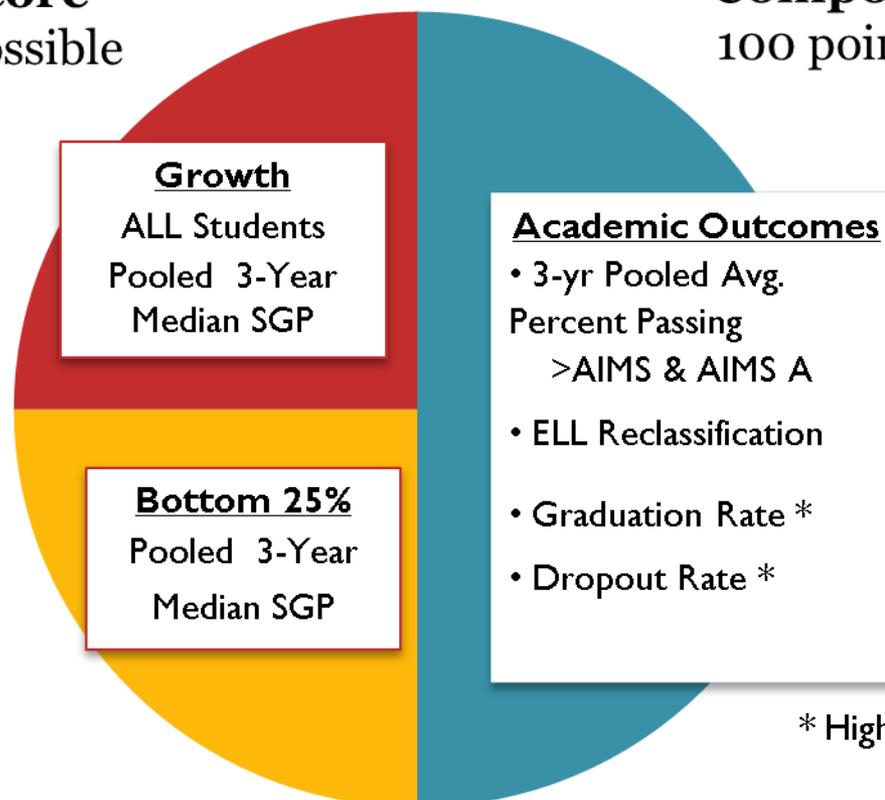
- 100 or fewer students enrolled on the first day of AIMS testing window (i.e., the Elementary testing window schedule) in the current school year

2012 A-F Letter Grades – The Small School Model



Growth Score
100 points possible

Composite Score
100 points possible



* High School only

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

2012 A-F Letter Grades – The Small School Model



Small schools that do not meet the **minimum n-count of 30** observations (Reading and/or Math) using the 3-year pooled average percent passing calculation will be evaluated using a 5-year pooled average for

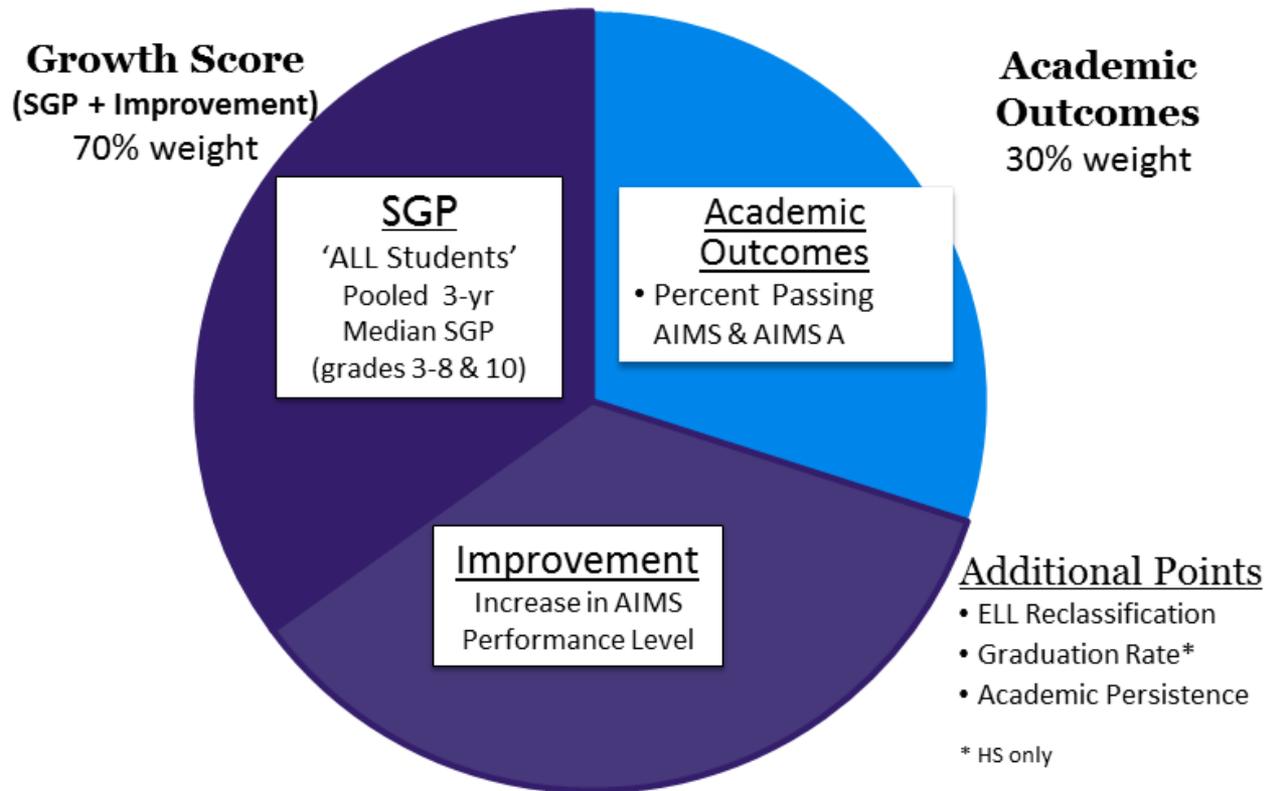
- Percent Passing
- Median Growth

Schools still not meeting the minimum n-count with 5-year pooled averages will not be rated and given a letter grade of 'NR'

The Alternative Schools Model



2012 A-F Letter Grades - Alternative Schools



$$\begin{array}{l} \text{Academic Outcomes} + \text{Growth Score} + \text{Additional Points} = \text{A-F ALT Letter Grade} \\ (100 \text{ points possible weighted at } 30\%) + (100 \text{ points possible weighted at } 70\%) + (9 \text{ possible points}) = 209 \text{ points possible} \end{array}$$

Alternative Schools Model – Full Academic Year



An Alternative Full Academic Year (FAY) 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
- Better of Fall/Spring for grades 11 and 12

ELL Reclassification Rate Points (0 or 3 pts)

- Calculated in same manner as other A-F models

Dropout Rate not included

Graduation Rate (0 or 3 pts)

- Relative to Alternative Schools only

Academic Persistence Points (0 or 3 pts)

- An academically persistent student is one who returns to any public school the following school year (includes retained students & excludes graduates)
- Schools must meet a persistence rate threshold of 70%

Alternative Schools – Graduation Rate



One half of one standard deviation above the Alternative Schools' statewide average graduation rates

Criteria for Grad Rate bonus points are earned in one of three ways		
Graduation Rates	In order to meet the Target	Points Earned
3-Year Average for 5-Yr Grad Rate	$\geq 48\%$	0 or 3
Current Year 5-Yr Grad Rate $\geq 52\%$	1% Increase	0 or 3
Current Year 5-Yr Grad Rate $< 52\%$	2% Increase	0 or 3

In 2012, the Baseline Year will be 2006 or the school's first year serving grade 12, whichever is the latest.

Alternative School Model – Calculating Growth



Growth – All Students

- Pooled 3-Year Median Growth Percentile
- Grades 3-8 & 10
- Median SGP's for Reading & Mathematics will be averaged

Growth – Bottom 25%

- **Not** included in the Growth calculation

Alternative Schools Model – Calculating Improvement



- The improvement measure would capture the academic improvement across performance bands from one performance level to a higher performance level
- Students must have test scores in the two most recent test administrations
 - Grades 3-8: Spring 2011 to Spring 2012
 - HS: Fall 2011 to Spring 2012, or Spring 2011 to Fall 2011
- Improvement Points for Reading & Mathematics will be averaged and added to the Median Growth Percentile for 'All Students' for a Total Growth Score equal to a point value between 0-100
 - Schools whose Growth and Improvement Points sum to greater than 100 will be capped at 100 for weighting purposes.

Alternative Schools – Calculating a Final Letter Grade



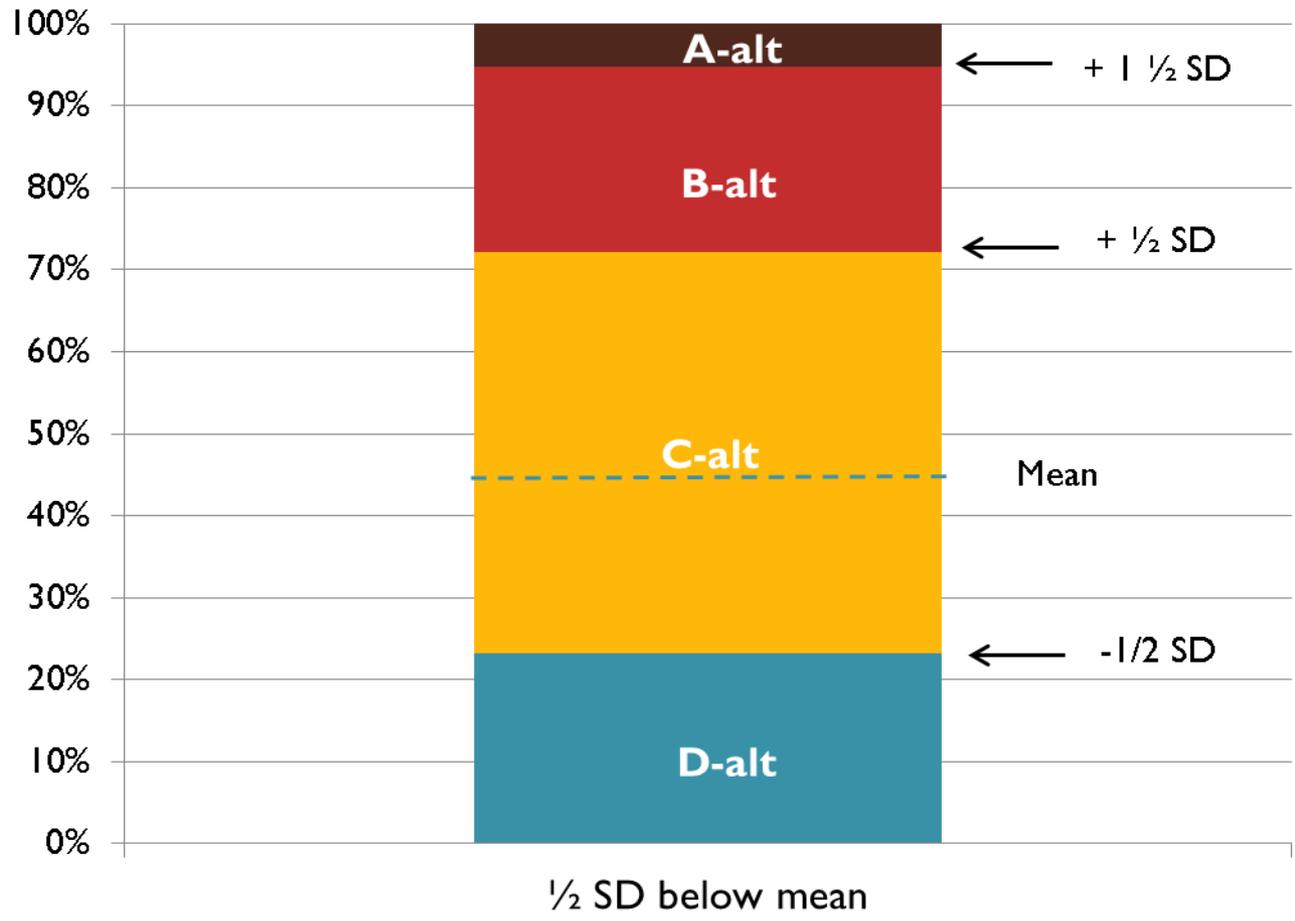
Differentiated Weighting - places greater emphasis on the growth component of the model

- 70% weight on Growth
- 30% weight on Composite

Distribution-Based Scale - letter grade thresholds based upon the mean and standard deviations of the total point distributions of Alternative Schools only (only schools with non-missing Growth and Academic Outcome points)

- +/- $\frac{1}{2}$ Standard Deviation around the mean
- Total Points possible up to 200 pts.
- Letter Grades for Alternative Schools

Alternative School Model – Final Letter Grade Distribution-based Scale





LEA Letter Grades

All components of the A-F Letter Grade model (Traditional) used for LEAs was calculated at the LEA level

- 1% cap applies at the LEA level for students taking AIMS A

Composite Points

- Percent Passing + ELL Points + Average Additional Grad/Dropout Points

Growth Points

- Avg. Growth points

Final A-F Letter Grade

- Composite points + Growth points

Total Points compared to the traditional 200-point A-F Letter Grade Scale

Please Note:

LEAs with only one school = the LEA's A-F Letter Grade is the same as their school's A-F Letter Grade

LEAs with only Alternative schools = the LEA's A-F Letter Grade is an average of their schools' A-F Letter Grades



Thank You

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