



2013 A-F LETTER GRADE ACCOUNTABILITY SYSTEM

**RESEARCH & EVALUATION DIVISION
ARIZONA DEPARTMENT OF EDUCATION
MAY 2013**

Purpose for Today's Discussion



- **Components of A-F Letter Grade Models**
 - Traditional
 - Small
 - Alternative
 - K-2
- **Changes to A-F Letter Grades**
 - Technical
 - Policy
- **Important details regarding 2013 letter grade determinations**
 - Substantive appeals
 - Data corrections
 - Preliminary letter grades
 - Final letter grades
- **Please hold all questions until the conclusion of each section.**

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
- Academic outcomes of 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 points		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, 2012.
- 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.

NEW Online FAY Definition



Details

- In March 2013, the AZ State Board of Education approved a new FAY definition for all Arizona Online Instruction (AOI) schools.
- All online schools will use the AOI FAY definition regardless of status.
- For 2013, any AOI school with less than 100 FAY students enrolled will receive a “Not Rated” label.

Definition

AOI FAY:

An AOI FAY student is a full-time funded (FTF = 1.0) student who is continuously enrolled in the fiscal year up until test date (or first day of the test window) with at least 75% of the minimum number of minutes required in statute A.R.S § 15-808 per grade level.

AOI FAY: Minimum Instructional Time



75% of Annual Hours/Minutes per Grade Level

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



2013 A-F Letter Grade Accountability System

95% TESTED POLICY

95% Tested Policy



- 95% Tested Policy implemented in 2012 will carry over for 2013 letter grades.
- A single, schoolwide 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)
 - 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.
- **Enrolled** = Students enrolled in the school on test date or the first day of the testing window

Less Than 95% Tested Penalty



- This penalty applies to **ALL** A-F Accountability Models.
 - Penalty implemented after total points calculated.
 - Schools or districts may submit an appeal for students who were not tested for reasons outside of the school or district's control which will be evaluated by the Appeals committee.
- For 2013, Any school which tested less than 95% will be considered:
 - 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



2013 A-F Letter Grade Accountability System

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 new 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 new AZELLA.**
 - The Arizona State Board of Education adjusted ELL reclassification rate criteria on May 20, 2013.

How to Calculate...



Percent Tested on AZELLA

$$= \frac{\text{No. of students tested on Spring 2013 AZELLA}}{\text{No. of students with ELL need enrolled on first day of Spring AZELLA}}$$

ELL Reclassification Rate

$$= \frac{\text{No. of FAY ELL students tested as Proficient on Spring 2013 AZELLA}}{\text{Total No. of FAY ELL students}}$$

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 D	✓		✓	0
School E			✓	0
School F		✓		0
School G	✓			0
SCHOOL H	✓	✓	✓	3

- 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.



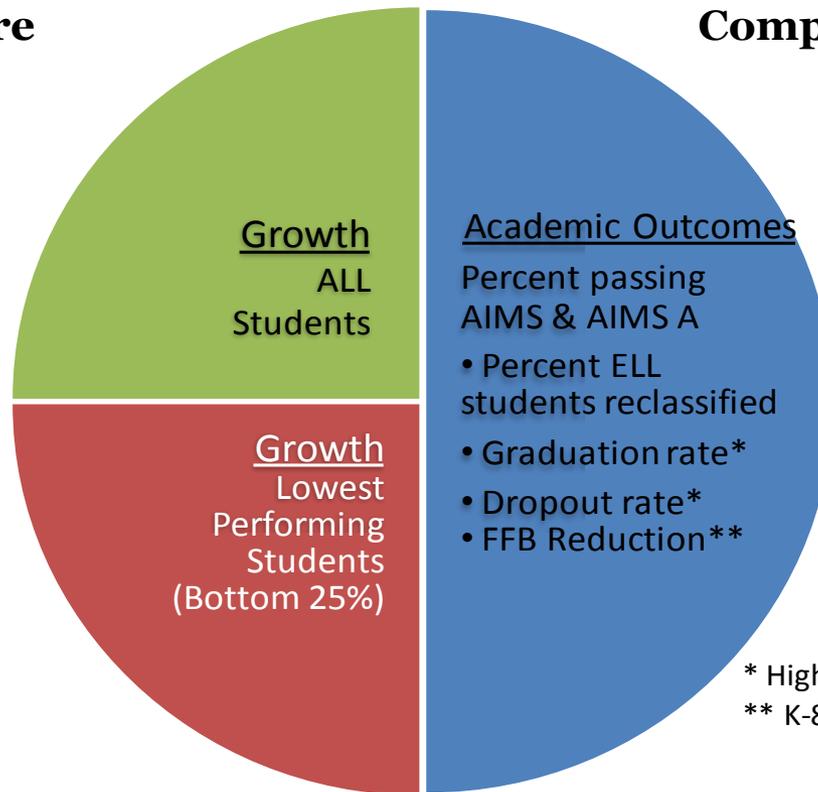
2013 A-F Letter Grade Accountability System

TRADITIONAL MODEL

2013 Traditional Model



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



GROWTH SCORE

Purpose of the Growth Model



- Measure how much a student grows in Reading & Mathematics from one year to the next compared to their peers with similar academic ability.
- Better understand how well a school/LEA is growing its students.
 - Measure how well a school's lowest achieving students are progressing academically.
- Demonstrate school's contributions to a student's learning alongside academic outcomes.

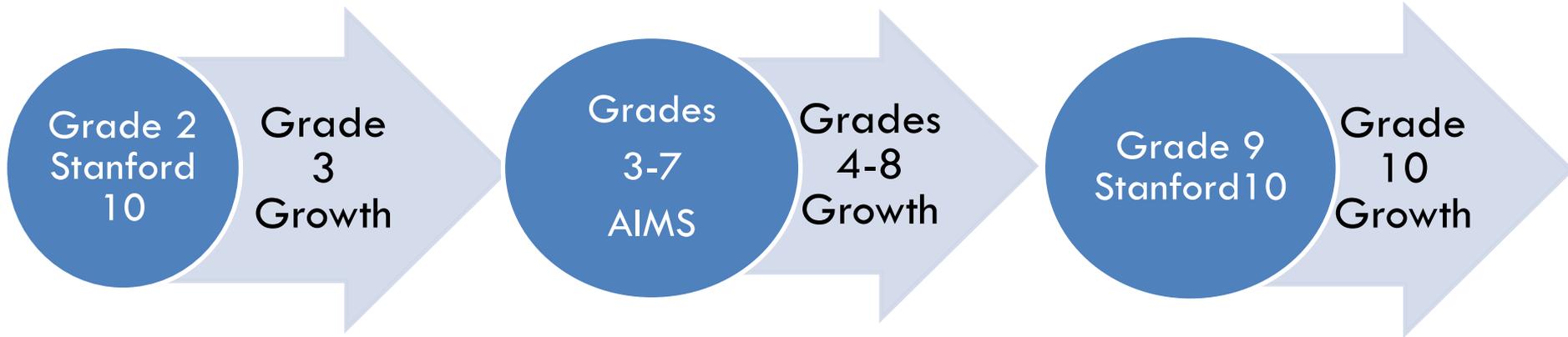
Purpose of the Growth Model



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

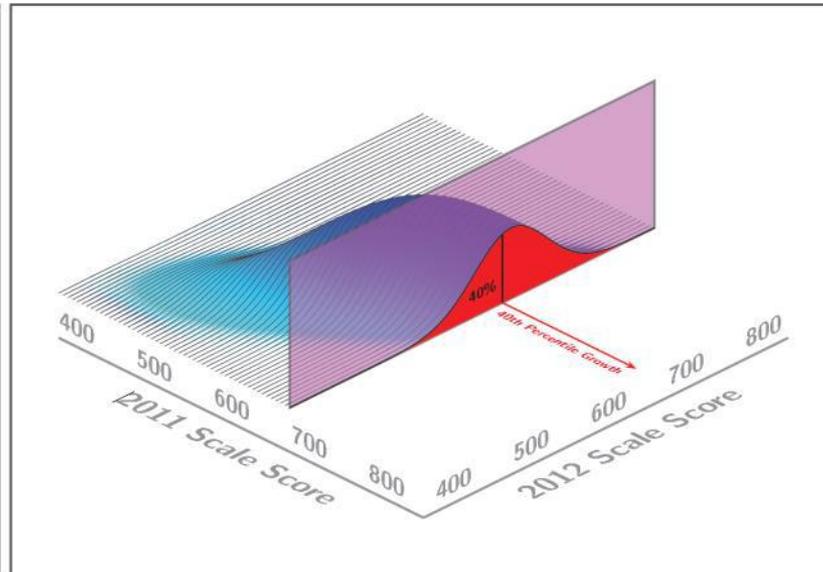
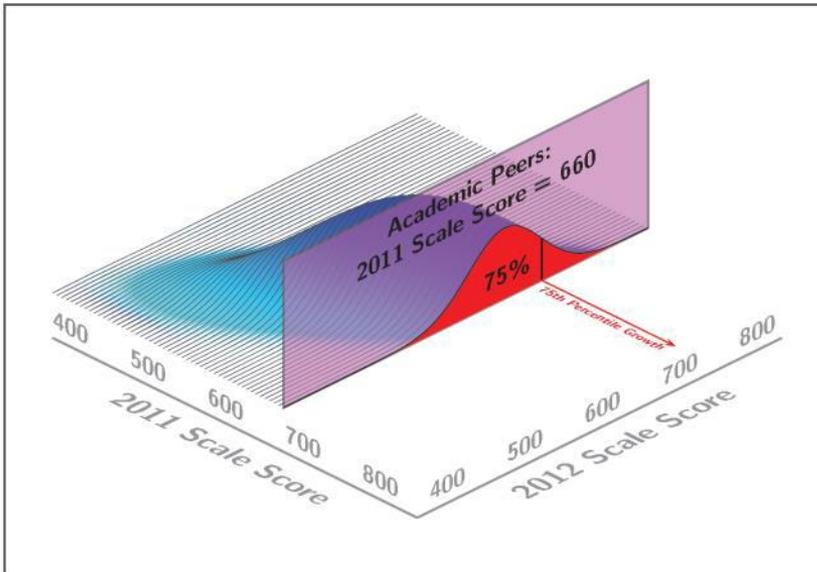
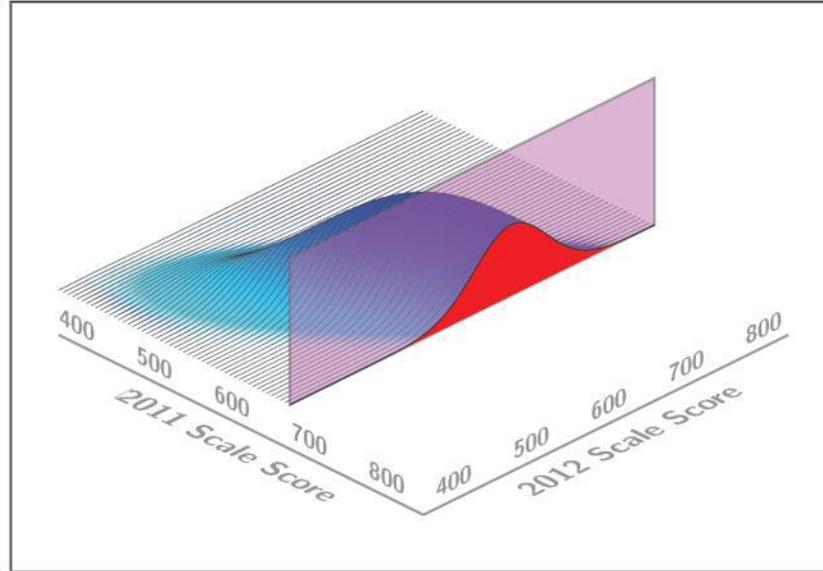
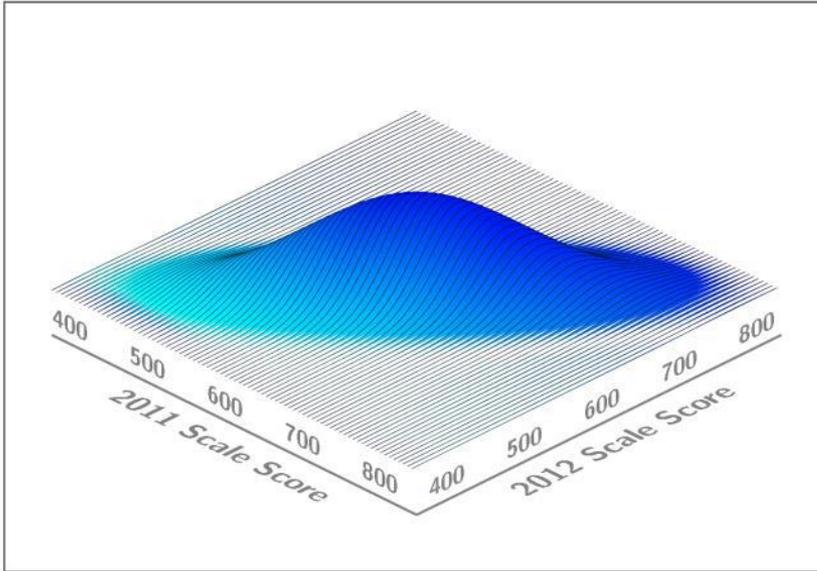


Growth Scores



- Because there are only 99 points possible for Growth, all schools will 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 2012 and 2013 receives a SGP.
 - Only FAY students count toward 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

Calculating Growth Score: All Students



- For each grade, a median growth percentile was calculated for all FAY students who were tested.
 - This is done separately by subject.
- The grade-specific median SGPs for Reading and for Mathematics were averaged as the median growth for that grade.
- 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%



- 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 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

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

Step 2
Adjust
Difference

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

Step 3
Rank Order

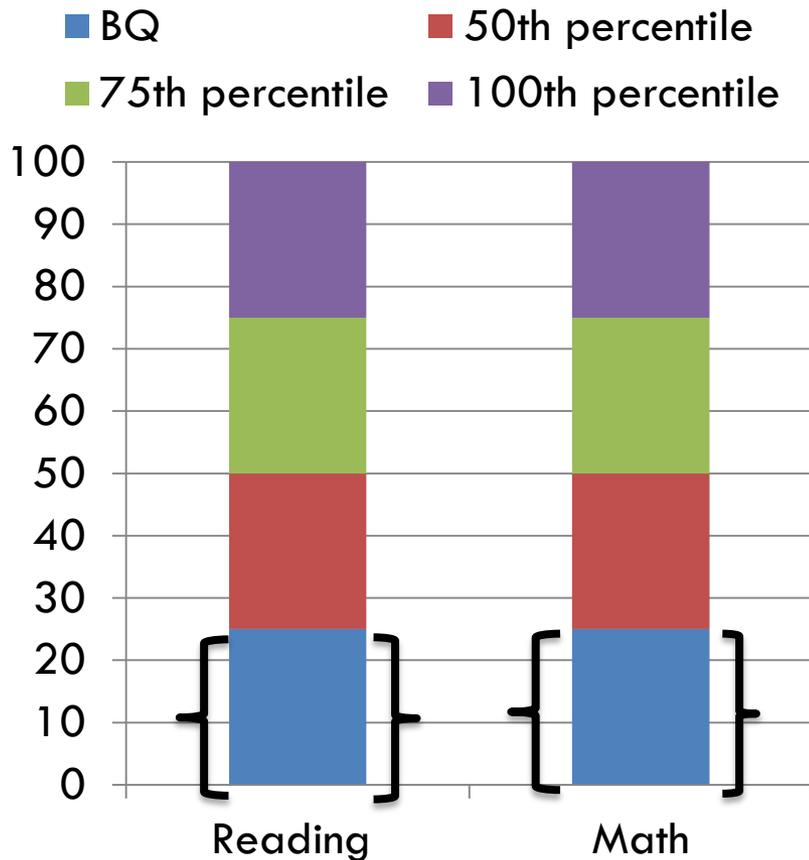
- For each subject, rank order students in all tested grades and identify quartiles.

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.

Total Growth Points



Growth Component	Example: Median Student Growth Percentile		Total Growth Points Possible
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		100



COMPOSITE SCORE

Data Used in Composite Score



Percent Passing

Spring 2013
AIMS & AIMS A

Fall 2012 (FY
2013) AIMS &
AIMS A

Reading &
Math only

ELL Reclassification

FY 2013 new
AZELLA test
scores

Students in any
grade who test
"Proficient"

Graduation Rate

Average of
2012, 2011, &
2010
5-year rate

OR
Cohort 2012
5-year rate

Dropout Rate

FY2013 rate

FFB Rate

2013
improvement
over 2012
Grade 3
Reading

2013
improvement
over 2012
Grade 8 Math

Average of
2013, 2012, &
2011 FFB Rate

Percent Passing

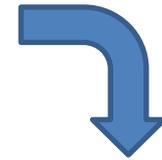


- Reading & Math achievement only
 - Writing & Science results are not used in accountability
- Percentage of students passing AIMS & AIMS A in current year
 - FAY students who *Meet* and *Exceed* the standards on AIMS & AIMS A
 - For high school students who test in both Fall 2012 & Spring 2013, the better score is retained
 - Grade 9 students excluded
- Total points worth 0-100 points to represent the total proportion of students school wide
 - Example: School X's overall percentage of students passing (Reading & Mathematics) is 75%. The school earns 75 points.

How to Calculate...



Percent passing points = 100 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

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

Composite Score - Additional Points Dropout Rate



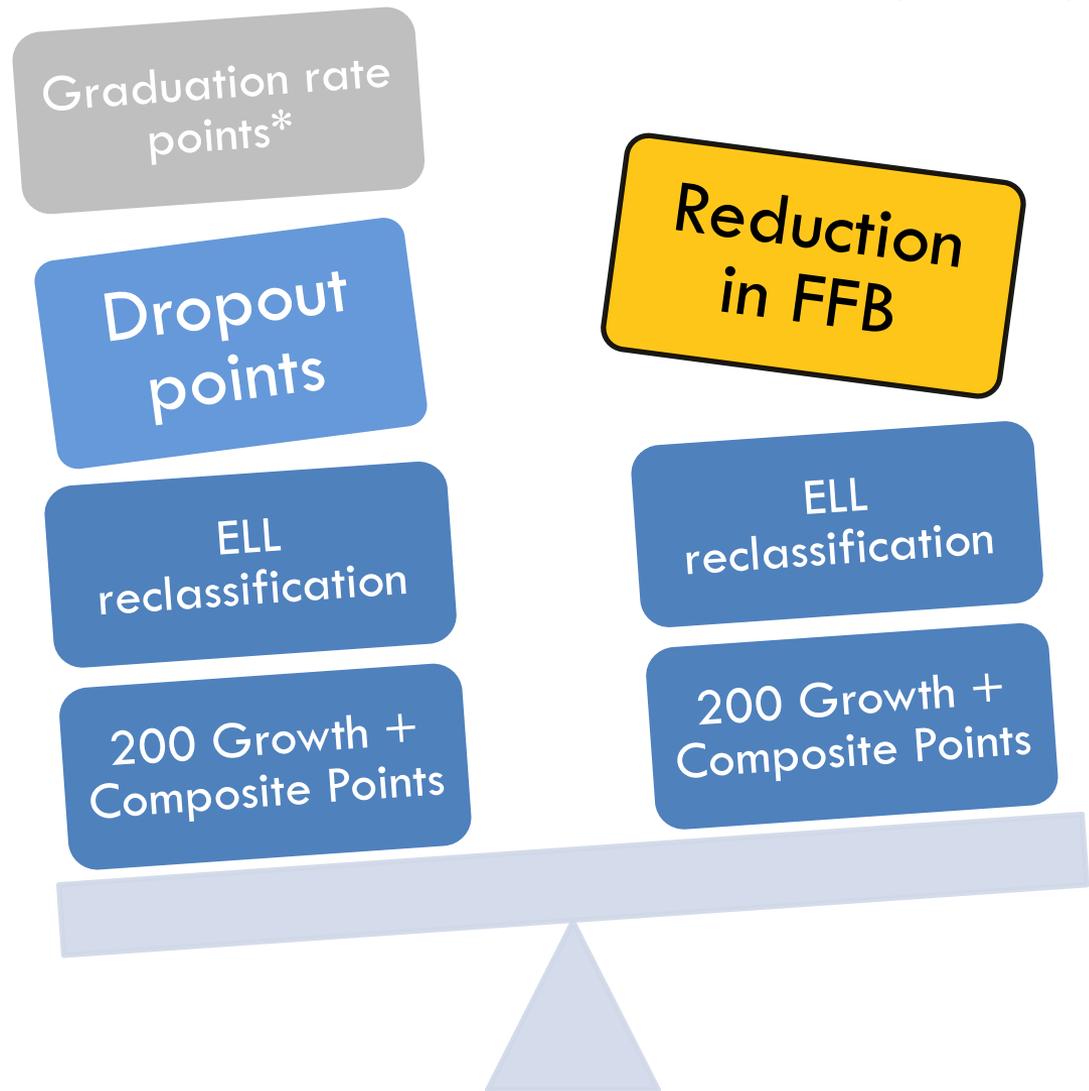
- Baseline Year is 2006 (or the school's first year serving grade 12 when necessary).
- A school will not be evaluated on dropout rate if it has less than 15 students **in the school in the prior three years.**
- Unlike ELL point requirements, a school's dropout rate can meet any of the three criteria 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% Decrease	3
Current Year Dropout Rate $> 9\%$	2% Decrease	3

Purpose of FFB Reduction Points



- Attempt to balance points possible for K-8 schools by recognizing “Falls Far Below” reduction in Grade 3 Reading or Grade 8 Mathematics



Composite Score - Additional Points Falls Far Below Reduction



- **Approved by the State Board of Education in March 2013** to begin in 2013 accountability letter grades.
- 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 2013, 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 2013, FFB rate calculation includes 2013, 2012, and 2011.

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**

Total Score Point Values



Component	Total Possible Points
Growth	1 to 100
Percent Passing - AIMS & AIMS A	1 to 100
ELL Reclassification	0 OR 3
Graduation Rate Points	0 OR 3
Dropout Rate Points	0 OR 3
FFB Reduction Points	0 OR 3
TOTAL HIGH SCHOOL POINTS POSSIBLE	Up to 209
TOTAL ELEMENTARY/MIDDLE POINTS POSSIBLE	Up to 206

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	“Failing level of performance” & “persistently low-achieving”

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

Calculating a Final Letter Grade Example



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
Graduation Rate	--	--	--
Dropout Rate	--	--	--
FFB Rate	3	3	3
Total Composite Points:	78	78	78
Total Growth Points:	60	60	60
Total A-F Points:	138	138	138
Percent Tested:	79%	93%	97%
Final Letter Grade:	C	B	B



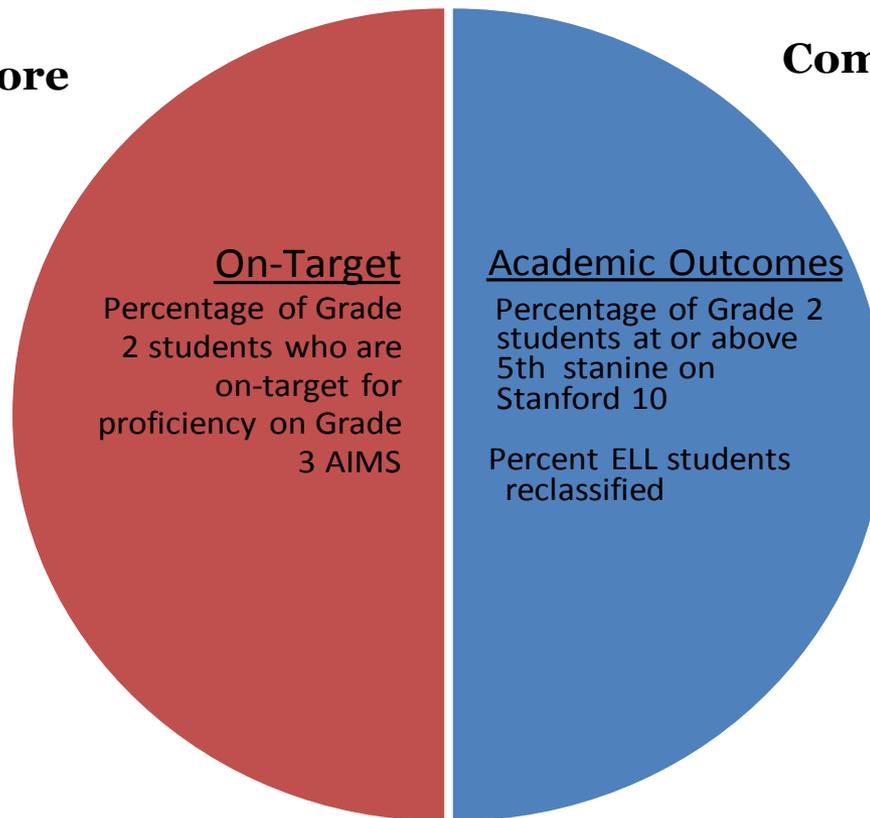
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K-2 MODEL

2013 A-F Letter Grades – The K-2 Model



On-Target Score
50%



On-Target
Percentage of Grade 2 students who are on-target for proficiency on Grade 3 AIMS

Academic Outcomes
Percentage of Grade 2 students at or above 5th stanine on Stanford 10
Percent ELL students reclassified

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 5th stanine**

- Stanines 4, 5, & 6 considered median performance band.
- A student who is **at or above the 5th 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

No. of FAY
students tested on
Stanford 10 Math

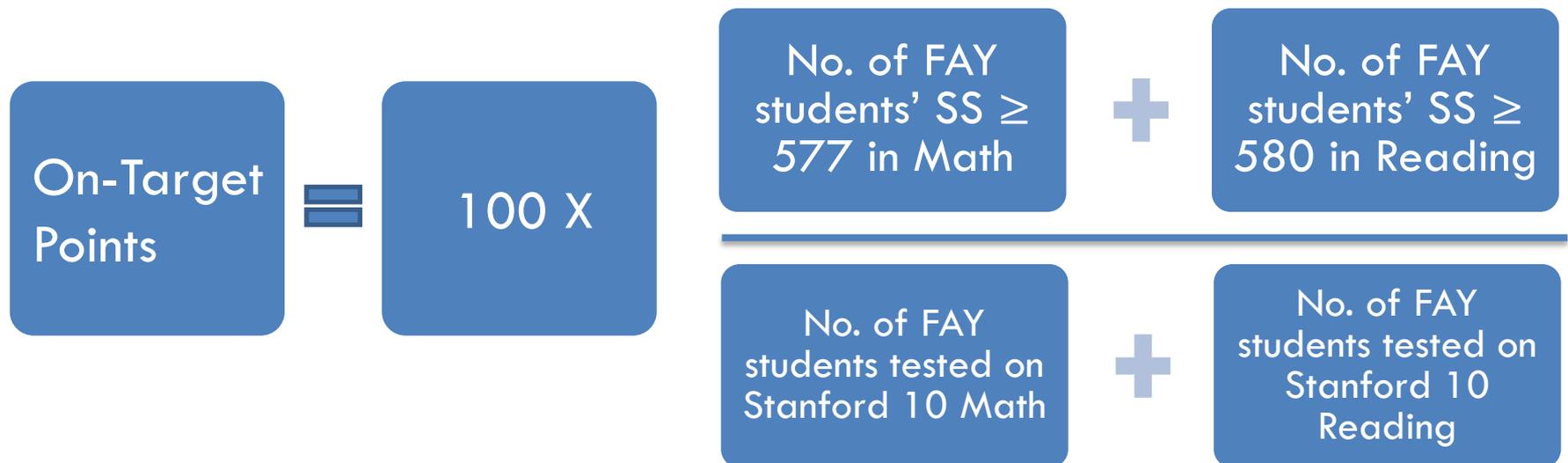


No. of FAY
students tested on
Stanford 10
Reading

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 th stanine	1-100
Additional ELL Reclassification Points	0 OR 3
TOTAL	Up to 203

- 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.



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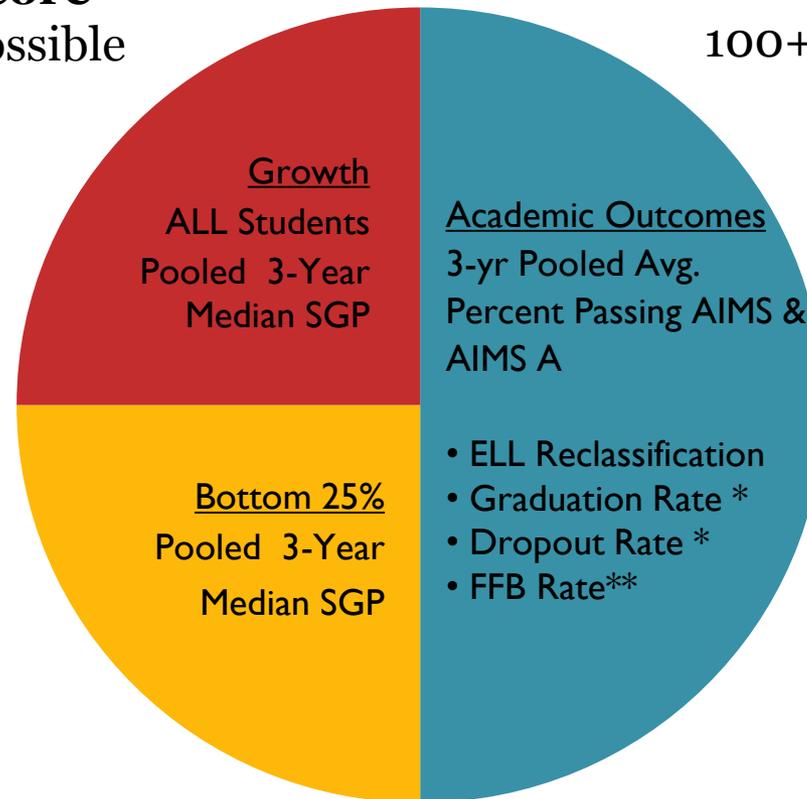
SMALL SCHOOLS MODEL

2013 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

2013 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 2013 will use only 2013 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.



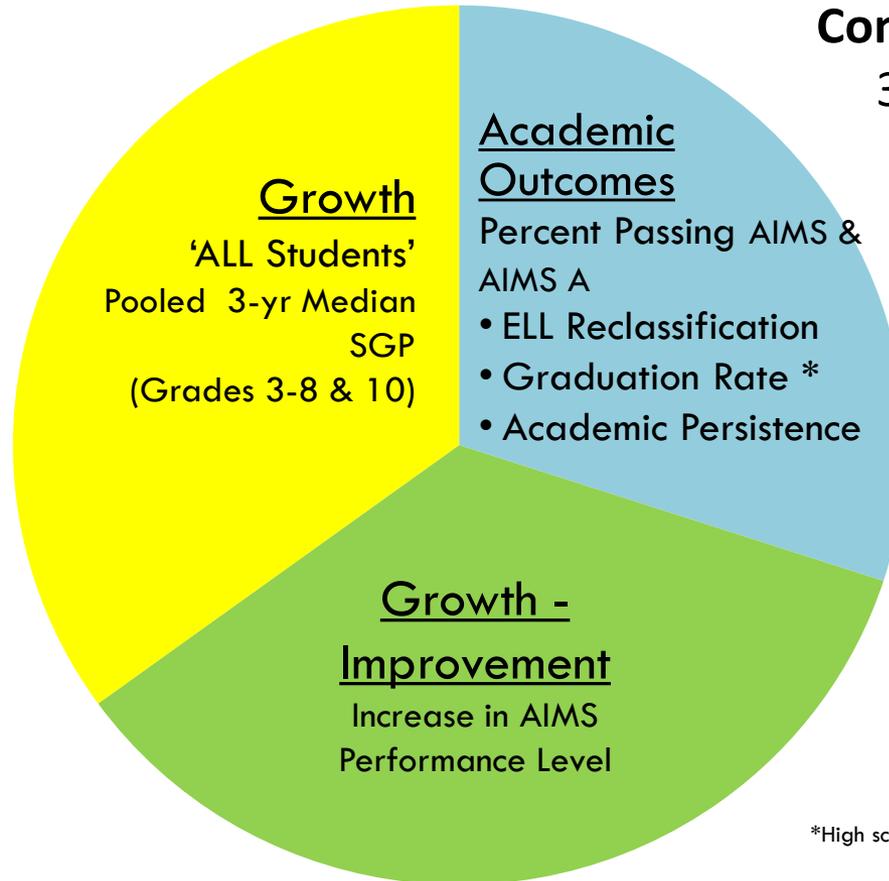
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ALTERNATIVE SCHOOL MODEL

The Alternative Schools Model



Composite Score
30% weight



*High school only

Growth Score
70% weight

Composite Score + Growth Score = A-F ALT Letter Grade

Alternative Schools Model



Alternative School Status

- Granted by ADE Research & Evaluation Division by May 2013.
 - Schools identified as alternative in 2012 need not reapply except to remove a school's alternative status.
- School's report card and other public documents must reflect mission to serve a qualified population.
 - Qualified populations approved by State Board in 2002.

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.)
 - 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%.**
- Graduation Rate (0 or 3 pts.)
 - Criteria relative to alternative schools only.
- Schools within the alternative model are not eligible for drop out rate or FFB reduction points.

Alternative Schools – Graduation Rate Points



- Schools may receive 0 or 3 points for meeting **any one of the three** grad rate criteria in table below.
- In 2013, the Baseline Year will be 2006 or the school's first year serving grade 12, whichever is the latest.
- Cohort 2012 used in current year graduation rate criteria.

Graduation Rates	Target	Points Earned
3-Year Average of 5-Year Grad Rate	$\geq 48\%$	0 or 3
Current Year 5-Year Grad Rate $\geq 52\%$	1% Point Increase	0 or 3
Current Year 5-Year Grad Rate $< 52\%$	2% Point Increase	0 or 3

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

Alternative Schools – Calculating a Final Letter Grade



- Letter Grade labels for Alternative Schools unique to model and distinct from traditional A-F letter grade labels.
- Weighting at 70% places greater emphasis on the growth component of the model.
- Distribution scale determines letter grade thresholds based upon the mean and standard deviations of all alternative schools' total points.

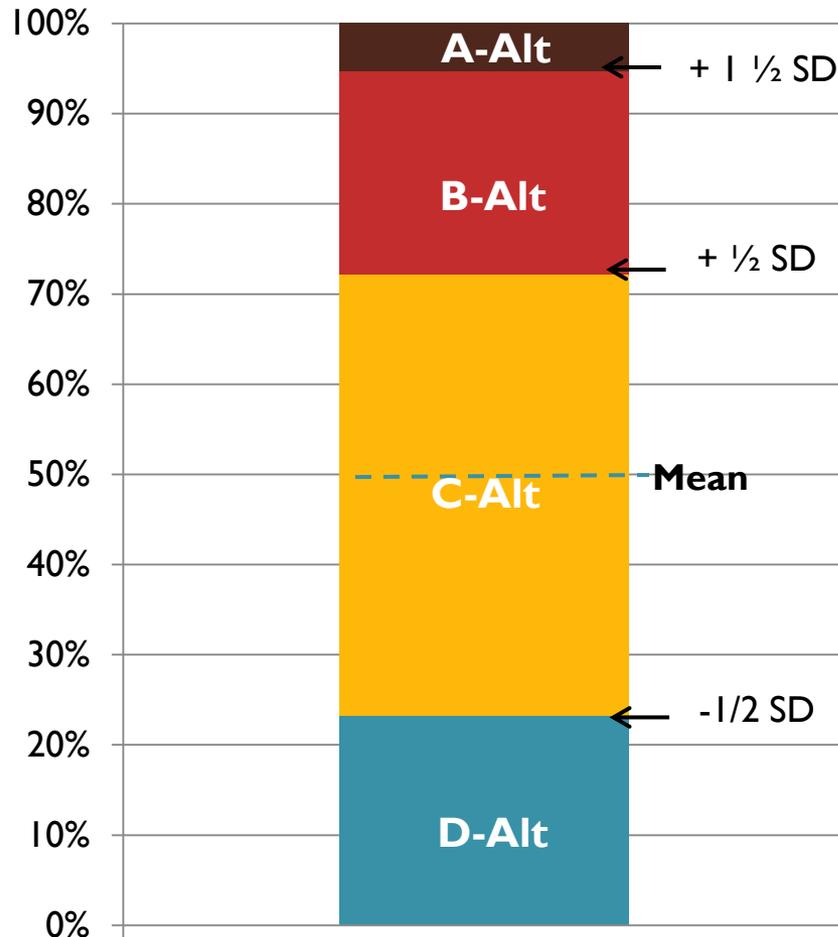
A-Alt.

B-Alt.

C-Alt.

D-Alt.

Alternative School Letter Grade Distribution-Based Scale

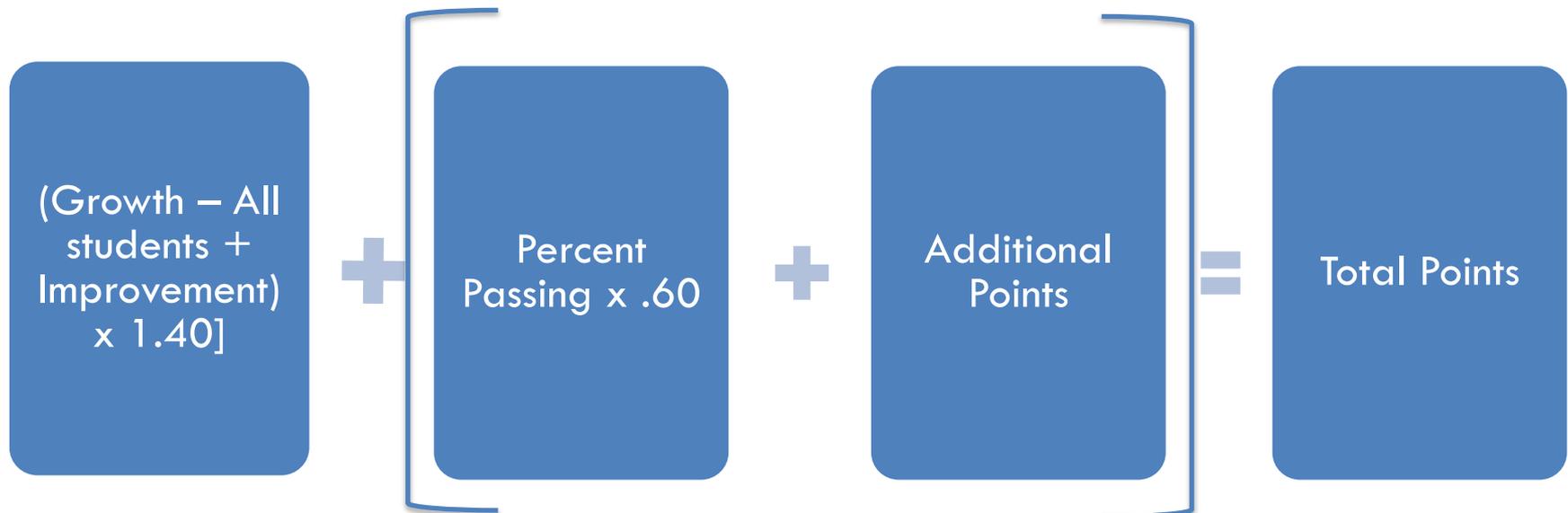


- A 2013 mean and standard deviation based on alternative schools' total points will be calculated.
- All alternative schools' letter grades determined by corresponding cut points.

Calculating Alternative Schools' Total Points



Component	Points Possible
Percent Passing	1-60
Additional ELL Reclassification Points	0 OR 3
Additional Graduation Rate Points	0 OR 3
Additional Persistence Points	0 OR 3
Growth - All Students & Improvement	1-140
TOTAL	Up to 209



Calculating Alternative Schools' Letter Grades - Example



Calculate ALL alt. schools' mean total points

Determine standard deviation (SD)

Determine $\pm \frac{1}{2} SD$ from mean

Determine individual schools' total points

Label A-Alt. through D-Alt.

EXAMPLE
Current year mean total points = 100

EXAMPLE
Current year SD = 10

EXAMPLE
 $\pm \frac{1}{2} SD$
= 5pts.

EXAMPLE
Alternative School ABC scored total of 108 points

EXAMPLE
Alternative School ABC earns **B-Alt.**



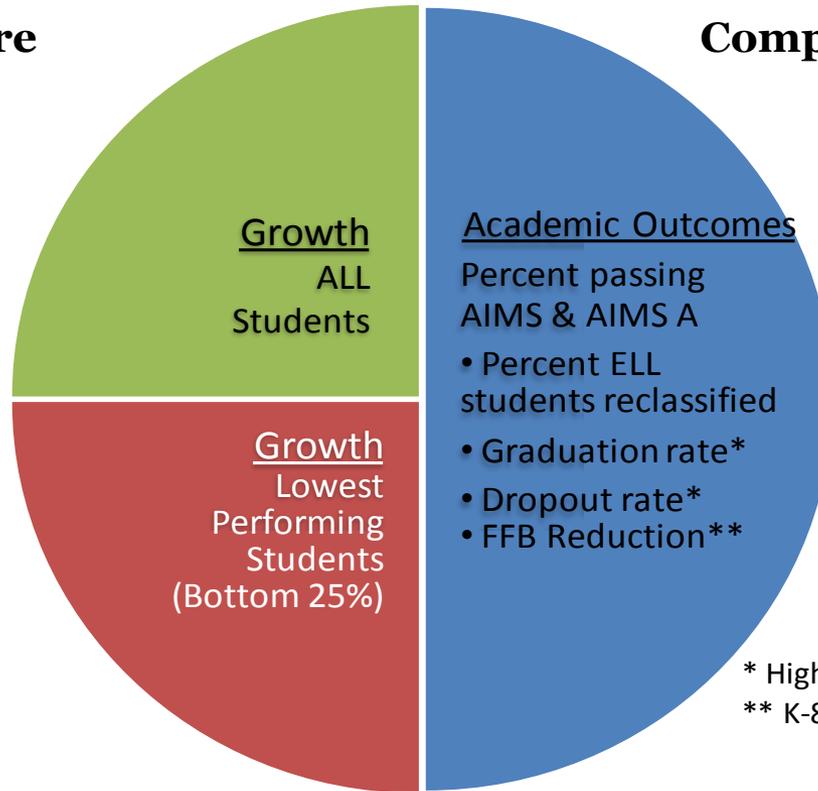
2013 A-F Letter Grade Accountability System

LEA LETTER GRADES

LEA Letter Grades



Growth Score
50%



Composite Score
50%

Academic Outcomes

- Percent passing AIMS & AIMS A
- Percent ELL students reclassified
 - Graduation rate*
 - Dropout rate*
 - FFB Reduction**

* High School only

** K-8 Only

$$\begin{array}{l} \text{Growth Score} \\ (100 \text{ points possible}) \end{array} + \begin{array}{l} \text{Composite Score} \\ (100 + 3 + 3 + 3 \text{ points possible}) \end{array} = \text{A-F Letter Grade} \\ \text{200+ points possible}$$

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.



2013 A-F Letter Grade Accountability System

ADDITIONAL ACCOUNTABILITY DETAILS

“Not Rated”



- Label for schools with insufficient data.
- Any school with less than 30 test records from FAY students over a three year period labeled “NR”.
 - Applies to all models
- Any school with a major component missing labeled “NR”.
 - Percent Passing
 - Growth - All Students
- To reduce necessity of NR label, model components with insufficient data may be pooled.

Common Logon Appeals Application



Only for substantive appeals of preliminary A-F Letter Grades.

- Substantive reasons for an appeal involve circumstances outside of an entity's control that adversely affect student performance on test date.
- Entities may not appeal the A-F formulae.
- Substantive appeals submitted via email will not be considered.
- An appeals committee made up of representatives from the field will convene to review all appeals.
- Appeals will be public record.
- Appeals must be submitted for LEA **and** school separately.
- All appeals should be submitted with **only SAIS ID** numbers if student identification is necessary.

Data Corrections



Data 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 new AZELLA Corrections application for AZELLA SAIS ID corrections only.
- Schools and LEAs should correct data ASAP.
- ADE Research & Evaluation does not need notice of data corrections via email or substantive appeal.
- Fall 2013 AIMS data is currently available.
- AZELLA corrections application only applies to new AZELLA, not AIMS.
- **Data corrections made after June 30, 2013 will NOT be included in FINAL A-F letter grades.**

Substantive Appeal or Data Corrections?



Parents refused to allow student to test

Substantive Appeal?

SAIS ID incorrectly bubbled

Data Corrections

Someone mislabeled test header sheets

Data Corrections

Student was on medication day of testing

Substantive Appeal?

2013 Accountability: Important Dates



Event	Date
Preliminary A-F Release on Common Logon	June 26, 2013
Substantive Appeals Window Opens	June 26, 2013
Substantive Appeals Window Closes	July 3, 2013
Program Membership Data Corrections Close	June 30, 2013
Grad Rate/Dropout Rate Data Corrections Close	June 30, 2013
Embargoed Release of Final A-F Letter Grades	July 30, 2013
Public Release	August 1, 2013

- Full timeline memo can be found here: http://www.azed.gov/research-evaluation/files/2013/04/2013timeline_final.pdf

New for 2013 Summary



- 95% Tested added to AMOs
- AOI FAY definition
 - A full-time funded (FTF = 1.0) student who is continuously enrolled in the fiscal year up until test date (or first day of the test window) with at least 75% of the minimum number of minutes required in statute A.R.S § 15-808 per grade level
- AOI Inclusion Policy
 - Any AOI school with less than 100 FAY students enrolled on test date will receive an NR label.
- Small School Model
 - Inclusion criteria based on 30 test records for small schools
 - Pooling method to include FAY students only for a maximum of three years
- FFB additional points for K-8 schools & LEAs
- Additional Data provided to schools
- New A-F ELL Reclassification rate of 23% reflects AMAO 2
 - New AZELLA corrections application on Common Logon

Questions?



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