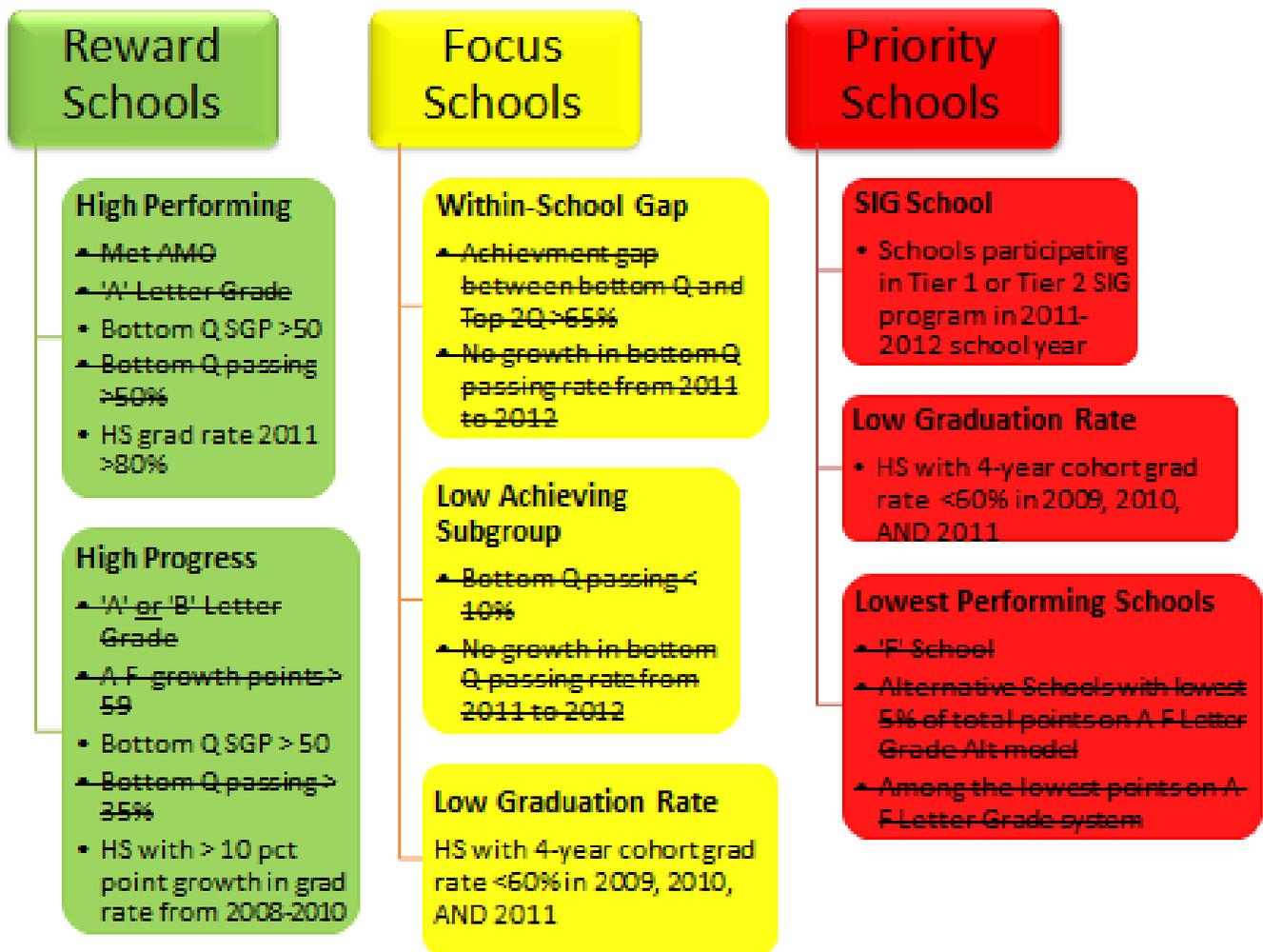


As of the 2014-2015 school year, the Arizona Department of Education cannot apply former criteria without established assessment data or the A-F Letter Grade Accountability System. Limitations due to the first year of a new assessment to measure new standards and state legislation prohibiting letter grades for schools are stricken below.



ADE developed interim criteria (described below) in order to fulfill the intent of ESEA flexibility as the state transitions assessment systems and develops a new state accountability system.

REWARD High Performing

- Met AMO and tested $\geq 95\%$
- 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

All schools must meet overall AMO and test at least 95% of students in ELA & Mathematics for Reward status.

High performance in multiple areas required.



Indicators of REWARD Status				
	State Average	Rate at 75 th Percentile	Title I only	
			Former Reward Average	NEW Reward Average
Math & ELA Proficiency	.70	.83	.83	.87
ALL Students Growth	50.2	56.3	62.1	60.9
Bottom 25% Growth	52.8	59.0	66.5	65.0
ELL Reclassification	.33	.42	.39	.44
Science Proficiency	55.6	75	70.0	78.7
4-yr grad annual growth	.7	2.0	-2.0	1.5
FY2014 4-yr cohort grad rate	74.4	92	85	95.4

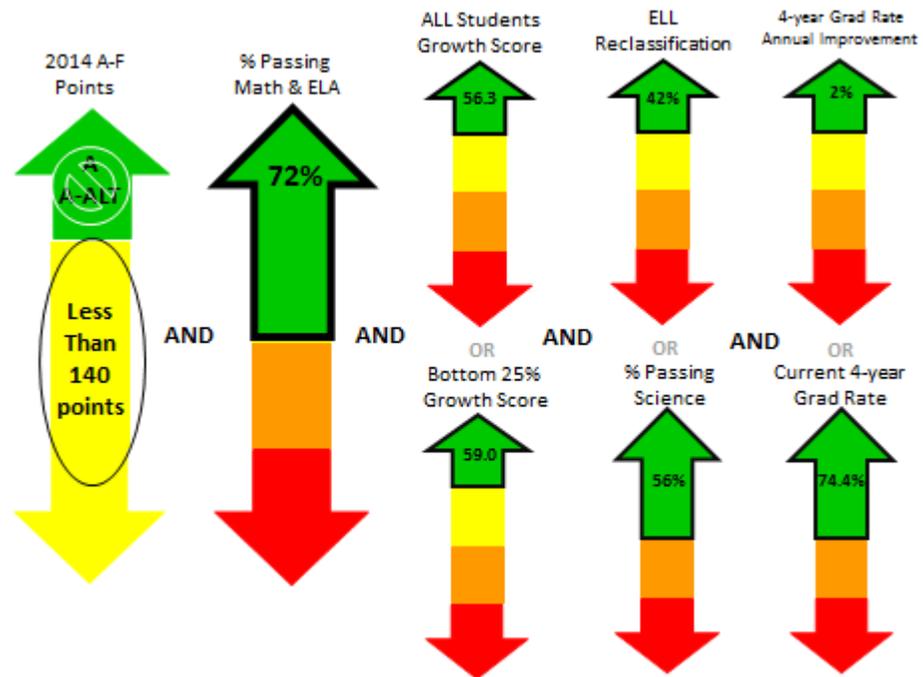
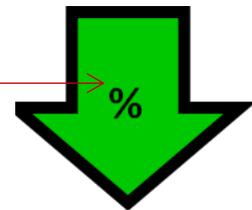
REWARD High Progress

- Met AMO and 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

All schools must meet overall AMO and test at least 95% of students in ELA & Mathematics

Schools which demonstrate High Progress were not previously identified as "A" or "A-ALT" in the A-F system but demonstrate higher performance in key areas such as ELA & Mathematics based on new assessment data.

These values indicate the minimum value needed for Reward status based on 2013-2014 statewide data. Although the minimum value required to be considered in the top quartile or above average may change based on a new assessment and new interventions, Reward schools will demonstrate performance which improves student outcomes throughout Arizona.



FOCUS 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

Fixed point values for each respective cohort graduation rate cannot exceed 30 points for the College/Career Readiness Index (CCRI) Score of traditional high schools only. The CCRI Score for approved Alternative Schools assigns up to 20 points possible to the best of the cohort rates with up to 1 point possible for all other cohorts and up to 10 points can be earned for students who remain enrolled rather than dropping out – also not to exceed 30 points possible. The 2013-2014 school year was the first year this score was calculated and used so the 2014-2015 and 2015-2016 school years would be compared to the 2013-2014 baseline year.

CCRI Traditional Schools EXAMPLE				CCRI Alternative Schools EXAMPLE			
Cohort Grad Rate	Points possible	2014 Rate	2015 Rate	Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
4 year	20	0.75	0.69	Best of 4,5,6, or 7 year cohorts	20	0.61	0.54
5 year	10	0.75	0.76	4,5,6, or 7 year cohort rate	1	0.53	0.53
6 year	2	0.8	0.77	4,5,6, or 7 year cohort rate	1	0.51	0.45
7 year	1	0.81	0.79	4,5,6, or 7 year cohort rate	1	0.39	0.32
Total Score	Up to 30	24.91	23.73	Academic Persistence Rate	10	0.8	0.82
Change Score = FY15-FY14=			-1.18	Change Score = FY15-FY14=			-1.33

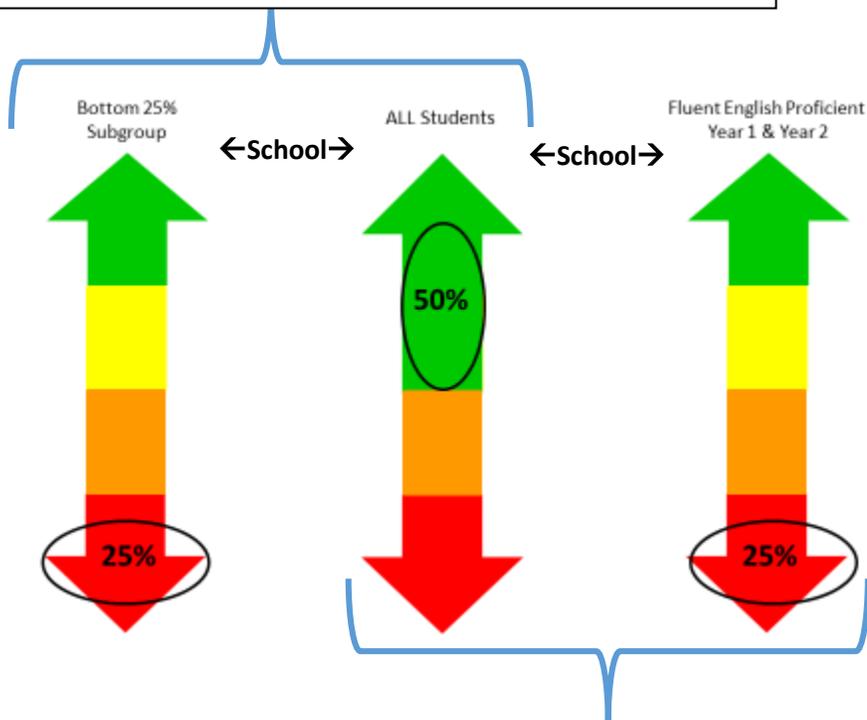
Negative values trigger Focus identification for any high school.

FOCUS Within-School Gap

- CCRI Grad Avg. Annual Change (2014 to CY) < 0 OR
- School percent passing (ALL students) in the top half of the state **AND**
 - Percent passing of school's B25 subgroup in the lowest quartile OR
 - FEP1 & 2 percent passing in the lowest quartile

Although schools may meet or exceed the state average in English/Language Arts and Mathematics proficiency, schools with a Bottom 25% subgroup which perform significantly lower than the school's ALL students group would be identified for an achievement gap within the school. The achievement of the school's Bottom 25% subgroup are disaggregated and examined in comparison to the school overall.

These **FOCUS schools** averaged a 77% proficiency rate while their Bottom 25% subgroup averaged a 34% proficiency rate which is an average achievement gap of 43%.



These **FOCUS schools** averaged a 77% proficiency rate while their FEP 1 & 2 subgroup averaged 46% which is an average achievement gap of 31%.

This measure establishes the school's lowest achieving students as also the lowest achieving students in the state. For all schools identified based on this **FOCUS** criteria, an average of 90% of the schools' Bottom 25% subgroup scored below the 25th percentile in each subject and grade level.

Students with an English language need are more likely to fall into a school's Bottom 25% subgroup. In addition to having the highest concentration of the state's lowest performing students, the average reclassification rates of 13% are among the lowest in the state.

Although the lowest achieving students at this school are also among the lowest achieving in the state, these FOCUS schools do not demonstrate ability to close achievement gaps because the school's subgroup lack the significant growth needed.

FOCUS 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

FOCUS Low Graduation Rate**

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

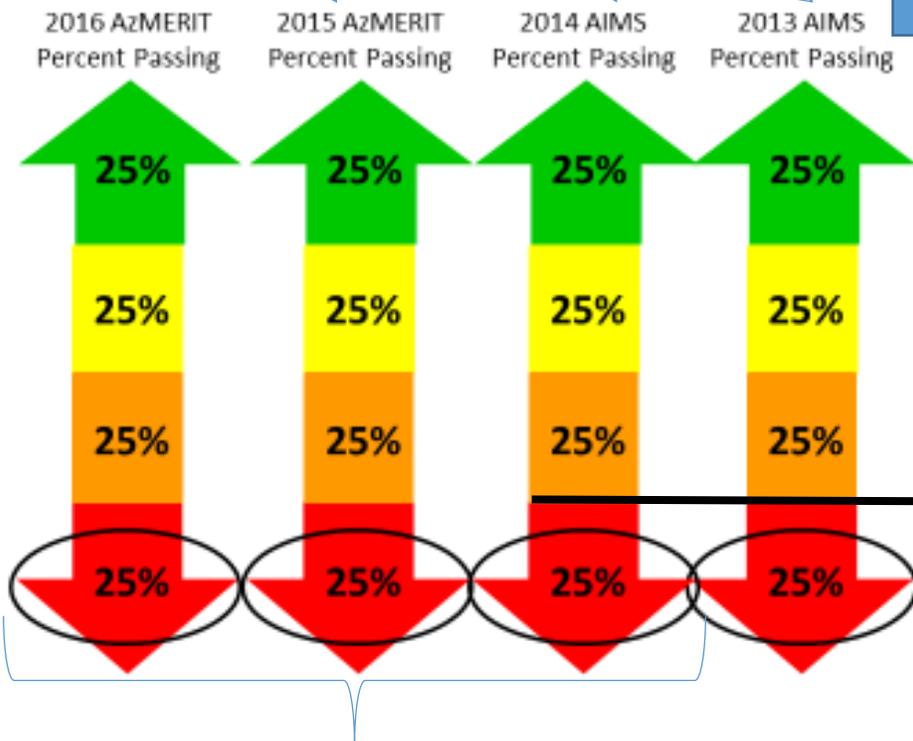
Regardless of the high school's dropout rate or CCRI score, all traditional high schools which maintain a 4-year graduation rate less than 60% would be identified as a Focus school.

Schools which were identified based on this added criteria may have had a 4-year graduation rate greater than 60% in any one of the past three years. However, the state would identify and support any school with a CCRI score below the state average and a 4-year graduation rate which shows steady decline since 2011. Schools which met this criterion decreased an average of 5% between 2011 and 2014.

PRIORITY 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**

During the transition between assessments, the state will closely monitor schools which performed "below average" in the 2014 A-F system by gaining less than half of the 200 points possible ("D" letter grade < 100 points) to ensure their continued performance does not qualify as "lowest performing."



Schools which met these Priority Criteria:

2014 Average Proficiency Rate < 43%

2013 Average Proficiency Rate < 45%

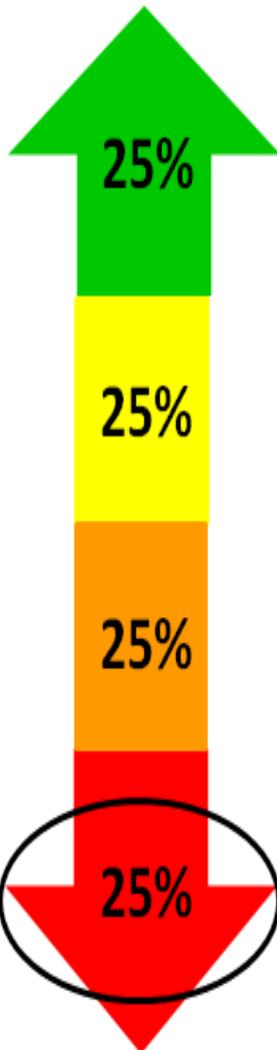
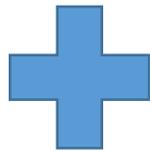
After the 2015-2016 test administration, using past AIMS performance AND two years of new AzMERIT data establishes need for at least three years of Priority intervention so resources are targeted to schools based on low performance regardless of new End of Course content or new test administration modality.

PRIORITY 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**

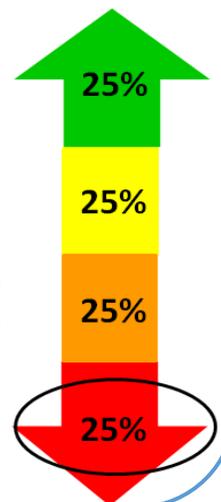
Schools which performed "below average" in the 2014 A-F system by gaining less than half of the 200 points possible may be identified as a Priority "lowest performing" school.

AzMERIT
Percent Passing



Using the growth scoring method from the former A-F system, schools which demonstrate the lowest growth score in the state **AND** the lowest AzMERIT proficiency rates in the state may be identified as priority. Although anchored by 2014 A-F performance requirement, proficiency and growth would **apply to the most recent data** to include either FY15 or FY16. Schools which meet these criteria would be described as "below average" for state accountability.

Growth (SGP)
All Students



OR

CCRI Traditional Schools EXAMPLE

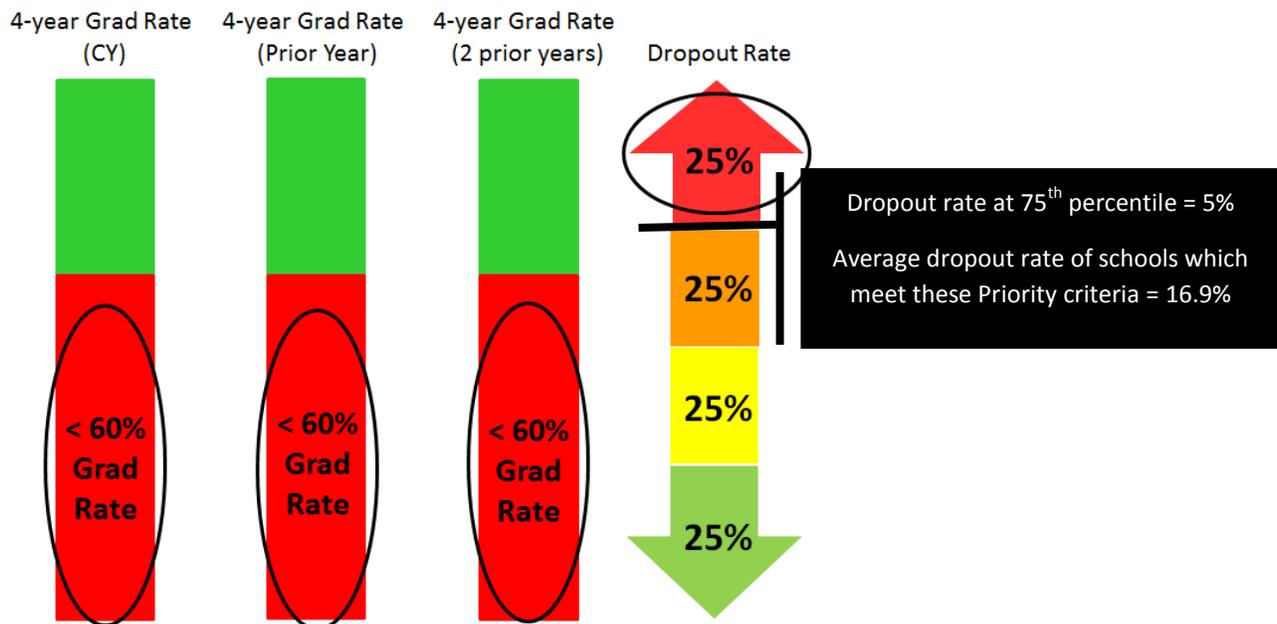
Cohort Grad Rate	Points possible	2014 Rate	2015 Rate
4 year	20	0.75	0.69
5 year	10	0.75	0.76
6 year	2	0.8	0.77
7 year	1	0.81	0.79
Total Score	Up to 30	24.91	23.73
Change Score = FY15-FY14=			-1.18

Using 2014 as a baseline year, an overall decrease in CCRI score from year to year indicates a decline in graduation outcomes for all students at the school which may require three years of Priority interventions if combined with low student achievement and low performance in 2014 A-F.

PRIORITY Low Graduation Rate**

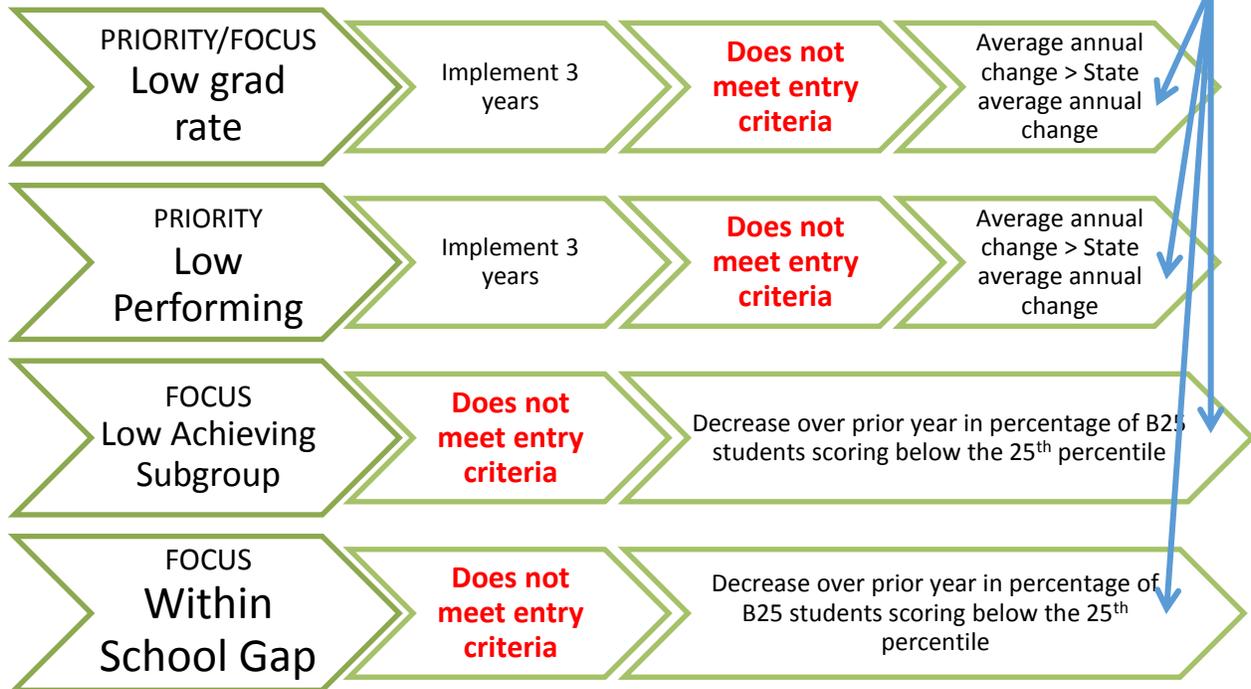
- 4-year graduation rate less than 60% for CY AND two prior years
AND
- Dropout rate in the highest quartile of the state

*Any traditional high school with a 4-year graduation rates less than 60% for the last three years will be identified as a Priority school if their **dropout rate is among the highest in the state**. Focus criteria capture all schools with a dropout rate below the 75th percentile; **use of the CCRI score in Focus – Within School and Priority – Lowest Performing criteria promote more stable graduation and dropout rate accountability for schools previously exempted from Focus or Priority identification with approved credit recovery alternative status which have been.*



Criteria for Exiting Priority/Focus

Schools must show evidence of improved student achievement.



Arizona's Accountability Transition Years: Reward, Focus, & Priority

School Year	August	October-November	December	January	February	March	June	July	
2014-2015	Year 1 of new Assessment aligned to Arizona standards								
					Suspend A-F for FY15 and FY16 based on SB1289; Develop criteria for Reward, Focus, & Priority	SBE adopts new Priority criteria to identify "below average" schools for FY15 and FY16 as required by SB1289	Request ESEA Waiver with updated criteria, current priority & focus schools;	Begin reporting available 2014-2015 data ASAP	
2015-2016	Development of Arizona's new state accountability system								
		2014-2015 student achievement data available, reported	Submit revised accountability legislation	Submit AMOs	Use new criteria to EXIT Cohort 1 Focus & Priority schools based on 14-15 data.		Use new criteria to identify Reward, Focus, & Priority schools using FY14 (Priority), FY15, and FY16 data.	<u>PILOT</u> new state accountability system based on 2015-2016 data (informational purposes)	
2016-2017	First year of Implementation of Arizona's Revised State Accountability System								
	Begin Year 1 of implementation for newly identified Focus & Priority schools						Use new criteria to identify and/or exit qualifying Reward, Focus, & Priority schools using FY14 (Priority A-F points) thru FY17 data.	Issue 2017 Accountability determinations based on 2016-2017 data; Request to realign ESEA criteria with new state system.	