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The Grader

2019-2020 and 2020-2021 A-F Letter Grade Models Approved

On Monday January 27, 2020 the Arizona State Board of Education approved A-F Letter Grade Models for Traditional K-8 Schools, Traditional 9-12 Schools, and Alternative Schools for the 2019-2020 and 2020-2021 school years. Additionally, there was a discussion regarding an A-F Letter Grade model for Arizona Online Instruction (AOI) schools. Highlights regarding the decisions made for each A-F Letter Grade model are outlined below.

K-8 Schools

- The Grades 5-8 High School EOC Math Increase component within Acceleration Readiness, will be replaced with schools earning 2.5 points for increasing the percent of 8th grade math students in the Highly Proficient performance level and 2.5 points for decreasing the percent of 8th grade math students in the Minimally Proficient performance level.

2019-2020 and 2020-2021 A-F Letter Grade Models Approved Continued

9-12 Schools

- The growth component will return to the Student Growth Percentiles (SGPs) used in Fiscal Years 2017 and 2018.

The Board tabled potential modifications to the Special Education Bonus Points for both K-8 and 9-12 schools pending future discussions.

Alternative Schools

- The minimum eligible point threshold required to earn an A-F Letter Grade was lowered from 60 points to 50 points in alignment with the Traditional 9-12 model.
- The “College or University Acceptance” indicator of Alternative CCRI was changed to be “Post-Secondary Enrollment” and now includes enrollment in community colleges and trade schools in addition to 4-year colleges/universities.

AOI Schools

- The Board approved the release of a public comment survey on the framework for the AOI A-F Letter Grade model. The public comment survey is available [here](#).

Accountability Public Data File Updates

The 2019 AZELLA assessment results public file is available and posted [here](#).

The public data files listed below have recently been updated to ensure that Menu of Assessment results were reflected in the “All Assessments” test level. You can access the updated file on our website [here](#).

- AzMERIT, MSAA, ACT, and SAT 2019
- AzMERIT, ACT, and SAT 2019
- 2019 AIMS, AIMS A, and ACT Science

Final Fiscal Year 2019 A-F Letter Grade Business Rules

Final versions of the Fiscal Year 2019 A-F Letter Grade Business Rules are available through the below links and include small updates as well as the addition of tables and charts showing state-wide performance by component and overall grades.

- [Traditional K-8 Schools](#)
- [Traditional 9-12 Schools](#)
- [Alternative Schools](#)

2019-2020 Approved Alternative Schools

A list of the schools approved for 2019-2020 (Fiscal Year 2020) Alternative School Status is available [here](#).

Alternative Schools On-Track to Graduate Initial Submission

The initial submission of On-Track to Graduate data for all Fiscal Year 2020 approved Alternative Schools must be submitted **at or before 5:00pm on Friday February 28, 2020**. All approved Alternative Schools must complete the initial submission AND the final submission (due in July 2020). If your school does not meet the n-size for eligibility for this component you *must* report your school as ineligible, or you will receive 0 out of 10 points for this component. Resources for the initial On-Track to Graduate submission including the inclusion criteria, submission template, submission form, and a flowchart to help determine which students should be included, are available [here](#).

Please note, per requests from many Alternative Schools, we are working with our IT team to move the final submission of On-Track to Graduate data (along with the Credits Earned submission) into ADEConnect similar to Alternative CCRI. When the new submission platform is available, we will notify stakeholders through our newsletter/distribution list.

Poverty Memo from Health & Nutrition Services

The Health and Nutrition Team recently sent out a joint memo regarding free and reduced price lunch that we have included [here](#). This memo highlights the importance and guidance for reporting Income Eligibility I and II indicators in AzEDS for schools and LEAs operating a Special Provision Option of the National School Lunch Program (NSLP). The Accountability and Research team uses student-level Income Eligibility I and II data for our calculations. **Regardless of the percentage of Free and Reduced Price Lunch reported through the Health and Nutrition team, Income Eligibility I and II data still needs to be submitted to AzEDS annually in order to have accurate data.** Below is an excerpt from the memo:

The purpose of this memorandum is to clarify the Arizona Department of Education (ADE) requirements to report Income Eligibility I and II Indicators in AzEDS while operating a Special Provision Option (SPO) of the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Arizona SPOs are Provision 2, Provision 3, and the Community Eligibility Provision (CEP) of the NSLP and SBP. All Local Education Agencies (LEA), including those that operate a SPO, are required to submit Income Eligibility Indicators (formerly known as NCLB indicators) in AzEDS for all enrolled students based on individual student level income documentation. If a school has student documentation to support income levels, the student will be coded as a “1” or “2” based on the Eligibility I and II guidelines. If a school has no individual student level data for a student, the student must be coded “0”.

See the memo for more information and contact us with any questions regarding the submission of student-level data, public data sets, or Income Eligibility data related to accountability.

STC Data

The ADE is encouraging all schools and LEAs to ensure that “Credits Earned” and “Final Grades” data are being accurately and consistently reported through the STC data. The STC data is being considered for future reporting and inclusion in A-F Letter Grades so analyses have already begun to be conducted by Arizona State University analysts powered by the Helios Education Foundation.

In order to ensure that these analyses are as accurate as possible for your school/LEA, please verify that all STC data are being reported appropriately specifically “Credits Earned” and “Final Grade”.

State-Wide Maximum Scale Score Data

The ADE receives annual questions from schools and LEAs regarding the students who received the highest possible scale score on the AzMERIT assessment in an effort to recognize the academic achievement of those students. While the ADE cannot identify individual students, the table below shows by grade level, the number of students tested, the number of students with the highest possible scale score and the percent of students who received the highest possible scale score across the state. As you can see a very small percent of students receive the highest possible scale score and this is certainly an excellent accomplishment to celebrate for any students that have done so.

Grade	ELA			Math			Science		
	# Tested	# Receiving Highest Possible Scale Score	% Receiving Highest Possible Scale Score	# Tested	# Receiving Highest Possible Scale Score	% Receiving Highest Possible Scale Score	# Tested	# Receiving Highest Possible Scale Score	% Receiving Highest Possible Scale Score
All Grades	709789	2816	0.4	690847	10206	1.48	239526	42	0.02
3	81344	107	0.13	81679	3857	4.72			
4	85157	582	0.68	85315	2168	2.54	85040	8	0.01
5	88522	767	0.87	88562	758	0.86			
6	88550	224	0.25	88575	1243	1.4			
7	86786	452	0.52	86986	1399	1.61			
8	85179	325	0.38	85254	640	0.75	84926	28	0.03
9	65867	223	0.34	62042	126	0.2	33371	5	0.01
10	63478	54	0.09	59781	13	0.02	35682	1	0
11	57876	82	0.14	42200	0	0	386	0	0

Integrity Rules 20019 and 20038

Starting in FY20, [integrity rule 20038](#) has been changed to allow for grade changes between kindergarten and ungraded elementary (UE ↔ KG) to allow the use of the WK withdrawal code. The WK withdrawal code should be used when a student moves from the grade KG to UE, UE to KG, the student has a track change, or a combination of a track change and UE ↔ KG grade change. To simplify this integrity rule process, [integrity rule 20019](#) has been disabled for FY20 and moving forward, as 20038 has been modified to look for the corresponding reenrollment code (EK). Schools should make sure they are appropriately “re-enrolling” the students when using the WK code. The AzEDS team posts changes to integrity rules on the [AzEDS blog](#) and updates the [Integrity Rules Reference](#) with any changes as they are implemented. Email Achieve@azed.gov with any questions.

SGPs and SGTs

Student Growth Percentile (SGP) Analogy

When a runner qualifies to run a race, they are competing against similar runners. They are placed in a heat with runners that have similar previously documented race times. As the runners finish their race the average runners in the heat cross the finish line together. There is one runner who will take the lead to win the race and usually a few that lag behind the average group.

In this scenario, the average runners are those students who achieved expected growth (an SGP in the range of 34-66*) compared to their academic peers. Each student is compared to other students across the state in their grade level with a similar academic history. If they grow academically at a slower rate than their peer group, they will receive an SGP lower than 34. If they grow faster (academically) than expected, they will receive an SGP greater than 66. Those students with an SGP of 90 and above, are winning their race!

SGPs and SGTs *continued*

Winning a race is only one goal of a serious runner. Runners typically think about two things when running a race. First, they want to beat their competitors and secondly, they want to beat their best recorded race time.

Student Growth Target (SGT) Analogy

When a runner is training to beat their best time, they refer to their previous races and set a goal race time. They may train extra hard to meet their goal, expand their workout routine, take extra care of their bodies and run additional races to build endurance. They know what their goal is and they work extra hard to achieve it. It may take a few races to reach their goal but every time they race, they have a recorded race time that tells them whether they are “on-track” to reach their goal.

In this scenario, the target for the runner is the time the runner wants to achieve or beat in the *very next* race. Their goal race time is an analogy for proficiency on AzM2 within three years or by Grade 10. The student growth target is essentially the SGP (a.k.a. the equivalent test scores [SGT_SS_Target] in the static file) the student has to reach on the next test day. This is an individual goal for each student to meet. Every student is given an SGT to become proficient (or stay proficient) within three years.

SGP and SGT

Going back to our scenario. A runner has two goals in mind when running a race: 1) running faster than their peers to win the race, and 2) meeting their target of beating his best time or reaching their goal time.

Every student has similar goals: 1) increasing their knowledge at a faster rate and, 2) meeting or exceeding their target test score to become proficient within the next three years.

Additional information about SGPs and SGTs can be found on pages 16-22 of the Fiscal Year 2019 K-8 Schools A-F Letter Grade Business Rules [here](#).

See you again next time!