

ACCOUNTABILITY & RESEARCH

THE GRADER

April 2021 Edition

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ESSA State Plan Webinar

We will be hosting a webinar On **Thursday, April 8th** from 3:30 PM - 4:30 PM to discuss the proposed Accountability changes to the Arizona State ESSA plan.

[Register Here](#)

About ESSA

ESSA is the [federal law](#) that allows the U.S. Government to support both national and local education goals with grants and other resources. Passed in 2015, it replaced [No Child Left Behind \(NCLB\)](#), and became the latest iteration, or extension, of the 1965 [Elementary and Secondary Education Act](#).

Revising the ESSA State Plan

Under ESSA, each state creates an ESSA State Plan which gives states the power to identify the schools that need the most targeted supports. We are in the process of re-writing that plan to meet our state's current realities and goals for our students and teachers, and to ensure Arizona's schools and students are equitably supported.

From March through September 2021, the Arizona Department of Education will be hosting meetings to solicit feedback from the field on specific aspects of our ESSA State Plan revision.

Information on webinars covering other parts of the state plan can be found on the [ADE webpage](#).



Close of 2019-2020 A-F Self-Report Data

The AZ State Board determined that the A-F Self Reporting Data application should be reopened in order to provide schools with additional time to submit their self-reported data components (CCRI, Credits Earned, and On-Track to Graduate). At this time, the application has been officially reopened and can be accessed through the ADEConnect home page. It will close on **April 15th, 2021 at 5:00 p.m.** After this deadline, schools will no longer be able to submit data for the 2019-2020 school year. For additional questions or concerns, please contact Achieve@azed.gov.

Opening of 2020-2021 A-F Self-Report Data



The A-F Self Reporting Data application will open on ADEConnect in order for schools to submit their self-reported data components (CCRI, Credits Earned, and On-Track to Graduate). It will open on **May 3rd, 2021, and close on July 30th, 2021.** After this deadline, schools will no longer be able to submit data for the 2020-2021 school year. For additional questions or concerns, please contact Achieve@azed.gov.



2020-2021 STC Data – Reflection and Looking Forward

Last school year we had written Grader articles about how we could improve Student Teacher Course (STC) data, and what the field could do to improve their own data. As we are nearing the end of this school year, we would like to share and reflect on how this data is used by various stakeholders and the purposes it may serve.

- Legislation/Policy
 - What coding courses are being offered and where.
 - What ROTC courses are being offered and where.
- ADE
 - Dual Enrollment offerings and counts
 - Ability to accurately track credits earned
 - Performing and Visual Arts data for the Arts dashboard
 - CTE course analysis
- The ASU Decision Center and the Helios Foundation
 - An analysis on the quality and substance of STC data longitudinally.
 - Historical math taking patterns from junior high through the student's senior year. This study looked at various subgroup categories and state assessment performance. This data is also match to the National Clearing House data to include college enrollment.
 - An analysis of Advanced Placement (AP) assessments. It was viewed longitudinally and by various subgroups.
 - In collaboration with AzTransfer, began a study on Dual Enrollment patterns.
 - Identifying course codes that meet ABOR requirements for potential early admission to state colleges.

Over the last two years we have been encouraging the reporting of final grades and credits earned and have seen a marked improvement. Optional in the 2020-2021 school year will be to provide a scale associated with the grade: Below Average, Average, Above Average. LEAs and charters need to have the freedom to use the grading scale that best fits their population. By providing a map to these three simple levels, based on independent grading systems, it will allow further research on performance and outcomes for students.

ADE continuously receives request for this type of data. It is important that we work together to ensure that this data is an accurate reflection of the hard work and accomplishments of your students, schools and district/charter holders. If you have any suggestions on reports that you would like to see, please let us know.



The Outcome of HB2402 and its Impact on 2020-2021 A-F State Accountability

On February 2, 2021 Governor Doug Ducey signed into law SB2402. The law addressed testing and accountability for the current school year. The parts of the bill that directly effect accountability are shown below:

Sec. 2. School and school district letter grades; transition process

A. Notwithstanding any other law, the department of education may not assign schools or school districts letter grade classifications pursuant to section 15-241, Arizona Revised Statutes, for school year 2020-2021.

B. Notwithstanding subsection A of this section, the department of education shall continue to collect and publish data in school year 2020-2021 concerning

the academic and educational performance, indicators for schools and school districts prescribed in section 15-241, subsections C and D, Arizona Revised Statutes.

C. For the purposes of sections 15-241, 15-241.01, 15-241.02 and 15-537 and title 15, chapter 19, Arizona Revised Statutes, and subject to final adoption by the state board of education, the department of education shall develop criteria to identify schools and school districts for school year 2020-2021 that demonstrate a below average level of performance.

Please continue to review the Grader each month as details on the reporting and information becomes available for the 2020-2021 school year.



Pupil Withdrawal Process Webinar and Updates

The first year of official Pupil Withdrawal Monitoring has been concluded, with all schools selected having received a compliant status. The schools were selected from across Arizona and represent urban, suburban, and rural schools. Selected schools were a mix of traditional district schools and charter schools, as well as both large and small schools. We want to thank these schools and districts personally for their tireless work in tracking down Pupil Withdrawal Forms and other documentation for their sampled withdrawn students. With their help, as well as from great feedback from our pilot Pupil Withdrawal Monitoring training group, our team has been able to develop a presentation that will be available as a webinar for ongoing training.

We plan to offer this Pupil Withdrawal Training Webinar live at the start of Fiscal Year 2022, as well as provide a recorded version for anyone who is not able to attend the live session. The training includes information on where to find resources in using withdrawal codes, proper documentation, offers case scenarios using various codes, and

more. Additional information regarding the date and time will be included in future issues of The Grader.

Through the monitoring process, our team has been able to identify some common issues that schools experience when using withdrawal codes. Here are two highlights on best practices that all schools should use moving forward when withdrawing students:

- **Every withdrawn student must have a Pupil Withdrawal Form (paper or electronic) completed at the time of withdrawal**, regardless of which code is used and/or where they are transferring (within or out of district).
- **A parent's signature or notice does not qualify for use of a W1/W21 code.** Proper documentation includes a records request from a subsequent school or other written notice from the school explaining the student is now enrolled with them, or a screenshot of the Dropout Tracker (STUD79) report on ADEConnect. Until proper documentation can be provided, a W4 should be used.

ADE is already working on refining both the monitoring and the Pupil Withdrawal process itself. One of these refinements is the creation of a new withdrawal code: W41/S41. This code was created to address the common situation mentioned above when a student's parent withdraws the student from school, but the school has not yet received a records request from the new school. Under the current Pupil Withdrawal system, that student should be withdrawn as a W4/S4, which is also used to denote a student has had unexcused absences for 10 consecutive days. This new code will be implemented for the next school year and will be part of an updated Pupil Withdrawal Form that is currently being developed. The corresponding re-enrollment code of R41, will also be available.



News & Fun Facts - ADE Years

One of the more common questions Accountability gets is about the number of different ways that we refer to years. The following cheat sheet should provide some clarity into all the different ways we talk about years.

Name	Description	Examples
School Calendar Year ¹ (CY)	The calendar year for the school/LEA. Varies by school.	July 25, 2020 to May 15, 2021
Calendar Year ¹ (General)	The typical calendar year.	January 1, 2021 to December 31, 2021
School Year (SY)	The academic year. Runs from July of one calendar year to June of the following calendar year.	May 25 th , 2021 is in the 2020-2021 School Year October 31 st , 2021 is in the 2021-2022 School Year
Fiscal Year (FY)	The AZ Government's financial accounting year. AZ's Fiscal Year starts on July 1 st and ends on June 30 th of the following year. Fiscal Year is always identified by the Calendar Year in which the Fiscal Year ends.	May 25 th , 2021 is in Fiscal year 2021 October 31 st , 2021 is in Fiscal Year 2022
Cohort Year	The year a student is projected to graduate from high school, if they graduate on time. This is assigned when a student first enrolls in Grade 9 or a US high school for the first time.	A student who entered high school in Grade 9 during the 2020-2021 school year at the start of the year is assigned Cohort Year 2024. A Grade 10 student moves to Arizona from another state during the 2020-2021 school

¹ One should carefully review the context as of calendar year because people use the two meanings interchangeably.

Name	Description	Examples
	This cannot be changed without extreme circumstances.	<p>year. This student keeps 2023 as their Cohort Year.</p> <p>A student from another country enrolls in an Arizona school as a Junior during the 2020-2021 school. That student is assigned Cohort Year 2022.</p>
4, 5, 6, 7-Year Graduation Rates	<p>A school's 4, 5, 6, 7-Year graduation rate is calculated using the percent of students that graduated after 4, 5, 6, or 7 years.</p> <p>Graduation rate is calculated based on students' Cohort Year.</p> <p>Note graduation rate is always reported a year in lag.</p>	<p>In 2020-2021 the following graduation rates will be reported and are available:</p> <p>Cohort year 2020: 4 & 5-Year Graduation Rates</p> <p>Cohort year 2019: 4, 5 & 6-Year Graduation Rates</p> <p>Cohort year 2018: 4, 5, 6 & 7-Year Graduation Rates</p>

English Learner (EL) Students:

Name	Description	Example
Fluent English Proficiency (FEP)	Years since EL service (max 4) received. Students with a FEP code of 0 are currently receiving EL services.	During the 2020-2021 school year, students that received EL services would have a FEP code of 0. A student who achieved English fluency during the 2018-2019 school year would have a FEP code of 2 for the 2020-2021 school year.
EL Cohort	Members of a graduating cohort that received EL services while in high school	A student who received EL services as a sophomore in 2018-2019, is part of a school's graduating EL Cohort.

Putting it all together:

Julie entered 9th grade on August 8th, 2015, which is the start of the 2015-2016 School Year and is part of Fiscal Year 2016. Julie is assigned a Cohort Year of 2019. In March of 2016 Julie passed her AZELLA test and will no longer receive EL services. She is considered FEP 0 for the 2015-2016 year, because even though she passed her AZELLA test she still received services within that

year. For Julie's Sophomore year (2016-2017) she is considered FEP 1 as she had not received EL services within that year. FY18 was Julie's Junior year and her FEP code was 2. In May of 2019, Julie successfully graduated high school with most of Cohort 2019. When the graduation rate for Julie's high school is reported in 2020, Julie is in her school's 4-year and 5-year 2019 graduation rates. Julie is also part of the school's 4-year and 5-year EL Cohort Graduation rate. By the end of FY 2022, Julie is included in all of her school's extended year graduation cohorts (4, 5, 6, and 7).

Leading Change



We hope you join us for this amazing event!

Each year administrators, teachers, and school counselors participate in this learning opportunity led by inspirational keynotes and national speakers who are the leading authorities in their chosen areas. More than ever, we at ADE look forward to providing educators this VIRTUAL opportunity to learn, collaborate, and begin planning for the critical role they will continue to play in the education of Arizona's incredible students. This year's VIRTUAL conference schedule has been built with all three groups of educators in mind. The 2021 Conference theme, **Optimism and Opportunity for All**, reflects our understanding and recognition that ALL educators, no matter the obstacles, continue to inspire, cultivate relationships, and focus on teaching and learning for ALL Arizona students.

Conference Details

Teachers' Institute and Leading Change
June 9-11, 2021
VIRTUAL conference
Cost: \$140 per person

Featured Presenters

Doug Fisher
Nancy Frey
John Hattie
Mark Perna
Dominique Smith

(Participants register for only 1 conference track: Teachers Track OR School Leaders Track)

Conference Details

School Counselors' Institute
June 9-10, 2021
VIRTUAL conference
Cost: \$140 per person
(Participants register for School Counselors Track)

Featured Presenters

Trish Hatch
and the Hatching Results Team

Session Information

Keynote Sessions will focus on lessons learned, considerations for moving into the 2021-2022 school year and beyond, and tips for motivating staff, students, and the community to collectively plan and work together. Participants will be given the opportunity to also choose from breakout sessions that have been designed for teachers, administrators, and counselors. This VIRTUAL conference will provide participants valuable information, resources, and structures to take back to their District or Charter and work with colleagues to discuss new learning and design plans for immediate implementation. Please consider bringing a team to take advantage of this opportunity!

The 2021 Teachers' Institute and Leading Change Conference will be held concurrently in the same virtual conference platform. Participants registered for either the Teacher Track or the School Leaders Track will participate in the same Keynote Sessions but will attend Breakout Sessions geared toward their target group.

The School Counselors' Institute is held independently.

Stay connected to the **[2021 Teachers' Institute, Leading Change Conference Website](#)** for all the latest information and updates as they become available.

Teachers Track - The Teacher Track serves as an opportunity for Arizona teachers to enhance their knowledge, develop and practice effective instructional skills, and engage in discussion with their fellow educators.

**Register for the
Teacher Track**

School Leaders Track - The School Leaders Track is designed to meet the needs of local and district administrators as they move their work forward in improving teacher and student outcomes.

Register for the
Leaders Track

School Counselors Track - The School Counselors' Institute is a VIRTUAL two-day training specifically designed to meet the needs of school counselors in implementing a comprehensive and data driven school counseling program.

Register for the
Counselors Track

Have questions about the 2021 Conference? Please send them to LeadingChange@azed.gov

Arizona Department of Education
1535 W Jefferson St.
Phoenix, AZ 85007 | [Website](#)



Timeline



April 2021	<ul style="list-style-type: none">• 4/8 Accountability ESSA Webinar• 4/15 2019-2020 A-F Self-Reported Data Application closes on ADEConnect
May 2021	<ul style="list-style-type: none">• 5/3 2020-2021 A-F Self-Reported Data Application opens on ADEConnect• Schools notified of Alternative Status (Tentative)
June 2021	<ul style="list-style-type: none">• Initial Static File released
July 2021	<ul style="list-style-type: none">• Data Correction closes• 7/30 2020-2021 A-F Self-Reporting Data application closes on ADEConnect• Second release of Static File