



FEDERAL ACCOUNTABILITY SCHOOL IMPROVEMENT

CSI/ATSI & TSI

Business Rules
and Guidance
Fiscal Year 2021



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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. Arizona is 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.

2020-2021 Federal Waiver and Flexibility Due to the COVID-19 Pandemic

ADE is seeking additional federal accountability flexibility offered by the current administration to include waiving accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year as well as waiving report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year.

In addition, ADE is making the following required assurances: publicly reporting chronic absenteeism and data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups; continued support of any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year and to identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Click [here](#) to review Accountability Wavier in detail.

Introduction

These Business Rules detail Arizona's Federal Accountability designations for educators and other stakeholders as outlined in the [Elementary and Secondary Education Act of 1965 \(ESEA\)](#) and [Every Student Succeeds Act \(ESSA\)](#).

The Arizona Department of Education's (ADE) mission is to serve Arizona's education community, ensuring every child has access to an excellent education. As a state, we are also committed to holding schools accountable for this goal.

This document outlines how ADE identified schools for Comprehensive School Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted School Improvement (TSI). CSI, ATSI, and TSI are three designations for school improvement under federal accountability. Federal accountability requires ADE to identify underperforming schools for CSI, underperforming subgroups for ATSI, and **consistently underperforming** subgroups for TSI. The indicators used for ATSI and TSI are the same as those used for CSI with slight modifications. This document describes indicators as it pertains to CSI and uses text boxes to highlight the modifications to an indicator for ATSI and TSI. Schools must have at least 20 eligible students in order to receive points for a given indicator for CSI and must have a subgroup within that school of at least 20 for ATSI and TSI. In the event a school or subgroup has less than 20 students for an indicator, then their performance is assessed as a proportion of remaining indicators.

Overview of Comprehensive School Improvement (CSI)

Schools are identified for CSI due to a school having low achievement or a low graduation rate. Schools that perform in the bottom 5% of all schools are identified through Low achievement. Schools that graduate less than two-thirds or 66.67% of their seniors are identified for CSI due to low graduation.

CSI – Low Achievement designations are calculated according to the models outlined below. Schools that exclusively serve grades K-2 will be scored using the K-2 model. K-2 Schools tend to be small schools, so those who do not meet the N-count for the current year will have three years of data pooled. Schools that serve any other configuration within grades K-8 (i.e. K-3, K-8, 1-5, 6-8, etc.) will be scored using the K-8 model. Schools that serve any configuration within grades 9-12 will be scored using the 9-12 model. Schools that serve any grade less than 9 through grade 12 (i.e. K-12, 5-12, 7-12, etc.) will be scored using the K-12 model. Schools that serve grades less than 9 and no higher than 11 (i.e. K-10, 5-11, 5-9, etc.) will be scored using the K-11 model. All models are based on a scale of 0-100 points for schools that meet the criteria for all available components; the scale total is adjusted for components that do not meet the N-count.

Small schools that do not meet the N-count of 20 FAY students in proficiency will not be included in CSI designation calculations. Work is being completed on developing plans for extremely small schools.

CSI – Low Graduation designations are calculated based on the 5-year adjusted cohort rate.

Overview of Additional Targeted School Improvement (ATSI)

ATSI designations are calculated according to the CSI system described above. ATSI runs each subgroup of the ten identified below through the same calculations.

The major subgroups are as follows:

- American Indian/Native American
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- White
- Multiple Races
- Economically Disadvantaged Students
- Children with Disabilities
- English Learners and Fluent English Proficient (FEP) 1-4 years

Any Additional Targeted Support and Improvement school receiving Title I, Part A funds identified in 2020-2021 that does not exit after four years, based on closing the achievement gap between subgroups or raising the achievement level of low achieving subgroups, will be identified as a Comprehensive Support and Improvement School beginning in 2021-2024.

Overview of Targeted School and Improvement (TSI)

Any school with any subgroup in the bottom 2% on ATSI indicators during the prior three years of most current data. For instance, if one or more of a school's subgroups is identified for ATSI in 2016-2017, 2017-2018, 2018-2019, then in 2019-2020 they are identified as a TSI school.

Schools Serving Grades K-2

Component	Weight	FAY	Grades	Measure
Proficiency	90%	3-Yr	3 ¹	Statewide Assessment and Alternate Statewide Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-2/K-3	AZELLA

Schools Serving Grades K-8

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8	State Assessment and Alternate State Assessment
Growth	20%	✓	5-8	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-8	AZELLA
Chronic Absenteeism	10%		1-8	Attendance

Schools Serving Grades 9-12

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	10	State Assessment and Alternate State Assessment
Graduation Rate	20%		Cohort 2019	Graduation Exit Code
English Learner Proficiency and Growth	10%	✓	9-12	AZELLA
Dropout Rate	10%		9-12	Dropout Exit Code

¹ The Proficiency for the K-2 model is calculated using the Grade 3 Statewide Assessment results for students that were FAY at the K-2 school for the three years immediately prior to the fiscal year in which the Grade 3 student took the assessment.

Schools Serving Grades K-12

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8, 10	State Assessment and Alternate State Assessment
Growth	15%	✓	5-8, 10	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-12	AZELLA
Chronic Absenteeism	5%		1-12	Attendance
Graduation Rate	5%		Cohort 2019	Graduation Exit Code
Dropout Rate	5%		9-12	Dropout Exit Code

Schools Serving Grades K-11

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8, 10	State Assessment and Alternate State Assessment
Growth	20%	✓	5-8, 10	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-11	AZELLA
Chronic Absenteeism	5%		1-11	Attendance
Dropout Rate	5%		9-11	Dropout Exit Code

Data Definitions and Inclusion Criteria

The table below identifies which assessments were used in the CSI designation calculation. These calculations are conducted after the assessment data is validated against the statewide Arizona Education Data Standards (AzEDS). Using the student's AzEDS identification as the unique identifier, integrity checks consider valid student enrollment and accurate student identification on test dates relevant to the grade level and subject tested.

Assessment	Growth	Proficiency
State Assessments	Yes	Yes
Alternate State Assessment	No	Yes
AZELLA	Yes for EL growth	Yes for EL Proficiency

The following outlines the specific descriptions and definitions of student data included in the calculation of CSI and TSI designations.

Full Academic Year (FAY) – A student is considered FAY if they were enrolled within the first ten school days of the school's calendar year and stayed continuously enrolled until the first weekday in May (May 3, 2021). Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.

AZELLA FAY – A student is considered AZELLA FAY if they were enrolled within the first ten school days of the school's calendar year and stayed continuously enrolled until the last day of the state testing window for AZELLA. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered AZELLA FAY.

Chronically Absent – A student is considered chronically absent if they have absences (excused and unexcused) greater than 10% of a school's calendar year (e.g. missing greater than 18 days for a school meeting 5 days per week). Students who are enrolled in Kindergarten or are flagged as chronically ill in AzEDS are removed from the Chronic Absenteeism calculation.

English Learner – Any student identified with an EL need (e.g. with a less than proficient score on AZELLA in the current or prior fiscal year).

English Learner and Fluent English Proficient years 1-4 (EL FEP 1-4) – Any student identified with an EL need (e.g. with a less than proficient score on the English Proficient Test (AZELLA) in the current or prior fiscal year and any student who was identified as proficient in the last four years after receiving EL services).

N-Size – The minimum number of students required for the component to be calculated and the school eligible to earn the points. The N-Size for all components is 20 FAY students.

Recently Arrived English Learner (RA EL) – A RA EL student in the current year is a student who is new to Arizona schools (determined by having their first enrollment in

any Arizona school) and is not proficient in English (determined by a less than proficient result on the AZELLA).

Sigma (Σ) – In general mathematics, Σ is used as an operator for summation.

Targeted School Improvement (TSI) – Any Arizona School that has one or more consistently underperforming subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement.

Static File

The basis for the majority of CSI calculations rely on the Static File created for both federal and state accountability. This file consists of data that merged assessment data with the enrollment data from AzEDS. Students are included in a school's Static File if they meet any of the below criteria:

- Enrolled on the first day of the Spring AzSCI state testing window (3/22/2021)
- Enrolled on the first day of the Spring Statewide Assessment state testing window (4/05/2021)

Regardless of a student's special education status, the accountability system uses all verified Statewide Assessment data from students enrolled the full academic year. For students who take the Alternate Statewide Assessment and are enrolled the full academic year, these data are used in the Proficiency component but not in the calculation of Growth.

ATSI Subgroup Identification in Static File – All components, with the exception of graduation and dropout, will use the static file to note who is included in that calculation. Graduation and dropout lists can be found in ADEConnect for those in the schools with Accountability rights to view. Public files can be found on the Accountability webpage to view previous dropout and graduation rates for schools.

Low Performing Bottom 5% CSI Designation Components

Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Proficiency

In the CSI designation calculation, schools receive points based on the percent of FAY students that received an achievement level of Proficient (3) or Highly Proficient (4) on the statewide assessments for ELA and Mathematics. Twenty FAY students are needed for this calculation in the grades that are assessed on the state assessment and alternate state assessment. If there is not a minimum of a total 20 FAY students tested in ELA and/or Math in this school, Proficiency will not be calculated. Schools evaluated on the K-8, 9-12, K-12, and K-11 models have Proficiency weighted at 60%. Schools evaluated on the K-2 model have Proficiency weighted at 90%. Proficiency for K-2 schools is calculated using the Grade 3 assessment results for students that were FAY for all three years they attended the K-2 school. Schools that do not have the N-count for proficiency, to include K-2 three-year pooled schools, are not included in federal accountability.

RAEL students are not included in the ELA Proficiency. Schools must test 95% of their students. Schools that do not test 95% of their students have a penalty applied to the denominator of their proficiency calculation. That penalty is equal to twice the number of students the schools should have tested in order to have tested 95% of their students. The following formula is used to calculate a school’s Proficiency points:

Statewide Assessment Achievement Levels	Numerical Equivalent	Proficiency Points
Minimally Proficient	1	No
Partially Proficient	2	No
Proficient	3	Yes
Highly Proficient	4	Yes

Proficiency %

$$= \frac{\text{No. Proficient ELA Students} + \text{No. Proficient Math Students}}{(\text{\#Students Tested in ELA} + \text{\# Students Tested in Math}) + 2 * \text{Students needed for 95\% tested}} * 100$$

ATSI and Proficiency – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 Asian students, the Asian student subgroup will not qualify for proficiency.

Growth

Arizona utilizes the Student Growth Percentile (SGP) model to assess students' academic growth (Betebenner, 2011). A Student Growth Percentile describes the growth of a "typical" student based on his current year test score compared with the current year test scores of those students with the exact same prior test scores – his/her academic peers. In this sense, an SGP is a "norm-referenced quantification" of student academic growth (Betebenner, 2011, p. 3). An SGP of 40 means that the student grew more than 40% of his/her academic peers in this time period considered. This growth model includes only academic achievement data, it does not control for student demographic information or subgroup membership. If you would like to learn more about Student Growth Percentiles, Dr. Damian Betebenner has been published several articles that can be found in research journals.

The SGP model usually assesses academic growth over one school year by employing quantile regression that links current-year scores with the scores from the immediate prior year(s), however, due to cancelations of statewide assessments in Spring of 2020, the growth for the 2020-2021 school year will be calculated from the 2018-2019 school year directly to the 2020-2021 school year, which is the academic growth over a period of two school years. This skip-year methodology has been modeled and validated through historical data, consultation with experts, and review of available literature.

In this skip-year SGP Model, a student's test records in the 2020-2021 school year will be linked to his/her test records in the 2018-2019 school year as well as his/her test records in the 2017-2018 school year. A student must have scores for the 2020-2021 school year as well as for the 2018-2019 school year to receive an SGP, but student cohorts will be built by using the historic data from the 2018-2019 school year as well as the 2017-2018 school year if available. For example, to calculate the SGP for a student in Grade 5 from the 2020-2021 school year, her test records in Grade 5 in the current year will be linked to her test records in Grade 3 from the 2018-2019 school year. And to calculate the SGP for a student in Grade 8 in the 2020-2021 school year, his test records in Grade 8 in the current year will be linked to his test records in Grade 6 from the 2018-2019 school year as well as to the ones in Grade 5 from the 2017-2018 school year. In this skip-year SGP model, Grade 5 is the first possible opportunity to assess growth for a student. Students in grades 3 and 4 will not have an SGP as they do not have test records in the 2018-2019 school year.

The department includes only the test records which can be matched to a valid student enrollment in an Arizona public school that teaches grade level standards. And the department further restricts construction of the SGP model by excluding test records for students where no answer items were selected, and no scale score is assigned.

To be specific, valid student test records must meet four criteria for inclusion in the growth model:

1. Student enrollment generates ADM in any Arizona public school (i.e., tuition payer code equal to 1).
2. Student has a test record from the 2020-2021 school year.
3. Student also has a test record from the 2018-2019 school in the same subject.
4. Each student's test records in the current year and in the prior year(s) should be "consecutive" with the grade in the 2019-2020 school year to be skipped.

Only FAY students contribute student growth percentile for the school's growth score calculation.

Calculating Median Growth Percentiles & Growth Points

To build the SGP model and to calculate the SGP for each individual student, the department includes the tests records from all students enrolled in an Arizona public school regardless of their FAY status at the time of testing, but schools receive growth points based on the median SGP of their FAY students only.

A median SGP will be calculated for all FAY students which includes both ELA and Math SGPs. The following is used to calculate a school's Growth points:

$$\text{Growth} = \text{Median SGP (ELA SGPs + Math SGPs)}$$

Schools evaluated on the K-8 and K-11 model have Growth weighted at 20%. Schools evaluated on the K-12 model have Growth weighted at 15%. Schools evaluated on the K-2 and 9-12 model do not receive points for this component.

ATSI and Growth – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 Asian students, the Asian student subgroup will not qualify for growth.

English Learner Proficiency and Growth

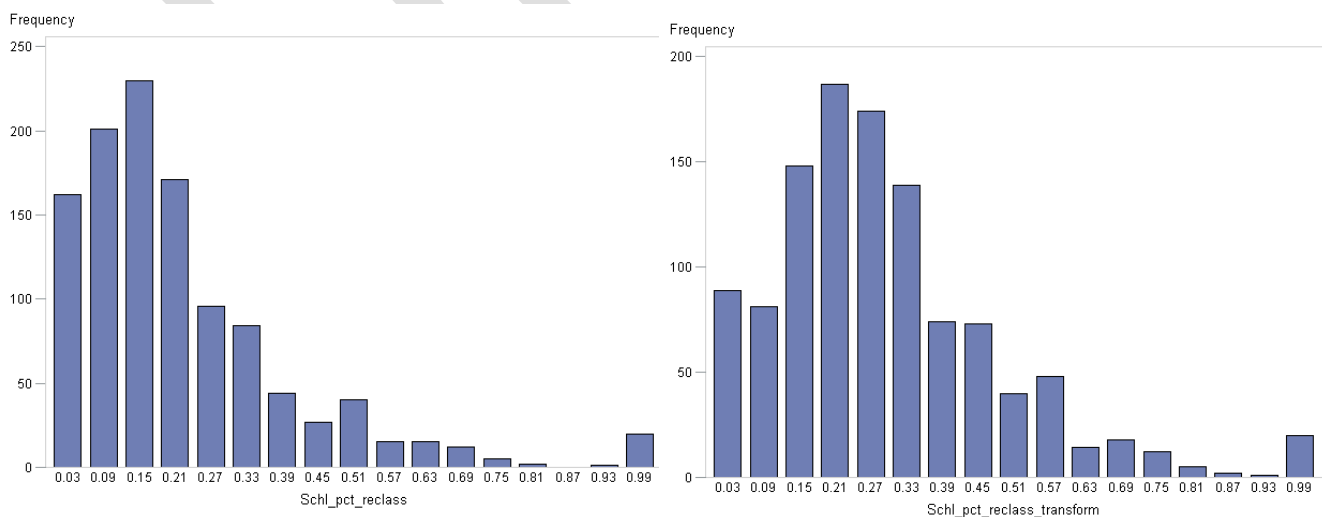
Normalizing (Transforming) English Learner Data

While ideally all data would be normally distributed, most data is not. Normally distributed data means when visualized through a histogram that data is bell-curve shaped. Further, the mean (average) and median (the midpoint of the data) of the data are approximately the same. When data does not have a normal distribution, this is called a non-normal distribution. When data has a non-normal distribution, data can be “transformed” to have a normal distribution. Below is an example of non-normally distributed data and the same data that has been transformed to have a normal distribution.

Data transformation means applying the same mathematical operation to each piece of the original data. The transformation process changes every school and student in the same way. A variety of statistical methods are used for normalizing data based upon which approach provides a distribution as close as possible to normal.

Once transformed, the relationship between data points does not change, but the relationship across data points does. Transformation modifies all the data, in the same way, to normalize the distribution as much as possible. Individual school or student performance is not damaged or improved during the transformation process.

Data is normalized for two reasons. First, most statistical methods used to analyze data include an assumption of a normal distribution. For potential analysis to be as accurate as possible, data needs to have as close as possible to a normal distribution. Second, letter grade scores are a combination of several indicators. For the combined letter grade to be as accurate as possible, all data included in the grade calculation needs to approximately have a normal distribution.



In the CSI designation calculation, schools receive points based on the English proficiency and growth of their AZELLA FAY English Learner students. Schools evaluated on the K-2, K-8, 9-12, K-12, and K-11 models all have English Learner Proficiency and Growth weighted at 10%. English Learner Proficiency is worth 5% and English Learner Growth is worth 5%.

EL calculations include AZELLA FAY students with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals. To be included in the EL growth calculations, two test records are required. Invalid test records count as not tested. Schools with less than 20 AZELLA FAY EL students are not eligible for these points.

EL proficiency calculates the proficiency percentage of EL students. The following formula is used:

$$EL\ School\ Proficiency\ \% = \frac{No.\ Proficient\ AZELLA\ FAY\ Students}{No.\ All\ FAY\ Students\ with\ EL\ need} * 100$$

To earn proficiency points, the school's EL proficiency percentage is compared to the statewide mean current year proficiency percentage.

The following formula is used to calculate a year's statewide mean EL proficiency:

$$Statewide\ Mean\ EL\ Proficiency = \frac{\sum EL\ School\ Proficiency}{No.\ Eligible\ Schools}$$

Up to 5 points are awarded for proficiency using the following system:

STANDARDIZED	Range	Points
EL Proficiency is greater than or equal to the EL statewide mean current year percent proficient.	TBD	5
EL Proficiency is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent proficient.	TBD	4
EL Proficiency is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	3
EL Proficiency is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	2
EL Proficiency is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	1
If a school's EL Proficiency is 0%, due to no reclassification.	TBD	0

EL growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results, unless they are kindergarten students in which case the placement test is compared to the current year reassessment. Kindergarten students who take a placement test prior to January 1st and then take a spring reassessment will be included. In addition, any student who takes a placement exam for the first time by October 1st and then takes a spring reassessment will be included. Students

who had a placement exam in one school and a reassessment in another school within the same school year will not be included as they will not qualify as AZELLA FAY.

The table below shows how many points each level of growth is worth.

Prior Year Achievement Level (or Placement Test)	Current Year Achievement Level	Point Value
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	
Pre-Emergent/Emergent	Intermediate	2
Basic/Intermediate	Proficient	
Basic	Proficient	
Pre-Emergent/Emergent	Proficient	3

The following formula is used to calculate growth:

$$EL\ School\ Growth\ \% = \frac{\sum AZELLA\ FAY\ Student\ Growth\ points}{All\ FAY\ Students\ with\ EL\ need} * 100$$

To earn growth points, the school's EL growth percentage is compared to the statewide EL Growth mean. The following formula is used to calculate the Statewide Mean EL Growth:

$$EL\ Statewide\ Mean\ EL\ Growth = \frac{\sum EL\ School\ Growth\ \%}{No.\ Eligible\ Schools} * 100$$

Up to 5 points are awarded for growth using the following system:

STANDARDIZED	Range	Points
EL Growth is greater than or equal to the EL statewide mean current year percent growth.	TBD	5
EL Growth is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent growth.	TBD	4
EL Growth is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent growth.	TBD	3
EL Growth is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent growth.	TBD	2
EL Growth is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent growth.	TBD	1

If a school's EL Growth is 0%, due to no growth.	TBD	0
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ATSI and English Language Calculation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 EL Asian students, the Asian student subgroup will not qualify for EL proficiency and growth.

The English Learner proficiency and growth calculations mirror the Arizona State Accountability A-F calculations. These calculations do handle K-8 and 9-12 separately and then use a weighted formula to determine a final score.

The subgroups will be compared to the same benchmark/cut-scores shown in the tables above.

Schools that serve grades K-12, 1-12, 2-12, 3-12, 4-12, 6-11, etc. utilize both the K-8 and 9-12 models. Students in grades K-8 are used to determine the K-8 total points earned and students in grades 9-12 the 9-12 total points earned. The percentage of students in the Static File in grades K-8 and 9-12 is used to weight the points to assign the school one overall percentage.

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Chronic Absenteeism

Chronic Absenteeism is defined as students who are absent more than 10% of the school year (18+ days). In the CSI designation calculation, schools receive points based on the percent of students who are not chronically absent. This calculation includes students enrolled in grades 1-8, regardless of FAY status. Students identified in AzEDS as chronically ill and those enrolled in Kindergarten are removed from this calculation. All absences reported for a student are considered whether excused or unexcused.

Schools evaluated on the K-8 model have Chronic Absenteeism weighted at 10%. Schools who are evaluated on the K-12 and K-11 model have Chronic Absenteeism weighted at 5%. Schools evaluated on the K-2 and 9-12 model do not receive points for this component. An N-count of 20 students grades 1-8 is required to be eligible for these points.

Below is the formula used to calculate points:

$$\text{Chronic Absenteeism} = \left(1 - \frac{\text{No. Chronically Absent Students}}{\text{Student Population}}\right) * 100$$

ATSI and Chronic Absenteeism – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 Asian students, the Asian student subgroup will not qualify for chronic absenteeism.

Graduation Rate

The 5-year graduation rate is used for CSI graduation points. See the Graduation, Dropout & Persistence Rate Technical Manual for the calculation and a description of the Graduation exit codes. The link to the document on the ADE Accountability & Research webpage is found here:

<https://cms.azed.gov/home/GetDocumentFile?id=5cc33bb31dcb250e8423e60b>.

In the CSI designation calculation, schools receive points based on the percent of students in a 5-year graduating cohort. Data on Graduation Rates is reported a year in lag. Therefore, 5-year Graduation Rate for 2020-2021 CSI Identification is based on Cohort 2019, students that started high school in the 2015-2016 school year.

Schools evaluated on the 9-12 model have Graduation Rate weighted at 20%. Schools who are evaluated on the K-12 model have Graduation Rate weighted at 5%.

Below is the formula used to calculate points:

$$\text{Graduation Rate} = \frac{\text{No. Graduating Students}}{\text{No. Students in 5 year Cohort}} * 100$$

More details on how graduation is calculated can be found by reading the [State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual](#).

ATSI and Graduation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 Asian students, the Asian student subgroup will not qualify for graduation.

Dropout Rate

In CSI Identification, schools receive points based on the percent of students who did **not** drop out. This calculation includes students enrolled in grades 9-12, regardless of FAY status.

Schools evaluated on the 9-12 model have Dropout Rate weighted at 10%. Schools who are evaluated on the K-12 and K-11 model have Dropout Rate weighted at 5%. Schools evaluated on the K-2 and K-8 model do not receive points for this component.

Below is the formula used to calculate points:

$$\text{Dropout Rate} = \left(1 - \frac{\text{No. Dropouts}}{\text{Student Population}} \right) * 100$$

More details on how graduation is calculated can be found by reading the [State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual](#).

ATSI and Dropout– Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are not 20 Asian students, the Asian student subgroup will not qualify for dropout.

Final Points

Schools receive points for each category using the model weights for these categories. Points from all eligible categories are added together to calculate the total number of points schools received. Each model allows for schools to receive a total of 100 points. Schools in the bottom 5 percentile are identified for CSI.

The following table illustrates how calculations will be handled when a component does not meet the N-count and cannot be included a school's accountability.

School Type	K-8	K-8	HS 9-12	HS 9-12	Combination	Combination
School Description	With EL	without EL	With EL	without Graduation	Including Grade 12	NOT Including Grade 12
K-8 Only Growth (20)	Median SGP 44 .44X20 =8.8pts	Median SGP 44 .44X20 =8.8pts	*	*	(Growth {15 pts}) Median SGP 44 .44X15 =6.6pts	Median SGP 44 .44X20 =8.8pts
K-8 Only Chronic Absenteeism (10)	C.A. is 8% .92x10 =9.2pts	C.A. is 8% .92x10 =9.2pts	*	*	(C. A. {5 pts}) C.A. is 8% .92x5 =4.6pts	(C. A. {5 pts}) C.A. is 8% .92x5 =4.6pts
ALL Proficiency (60)	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts
ALL EL(10)	6	*	6	6	6	6
HS 9-12 Only Graduation(20)	*	*	GradRate 75% .75x20 =15	*	(GRADRate {5 pts}) GradRate 75% .75x5 =3.75	*
HS 9-12 Only Dropout (10)	*	*	D.O. is 8% .92x10 =9.2pts	D.O. is 8% .92x10 =9.2pts	(D.O. {5 pts}) D.O. is 8% .92x5 =4.6pts	(D.O. {5 pts}) D.O. is 8% .92x5 =4.6pts
Eligible Points	100	90	100	80	100	100
Total Points	(51/100)*100 =51	(45/90)*100 =50	(57.21/100)*100 57.23	(42.2/90)*100 52.75	(52.55/100)*100 52.25	(51/100)*100 51

School that are eligible for less than 100 points have their total points adjusted by dividing the school's points by their total potential points. Schools may be not be eligible for certain components because they do not have enough FAY students in that category. For instance, if a school that does not have 20 AZELLA FAY students are not eligible for EL points. A school's Final Points (TotalPoints_Rate) are calculated with the following formula:

$$TotalPoints_Rate = \frac{Total\ Points}{Eligible\ Points}$$

Identification

Under ESSA schools can be identified for three types of improvement, CSI, ATSI and TSI. This section details how schools are identified for each type of school improvement. Schools can qualify for CSI due to low performance on federal accountability indicators, low graduation, failure to exit ATSI after four years, and/or receiving an F letter grade from Arizona’s State accountability system. Schools are identified for ATSI based on low subgroup performance, and schools can be identified for TSI based on consistently underperforming subgroups. Each type of school improvement identification method has a different schedule. CSI and ATSI indicators are calculated every year. The below table illustrates how schools can be identified for each method, the identification schedule, and whether the method applies only to Title 1 schools or all schools.

		Year Identified	Re-identified or Annual	Description	Title I Status
Low Performing - Bottom 5%	CSI¹	Fall of 2022 using 2021-2022 data	Every three years (ex. 2025, 2028, etc.)	Bottom 5% of Title I Funded Schools	Title I Funded School ONLY
	CSI²	Fall of 2026 using previous four years of ATSI identification	Four years after reidentification	ATSI subgroups not exiting for four years	All Schools
	ATSI	Fall of 2022 using 2021-2022 data	Every three years (ex. 2025, 2028, etc.)	Subgroup performance below bottom 5% of Title 1 Funded Schools	All Schools
	TSI	Fall of 2025 using previous three years of ATSI Indicators	Annually starting in 2025	Subgroup performance below bottom 2% of Title 1 Funded Schools	All Schools
Low Graduation	CSI	Fall of 2018 using Cohort 2017's 5-year extended graduation rate, first identified in 2018-2019	Every three years (ex. 2021, 2024)	Graduating less than two-thirds	All Schools
State Letter Grades	CSI	Fall of 2023 using State Accountability Letter grades from 2021-2022	Annually	School received F letter grade	All Schools

CSI¹ - Low Performing

As per Every Student Succeeds Act (ESSA), the state is required to identify the lowest-performing schools that receive Title I, Part A funds in the State for comprehensive support and improvement. The state is required to identify no less than 5% of Title 1 schools.

Lowest performing schools are identified using the model and weighted indicators identified in the section above. Each school is grouped into the model that was used to calculate their final points. The final points for each school are standardized by dividing by the model’s standard deviation and mean centered. The following formula is used to calculate a school’s Standardized Score (*Standardized Score_s*):

$$Standardized\ Score_s = \frac{TotalPoints_Rate_s}{\sigma_m} - \overline{TotalPoints_Rate}_m$$

Where σ_m refers to standard deviation of the model used to assess a school, and $\overline{TotalPoints_Rate}_m$ refers to the mean total points of the model used to assess a school. All schools are compared using a school’s standardized score.

The funded Title 1 schools are then ranked based on their standardized Z scores. Based on this ranking the bottom 5% are then identified for comprehensive school improvement. Only schools that are eligible for proficiency points are eligible for CSI identification. Only schools that are Title 1 funded are eligible for identification as CSI-Low Performing. Identification for CSI¹ – Low Performing occurs every three years. The next identification year is 2022.

ATSI Identification – Low Achievement

As per ESSA, the state is required to identify the schools in which subgroups need additional targeted support and improvement. The subgroups were previously identified in this document.

ATSI is performed by calculating the same components as CSI (Proficiency, Growth, EL, etc.) but only for members of a particular subgroup. English Learner components are calculated using the statewide mean, subgroups are compared against the statewide mean of all students, not the statewide mean of that subgroup.

In order to be eligible for a component's points a school's subgroup must have 20 FAY students in it. Only school's subgroups that are eligible for proficiency points are eligible for ATSI identification. If the school subgroups are not eligible for any other component, then their final score is adjusted by the points they were eligible for.

A school's subgroup Final Points are calculated with the following formula:

$$\text{Subgroup_TotalPoints_Rate} = \frac{\text{Total Points}}{\text{Eligible Points}}$$

Please refer to "CSI Identification" in previous section on how the bottom 5% is determined for each model. To determine the schools in which subgroups need additional targeted support and improvement, the CSI cut score is converted back to the scale of TotalPoints_Rate using the mean and standard deviation of each model. That number is compared to the Subgroup_TotalPoints_Rate.

All schools can be identified for ATSI regardless of Title 1 Status. Identification occurs every three years. The next year of ASTI identification is 2022.

TSI Identification – Low Achievement

Any Arizona School that has one or more consistently underperforming subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement.

Any school with any subgroup in the bottom 2% on ATSI indicators during the prior three years of most current data will be identified as Targeted Support and Improvement (TSI). All schools may be identified for TSI, regardless of Title 1 status. TSI identification occurs annually, but initial identification will not occur until 2025.

CSI² – Low Performing (ATSI)

Schools can also be identified for CSI if they fail to exit a particular subgroup from ATSI after four years. All schools can be identified as CSI due to subgroups not exiting ATSI regardless of Title 1 Status. Identification occurs after four years after a school's subgroups are identified for ATSI.

CSI – Low Graduation Rate

According to ESSA schools that fail to graduate over two-thirds of their students are identified for CSI due to low graduation rate. Arizona has elected to identify schools for CSI based off their most recent five-year graduation rate. A five-year graduation rate is calculated as the number of students that graduated from an Arizona school within five years, based off their graduation cohort. Note, the graduation rate used for CSI identification **will not** be rounded, as the two-third identification threshold is set by federal statute. Therefore, a school with a 66.67% graduation rate will not be identified, but a school with a 66.65% will be. All schools can be identified for CSI due to low graduation regardless of Title 1 status. Identification for CSI - Low Graduation occurs every three years. The next identification year for low graduation rate is 2021.

CSI—State Letter Grades

Schools may also be identified for CSI based on their performance on Arizona's state accountability system. Schools that receive a letter grade of an F on Arizona's A-F Letter Grades are identified as CSI. All schools are eligible for being identified for CSI based on their school letter grade regardless of their Title 1 status. Schools can be annually identified for CSI due to receiving an F letter grade.

Appendix

Glossary of Acronym/Abbreviations

Acronym/Abbreviation	Meaning
ADM	Average Daily Membership
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzMERIT	Arizona's Measurement of Educational to Inform Teaching
CSI	Comprehensive School Improvement
CY	Current Year
EL	English Language
ELA	English Language Arts
EL FEP (1-4)	English Learner and Fluent English Proficient years 1-4
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAY	Full Academic Year
FY	Fiscal Year
HP	Highly Performing on Statewide Assessment
MP	Minimally Performing on Statewide Assessment
No.	Number
P	Proficient Performing on Statewide Assessment
PP	Partially Performing on Statewide Assessment
PY	Previous Year
RA EL	Recently Arrived English Learner
SG	Subgroup
SPED	Special Education
SGP	Student Growth Percentile