ADE Vision

The Arizona Department of Education advances equity and excellence for all students by serving school leaders, educators and staff, collaborating with communities, and leading with data-driven best practices.
SSI Vision

Vision
All Arizona students are empowered to create limitless futures.

Mission
Transform LEA and school systems ensuring equity, excellence, strengths-based leadership and innovative continuous improvement.
SSI Theory of Action

If the SSI Unit provides:

• high-quality professional learning to empower and support schools and LEAs by offering evidence-based practices, equity centered decision-making, and a multitude of resources;
• training and ongoing support of the CNA, RCA, and IAP continuous improvement process and implementation; and
• the opportunity for the co-creation of high expectations and accountability measures

And the LEA and school sites:

• conduct a thorough and reflective data analysis to determine needs;
• implement necessary systems change with evidence-based practices throughout the continuous improvement process;

Then, equitable, strength-based LEAs and schools will increase system and individual capacity ensuring equity, excellence and innovation resulting in increased student outcomes.

So that, All Arizona students are empowered to create limitless futures.
Vision for CSI Low Grad Schools

FOCUSED SUPPORT

ESSA ACCOUNTABILITY

INNOVATIVE STRATEGIES

NETWORK AND SUPPORT
Norms

- Take an inquiry stance
- Minimize distractions
- Lean into the conversation
- Assume the best intentions
Agenda

- CSI Identification
- Pathways to Success
- CSI Expectations and ADE Support
- Support and Resources
CSI Identification
Outcomes

Understand how grad rate schools are identified and how to exit school improvement

Understand how 5-year cohort data is determined and where to find school specific data

Understand how withdrawal codes impact your 5-year cohort data

Understand how students entering and exiting impact your 5-year cohort data
Every Student Succeeds Act

Provision and accountability to effect positive change in lowest performing schools, groups of students not making progress and low graduation rates over time.

ESSA requires that all schools failing to graduate two-thirds of their students are identified for CSI due to low graduation rate. All schools can be identified regardless of Title 1 status.
• A minimum of two years of consecutive increase in graduation rate; and
• Implementation of school improvement goals, strategies, and action steps relative to graduation rate in state required Integrated Action Plan; and
• 5-year graduation rate % above two thirds
CSI Low Graduation Identification

• Schools that have a 5-Year Graduation rate less than 2/3rds (66.7%) are identified for Comprehensive Support and Improvement (CSI).

• 2020-2021 was an Identification year for Low Graduation Rate

• Used Cohort 2020’s 5-Year Graduation rate

\[
\text{Graduation Rate} = \frac{\text{Number of Graduates from 5-Year Cohort}}{\text{Number in 5-Year Cohort}}
\]
Cohort Explained

• Students are assigned a cohort when they enroll in an American high school in 9th grade.

• Cohort is the year a student should graduate on time in 4 years
  • Students who entered 9th grade in 2016-2017 were in Cohort 2020
  • Student who entered 9th grade in 2021-2022 are in Cohort 2025

• Once assigned cohort does not change*
Who is in a Schools 5-Year Cohort

- **Graduation Rate** = \( \frac{\text{Number of Graduates from 5-Year Cohort}}{\text{Number in 5-Year Cohort}} \)

- Students who graduate in 4-years are included in both parts of the calculation

- Students who transfer to another School are NOT in your School’s 5 Year Cohort (they do join the new school’s Cohort)

- Students who drop out ARE in the 5-Year Cohort of the school they last attended.

- Students with concurrent enrollments are in the 5-Year Cohort of the school the grants them their diploma.
Future Cohorts

- **Graduation Rate** = \( \frac{\text{Number of Graduates from 5-Year Cohort}}{\text{Number in 5-Year Cohort}} \)

- Exiting CSI is based on improving future Cohort 5-Year Graduation rates

<table>
<thead>
<tr>
<th>5-Year Cohort</th>
<th>Year Reviewed</th>
<th>Year Cohort started 9th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2021</td>
<td>2016-2017</td>
</tr>
<tr>
<td>2021</td>
<td>2022</td>
<td>2017-2018</td>
</tr>
<tr>
<td>2022</td>
<td>2023</td>
<td>2018-2019</td>
</tr>
<tr>
<td>2023</td>
<td>2024</td>
<td>2019-2020</td>
</tr>
</tbody>
</table>
## Withdrawal Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Definition</th>
<th>Remove from Cohort?</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1/S1, W21/S21, W22/S22</td>
<td>Transferred</td>
<td>This code is used for students who withdraw from one school to continue their studies in another school, public or private, which grants an accredited high school diploma.</td>
<td>Yes</td>
</tr>
<tr>
<td>W3/S3</td>
<td>Expelled</td>
<td>This code is used to withdraw students for expulsion or long-term suspension prior to the end of the school year or summer term. The student will not be returning to school.</td>
<td>No</td>
</tr>
<tr>
<td>W4/S4</td>
<td>Status Unknown</td>
<td>Status unknown students are those students who have more than ten consecutive days of unexcused absences, and whose status is unknown to the school or LEA. Attempts should be made to find out what has happened to these students so that other more appropriate codes can be applied</td>
<td>No</td>
</tr>
<tr>
<td>W41/S41</td>
<td>Parent Withdrawn and Awaiting Documentation</td>
<td>Parent withdrawn students are students who were withdrawn with a parent’s signature on the Pupil Withdrawal Form, or with other written notice from the parent/guardian stating that the student will be transferring to another school.</td>
<td>No</td>
</tr>
<tr>
<td>W5/S5 W51/S51</td>
<td>Dropouts – Age 16 or Older</td>
<td>Dropouts are students who leave school with the intention of NOT completing the necessary requirements for a high school diploma.</td>
<td>No</td>
</tr>
<tr>
<td>W11/S11</td>
<td>GED</td>
<td>General Educational Development (GED) students are students who withdraw from school expressly for the purpose of obtaining a GED.</td>
<td>No</td>
</tr>
</tbody>
</table>

Resources: [https://www.azed.gov/accountability-research/pupil-withdrawals](https://www.azed.gov/accountability-research/pupil-withdrawals)
Resources

• Accountability Webpage
  • https://www.azed.gov/accountability-research

• Business Rules

• Pupil withdrawal information
  • https://www.azed.gov/accountability-research/pupil-withdrawals

• Federal Data
  • EdFacts
    • https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html#acgr
  • NCES
    • https://nces.ed.gov/programs/coe/indicator/coi
Data Dashboards and Reports

- ADEConnect
  - Accountability: State & Federal Profiles
  - Cohort Verification Report
  - Graduation Report
  - Dropout Rate Report
  - Dropout Tracker

Contact Entity Administrator for ADEConnect Access and information
Redactions

(Black bars explained)

• We redact data to protect students' identity per FERPA
• Results that report on 10 or less students are redacted
• For percentages if numerator is smaller than 11 then report only percentage
• Results for schools are unredacted in the digital resources
ADEConnect

• From AZED.gov Webpage
• Talk to Entity Administrator for Access

Applications
• Accountability
• AzEDS Portal
Accountability: State & Federal Profiles (Accountability App)

• Data Federal and State Accountability Indicators
• Data on CSI Low Graduation Rate
  • 5-Year Graduation Rate
  • Overall
  • Subgroup
• Static Snap-Shot in time
  • Data will not change with corrections
• Student level data not available in this platform
Accountability: State & Federal Profiles
(Accountability App)

State and Federal Accountability

- Accountability: State & Federal Profile
  - Traditional A-F College and Career Readiness Indicator Self Reporting Spreadsheet
  - Traditional A-F College and Career Readiness Indicator Self Reporting Spreadsheet instructions
  - Alternative A-F College and Career Readiness Indicator Self Reporting Spreadsheet
  - Alternative A-F College and Career Readiness Indicator Self Reporting Spreadsheet instructions

Accountability Reports

- Grad Rate Report
- Dropout Rate Report
- Persistence Rate Report
- CCRl Reports

Student Level Assessment Data

- Download Testing Data

Accountability Administration

- File Upload Manager
- Application Messaging Tool
# Accountability: State & Federal Profiles

(Accountability App)

<table>
<thead>
<tr>
<th>Entity Name</th>
<th>Entity ID</th>
<th>K-8 Letter Grade</th>
<th>9-12 Letter Grade</th>
<th>Non-Typical School Configuration Letter Grade</th>
<th>Additional Targeted Support &amp; Improvement (aTSI)</th>
<th>Comprehensive Support &amp; Improvement (CSI) - Low Achievement</th>
<th>Comprehensive Support &amp; Improvement (CSI) - Low Graduation</th>
<th>Targeted Support &amp; Improvement (TSI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Fiscal Year: 2021*

**Warning:** Due to the volume of your static file, the download may take several minutes.
# Accountability: State & Federal Profiles

(Accountability App)

## 5-Year Graduation Rate

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number in Cohort</th>
<th>Number Graduated</th>
<th>Cohort 2020 Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88</td>
<td>21</td>
<td>23.86%</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>109</td>
<td>21</td>
<td>19.27%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td>16.16%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td>33.33%</td>
</tr>
<tr>
<td>EL and FEP 1-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td>6.45%</td>
</tr>
<tr>
<td>Income Eligibility 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Enrollment

<table>
<thead>
<tr>
<th>2020-2021 October 1 Accountability Enrollment</th>
<th>489</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 100</td>
<td>No</td>
</tr>
</tbody>
</table>
Cohort Verification Report
(AzEDS Portal)

• Student Level Report of each Student’s Cohort
• Available for Grades 9-12
• Live Data
Cohort Verification Report
(AzEDS Portal)

<table>
<thead>
<tr>
<th>Integrity Process</th>
<th>Start Date Time</th>
<th>End Date Time</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability, Other</td>
<td>08/25/2021 1:36 AM</td>
<td>08/25/2021 2:00 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>ADM</td>
<td>08/25/2021 12:06 AM</td>
<td>08/25/2021 1:04 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>Calendar</td>
<td>08/25/2021 12:01 AM</td>
<td>08/25/2021 1:06 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>ELL</td>
<td>08/25/2021 12:06 AM</td>
<td>08/25/2021 1:04 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>SPED</td>
<td>08/25/2021 12:06 AM</td>
<td>08/25/2021 1:04 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>STC</td>
<td>08/25/2021 2:02 AM</td>
<td>08/25/2021 2:39 AM</td>
<td>Completed</td>
</tr>
<tr>
<td>Support Program</td>
<td>08/25/2021 1:30 AM</td>
<td>08/25/2021 1:31 AM</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Fiscal Year: 2022
Local Education Agency: 91st Psalm Christian (89959)
The Student Cohort Verification Report pulls cohort information for students enrolled in your school. The cohort column will be blank for students who have not been assigned a cohort (i.e. students who have not been enrolled in 9th grade). Contact Accountability and Research (602-542-5151 or Achieve@azed.gov) with any questions.

<table>
<thead>
<tr>
<th>District</th>
<th>Student ID</th>
<th>State Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Birth Date</th>
<th>Enrollment Code</th>
<th>Start Date</th>
<th>Exit Code</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandler Unified District #08 (4242)</td>
<td>0123456789</td>
<td>0123456789</td>
<td>Smith</td>
<td>John</td>
<td>Jane</td>
<td>02/02/2000</td>
<td>12345678901234</td>
<td>01/01/2020</td>
<td>01/31/2022</td>
<td>1234</td>
</tr>
</tbody>
</table>

School Name: Perry High School (56913)
Graduation Report
(Accountability App)

• School Level report of each Cohort’s Graduation Rate
• Available by Cohort
• Live data
• Student level data is available
Graduation Report
(Accountability App)

Introduction to the Federal Profile Reporting Platforms: Please use this LINK to view a six minute video on the federal reporting platform. As a reminder, no schools will be identified for CSI – Low Achievement for the 2020-2021 school year based on the federal waiver in Fall of 2021. However, all data is being pushed into the platform for viewing. This announcement will be updated once the actual data is available. Please reach out to Achieve at achieve@azed.gov if you have any questions.

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Accountability Reports
- Grad State Report
- Dropout Rate Report
- Persistence Rate Report
- CCRA Reports

Student Level Assessment Data
- Download Testing Data

Accountability Administration
- File Upload Manager
- Application Messaging Tool
Graduation Report
(Accountability App)

Graduation Rate Report

For optimum performance, requests for large reports should use a browser other than Internet Explorer.

District: Chandler Unified District #80
School: Perry High School
Graduation Rate Type: 5
Cohort Year: 2020

Get Report
# Graduation Report

(Accountability App)

## Graduation Rate School Summary Report

### District Summary

<table>
<thead>
<tr>
<th>Entity Name</th>
<th>Entity Code</th>
<th>Type</th>
<th># of Graduates</th>
<th># in Cohort</th>
<th>Graduation Rate(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>All</td>
<td>970</td>
<td>512</td>
<td>96.74</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>American Indian or Alaska Native</td>
<td>67</td>
<td>69</td>
<td>97.1</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Asian</td>
<td>46</td>
<td>48</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Black/African American</td>
<td>45</td>
<td>46</td>
<td>97.89</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>English Learner</td>
<td>45</td>
<td>46</td>
<td>97.89</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>English Learner and TEP 1-4</td>
<td>45</td>
<td>46</td>
<td>97.89</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>English Learner Cohort</td>
<td>45</td>
<td>46</td>
<td>97.89</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Female</td>
<td>3</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Foster Care</td>
<td>3</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Foster Care Cohort</td>
<td>3</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Hispanic or Latino</td>
<td>153</td>
<td>163</td>
<td>95.67</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Homeless</td>
<td>153</td>
<td>163</td>
<td>95.67</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Homeless Cohort</td>
<td>153</td>
<td>163</td>
<td>95.67</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Income Eligibility 1 and 2</td>
<td>107</td>
<td>113</td>
<td>94.69</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Income Eligibility 1 and 2 Cohort</td>
<td>107</td>
<td>113</td>
<td>94.69</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Males</td>
<td>416</td>
<td>444</td>
<td>96.36</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Migrant</td>
<td>416</td>
<td>444</td>
<td>96.36</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Migrant Cohort</td>
<td>416</td>
<td>444</td>
<td>96.36</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Military</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Military Cohort</td>
<td>2</td>
<td>2</td>
<td>100.0</td>
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<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Multiple Areas</td>
<td>33</td>
<td>26</td>
<td>97.06</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Special Education</td>
<td>72</td>
<td>68</td>
<td>100.0</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>Special Education Cohort</td>
<td>86</td>
<td>102</td>
<td>84.31</td>
</tr>
<tr>
<td>Perry High School</td>
<td>08613</td>
<td>White</td>
<td>18</td>
<td>20</td>
<td>90.0</td>
</tr>
</tbody>
</table>
Graduation Report
(Accountability App)
Graduation Report
(Accountability App)
Dropout Rate Report (Accountability App)

• School Level report of each Year’s Dropout Rate
• Available by Fiscal Year
• Live data
• Student level data is available
Dropout Rate Report
(Accountability App)

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Accountability Reports
- Grant Status Report
- Dropout Rate Report
- Medicaid Rate Report
- CCRI Reports

Student Level Assessment Data
- Download Testing Data

Accountability Administration
- File Upload Manager
- Application Messaging Tool
Dropout Rate Report
(Accountability App)
# Dropout Rate Report

## Accountability App

<table>
<thead>
<tr>
<th>Entity Name</th>
<th>Entity Code</th>
<th>Type</th>
<th># of Dropouts</th>
<th># Enrolled</th>
<th>Dropout Rate(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>All</td>
<td>41</td>
<td>4109</td>
<td>0.97</td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>English Learner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>English Learner and FEP-1-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>English Learner Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Foster Care</td>
<td>14</td>
<td>2601</td>
<td>0.68</td>
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<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Fosters Care Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Hispanic or Latine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Homeless Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Income Eligibility 1 and 2</td>
<td>12</td>
<td>743</td>
<td>1.6</td>
</tr>
<tr>
<td>Perry High School</td>
<td>03613</td>
<td>Males</td>
<td>24</td>
<td>2010</td>
<td>1.20</td>
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<td>Military Cohort</td>
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<td>03613</td>
<td>Native Hawaiian or Pacific Islander</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Perry High School</td>
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<td>Special Education</td>
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## Dropout Rate Report

### Accountability App

#### Dropout Rate Student Detail Report

<table>
<thead>
<tr>
<th>District Name</th>
<th>District Code</th>
<th>School Name</th>
<th>School Code</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>SSID</th>
<th>Hispanic</th>
<th>African-American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Gender</th>
<th>Total Days</th>
<th>Total Year</th>
<th>CHF Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandler Unified District 040</td>
<td>4242</td>
<td>Perry High</td>
<td>09613</td>
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<tr>
<td>Chandler Unified District 040</td>
<td>4242</td>
<td>Perry High</td>
<td>09613</td>
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<td></td>
</tr>
</tbody>
</table>

Showing page 1 of 165
# Dropout Rate Report
(Accountability App)

## Dropout Rate Student Detail Report

**Report Parameters:**
- District: Chandler Unified District #80
- School: Perry High School
- Fiscal Year: 2020

<table>
<thead>
<tr>
<th>District Name</th>
<th>District Code</th>
<th>School Name</th>
<th>School Code</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
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<th>American Indian</th>
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<th>Pacific Islander</th>
<th>White</th>
<th>Gender</th>
<th>Special Ed.</th>
<th>Entry Date</th>
<th>Exit Date</th>
<th>Last Code</th>
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</thead>
<tbody>
<tr>
<td>Chandler Unified District #80</td>
<td>4242</td>
<td>Perry High School</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dropout Tracker
(AzEDS Portal)

• Student level report
• Students that left a school with a W4
• Shows if students have subsequent enrollment.
<table>
<thead>
<tr>
<th>District Student ID</th>
<th>State Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>First Day of Membership</th>
<th>Last Day of Membership</th>
<th>Withdrawal Activity Code</th>
<th>Subsequent Enrollment</th>
<th>Subsequent Graduation</th>
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</thead>
<tbody>
<tr>
<td>9</td>
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<td></td>
<td>10</td>
<td>07/01/19</td>
<td>07/01/19</td>
<td>S4</td>
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<td>N/A</td>
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<td>10</td>
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<td>07/01/19</td>
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<td></td>
<td>12</td>
<td>07/01/19</td>
<td>07/01/19</td>
<td>Y4</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>07/23/19</td>
<td>03/05/20</td>
<td>S4</td>
<td>Y</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>07/01/19</td>
<td>07/01/19</td>
<td>S4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
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<td>10</td>
<td>07/01/19</td>
<td>07/01/19</td>
<td>S4</td>
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<td>9</td>
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<td></td>
<td></td>
<td>9</td>
<td>07/01/19</td>
<td>07/01/19</td>
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<td>Y</td>
<td>N/A</td>
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<tr>
<td>11</td>
<td></td>
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<td></td>
<td>11</td>
<td>09/19/19</td>
<td>11/13/19</td>
<td>Y4</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Fiscal Year: 2020
Local Education Agency: Chandler Unified District #80 (4242)
Best Practices

- Practice to evaluate and update withdrawal codes
- System to track students within cohorts
Contact

Data

• AchieveInbox@azed.gov
Outcomes

- Identify strategies and practices to address common root causes of low grad rate
- Identify common root causes of low graduation rate
- Identify data sources that impact graduation rate
Where are you located?
Data Integrity

- Who is in your graduation rate/cohort data set?
- Who are students in your data set that have not graduated?
- It is accurate?
- Credit deficiencies
  - How do you monitor?
  - Who monitors?
  - What is the plan to accelerate?
Tracking data

How do you track your data?

What do you monitor?

- Early warning indicators
- Attendance rate
- Engagement
- Grades
Retaking classes

• Do you have a way to have students retake classes during the academic year?
• Online programs
• Support and resources for students who are not on track
• How are students and parents notified of options and the current status?
Cohort Data

Cohorts are established by ADE

It cannot be changed

Keeping this data accurate and up to date

W4 – Status unknown students - What is your process for tracking these students?
<table>
<thead>
<tr>
<th>SchoolName</th>
<th>EnrollmentCode</th>
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<tbody>
<tr>
<td>GradeLevel</td>
<td>StartDate</td>
</tr>
<tr>
<td>BirthDate</td>
<td>ExitCode</td>
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</table>
| StateStudentID | ExitDate |}

<table>
<thead>
<tr>
<th>LastName</th>
<th>CohortYear</th>
</tr>
</thead>
<tbody>
<tr>
<td>FirstName</td>
<td></td>
</tr>
</tbody>
</table>
Cohort Report

Track the cohort for all students in your system

Anytime a new student is enrolled

Anytime a student leaves the school – withdrawal date and withdrawal code

Have a spreadsheet by cohort to monitor progress

Add credits to this spreadsheet from your SMS
Cohort spreadsheet - Example

<table>
<thead>
<tr>
<th>Stu_ID</th>
<th>Name</th>
<th>Enroll Code</th>
<th>StartDate</th>
<th>ExitCode</th>
<th>ExitDate</th>
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<th>Credits</th>
<th>OnTrack</th>
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<tbody>
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<td>1</td>
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<td>G</td>
<td>5/26/2022</td>
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<td>17</td>
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<tr>
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<td>7/21/2021</td>
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<td>5/26/2022</td>
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<tr>
<td>3</td>
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<td>G</td>
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<td>7/20/2021</td>
<td>2022</td>
<td>18</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>
Data person

• Who is checking this data?
  - Registrar
  - Counselor
• Make a meaningful goal to you based on your data.
• Is it that you can help 5 more students to graduate this year or is it 5%?
• It depends on your data.
• It depends on the resources you have.
• Can you hire a person to keep your data clean and up to date?
• Can you have a person monitor the grades every 4 weeks so that they can catch up?
• Can you reach out to students when they are absent for more than 2 days when it is unexcused?
What options?

- Accelerate their credits
- Online program
- Summer school
- Extended day
- Saturday school
Site Leadership Team

• Do you foster collective leader efficacy?
  • "The shared conviction that an instructional leadership team makes a significant contribution in raising student achievement" Hattie, Donohoo and DeWitt
• Is the school leader a member of the team, going beyond just running the meetings?
• Is the team developing common understandings around student engagement in school?
• Does the team discuss de-implementation – abandoning existing low value practices?
• Does the team discuss how they are supporting teachers and students?
• Does the team collect and review unbiased evidence to understand their impact?
Cycle of Inquiry Model

Reflect with evidence to understand growth and where to go next.

Develop

Explore

Inquire

Plan

Implement

Plan actionable steps

Be curious in order to understand what is happening within your classroom or school.

1. Begin with a purpose statement
2. Develop an inquiry question
3. Create a theory of action

(DeWitt, 2021)
Who are you and how do you do business?

- What is your vision for your students with regards to graduation?
- What pathways do you offer?
- What service options do you offer?
- Do you have a team of adults who meet regularly to review student indicator data?
Do your students feel seen and heard?

• Building relationships
• Relevant, high-quality curricula – college and career focused
• Targeted MTSS supports
• CTE options
• College and career supports
• Clubs/Social events
• Student engagement surveys
• Restorative practices
• Social and emotional competencies
Evidence-Based Recommendations

CSI Expectations and ADE Support
Outcomes

- Understand the CSI programmatic requirements
- Understand the technical assistance and on-site monitoring that ADE will provide
- Review the CSI low grad rate grant opportunity
ADE SSI Website has professional learning modules to support teams.
ADE’s Comprehensive Needs Assessment Model

ADE Vision: Equity for all students to achieve their potential.
CNA to IAP process

Comprehensive Needs Assessment (CNA)

Primary Need
- Root cause of Primary Need

Primary Need
- Root cause of Primary Need

Integrated Action Plan (IAP)

Need Statement
- Desired Outcome

SMART Goals
- Evidenced Based Strategy*
- Implementation Action Steps
- Evaluation Action Steps
- Monitoring Action Steps
- Impact Goal
- Process Goal

Need Statement
- Desired Outcome

SMART Goals
- Evidenced Based Strategy*
- Implementation Action Steps
- Evaluation Action Steps
- Monitoring Action Steps
- Impact Goal
- Process Goal

Need Statement
- Desired Outcome

SMART Goals
- Evidenced Based Strategy*
- Implementation Action Steps
- Evaluation Action Steps
- Monitoring Action Steps
- Impact Goal
- Process Goal
CNA Overview

**Who?** Leadership teams

**What?** Reviews data

**How?** Discusses impact in each identified area; use templates and guides

**When?** When identified and ongoing
Within each principle...

Principle 5
Conditions, Climate and Culture

Definition

Indicator
• 5.1, 5.2, 5.3, 5.4, 5.5

Element
• Rating
• Notes

Each indicator is scored using a self-assessment rubric.
**TOP 3 PRIMARY NEEDS**

- Are there entire principles that are low scoring?
- Are there common indicators that are low scoring?
- How often does this issue occur year after year?
- Is this an issue across grade levels, student subgroups or school settings?
- Does this issue consume high levels of energy, time, and resources?
- Does this issue seem to be a recurring concern even after an initial improvement phase?
- What will be the most impactful issue to focus on?
## Root Cause Analysis Fishbone Template

**Overall Root Cause Statement**
The synthesis of the most powerful root cause(s).

**Root Causes** (label each category/headline and include details) These are the most influential contributing factors. “Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?”

<table>
<thead>
<tr>
<th>Staff Meetings</th>
<th>Evaluation</th>
<th>Professional Growth</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Primary Need**
The principle and indicator from CNA stated as a problem.

**Desired Outcome**
What will success look like if the roots statement is achieved and root cause addressed?

**Need Statement**
What must happen/change to address the root cause(s) and the primary need?
## Root Cause Analysis Fishbone Template

**School Name – revised 9/23/2021**

### Overall Root Cause Statement
The synthesis of the most powerful root cause(s).

**Root Causes (label each category/headline and include details)**
These are the most influential contributing factors. “Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem?”

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Poor attendance</td>
<td>- Hands off approach</td>
</tr>
<tr>
<td>- Low skill level of students</td>
<td></td>
</tr>
<tr>
<td>- Lack of transportation to/from school</td>
<td></td>
</tr>
</tbody>
</table>

### Desired Outcome
What will success look like if the needs statement is achieved and root causes addressed?

The school will provide professional development in SEL strategies and trauma informed practices to provide social/emotional support for students, as well as offer more activities outside of the academic realm to motivate students to come to school, reducing absence rates, increasing student retention, and maximizing graduation rates.

### Primary Need
The Principle and Indicator from CNA stated as a problem

**Low Graduation Rate**

Principle and indicator would normally go here, but for FY 22 ONLY please use.

### Need Statement
What must happen/change to address the root cause(s) and the primary need?

The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide time and policy resources to offer more activities beyond academics to motivate students to come to school.
RCA: deep dig on barriers and challenges
IAP: Putting the plan into action to reach goals
## IAP Strategy and Action Steps

<table>
<thead>
<tr>
<th>Evidence based strategy:</th>
<th>Implementation Action Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School wide behavioral interventions and supports (SWPBIS)</td>
<td>• Train staff in SWPBIS practices</td>
</tr>
<tr>
<td>• Restorative practices</td>
<td>• Create year-long plan for SWPBIS components to implement</td>
</tr>
<tr>
<td></td>
<td>• Train staff in restorative practices</td>
</tr>
<tr>
<td></td>
<td>• Counselor meets with teachers per schedule</td>
</tr>
</tbody>
</table>

**Monitoring Action Steps:**
- Survey staff on uses of SWPBIS strategies
- Admin observation of SWPBIS practices in action
- Survey staff on uses of restorative practices
- Admin observation of restorative practices in action
- Discuss SEL initiatives at every staff meeting
- Have consultant observe and provide feedback

**Evaluation Action Steps:**
- Review discipline data for decreased office referrals
- Review attendance data for improved rate
• By June 2022, all school staff will participate in social emotional learning provided by a contracted specialist during scheduled in-service days and pre-service days. Additionally, one out of every four staff meetings each month will focus on social emotional learning for staff personally, as well as students. Evidence will include PD sign in sheets, increased daily attendance rates and reduced discipline referrals.

• 5-year cohort graduation rate will increase from 65% in 2020-2021 to 80% in 2021-22 (an increase of 15 students).
Education Program Specialist (EPS) Support Role

Support and Technical Assistance
- On-site support visits - CSI (including F) schools
- Evidence Based Decision Making
- Support with the Comprehensive Needs Assessment (CNA) process
- Support with Root Cause Analyses
- Support developing and implementing LEA & School Integrated Action Plans (L/SIAP)
- Support with grant applications and funding processes
- Support with implementation of required LEA and school systems and structures
- Evidence Based Interventions
- Desktop support - ongoing as needed
- Leadership Development
- Professional Development (specific and based on needs)

Monitoring
- On-site monitoring visits - CSI (including F) Schools
- CNA and Root Cause Analysis review
- L/SIAP monitoring
  - Strategy and action step monitoring, evaluating and completion
  - Strategy and action step success
  - Next steps
- Quarterly Benchmark Analysis and IAP Reflection
- IAP revisions
- Fiscal Review (Grant Funded)
  - Budget review and approval
  - Quarterly expenditure review
  - Revision review and approval
  - Fiscal compliance
- Fiscal Needs
- Desktop monitoring
On-Site Support & Progress Monitoring Visits

General Site Visit Guidelines:

- 2 monitoring visits each school year (Fall & Spring)
  - Additional support visits may be scheduled
  - May be either in-person or virtual

Visits:
- Follow a pre-planned set agenda (example)
- Include a site planned data presentation (example)
- Include Staff Focus Groups
- Include Student Focus Groups (grades 5 & up)
- Include Exit Interview/next steps with Principal
- Include Exit Interview/next steps with Superintendent & LEA team

Summary Report
- EPS provides written summary report to LEA and school within 2 weeks.
Quarterly Benchmark Analysis & IAP Reflection

Purpose:

To provide the school team a structured opportunity to review, analyze and reflect on benchmark and graduation data through an intentional consideration of their Integration Action Plan goals, strategies, and actions steps; in order to create next steps based on data analyzed to promote increased student outcomes – graduation rate.
Assurances – due to EPS 10/1/2021

REVIEW

COMPLETE

SIGN

ADHERE
CSI Low Grad Rate Grant

Most CSI identified Grad rate schools are eligible.

- *For-profit charter schools are not eligible*

Requirements: Grant will NOT be scored if these are not met.

- Grad Rate Fishbone
- Completed/Updated SIAP
CSI Low Grad Rate Grant

Complete a detailed application in GME

- FFATA/GSA, Contacts, Assurances
- Program Narrative Questions
- Proposed Budget
- Related Documents (Evidence Based Summary Form, Signature Form)

Application is scored using a rubric

- 70% of points is required for funding
How to use FY22 Grant funds?

• Aligned to Need Statement of the fishbone & will eliminate root cause
• Support Planning and Develop a Transformative Plan
• Examples:
  - Off contract planning
    - Leadership team to review data and develop a plan
    - Time to research warning systems, grad solutions
    - Team Planning to develop Early Warning Indicators
    - Staff to attend Specialized nights (FAFSA, College, Tech School info nights)
  - Off contract to attend training
  - Professional Development (Evidence Based)
  - Tools to support data and tracking
  - Mentoring programs (planning and development, implementation if off contract hours)
Grant Timeline

15 Sep. 2021
Grant application opens September 15, 2021

23 Oct. 2021
Grant application closes October 23, 2021

1 Nov. 2021
LEAs notified of award or non-award
And
Grant Funds are available by Nov. 1, 2021

15 Apr. 2022
Grant evaluation tool due

30 Sep. 2022
Project ends September 30, 2022
Additional Support

- CSI Low Grad Rate Training Module: https://vimeo.com/597460472
- EPS
- Grant Open Office Hours:
  - Thursday, September 30th @ 4:00 pm
  - Tuesday, October 5 @ 8:30 am
School Support & Improvement Website

- Updates, program specific info, contact information
- Professional learning modules
- Evidence-based practices resources
- Guidance documents
- School and LEA contact forms

www.azed.gov/improvement
Additional Support

• Resources & Support
  • www.azed.gov/csi-graduation-rate

• Evidence based strategies

• Ongoing Network and Supports

## Resoures, Supports and Professional Learning Opportunitues

### Organizations

- Everyone Graduates
- GradNation America’s Promise Alliance
- AIR College and Career Readiness and Success Center
- Center for High School Success
- National Drop Out Prevention Center
  - Drop Out Programs
- Attendance Works
- National College Attainment Network
  - College and Career Readiness Calendar

### Early Warning

- AIR Implementation Guide
- District Guide to Creating Early Warning Indicators
- Ninth Grade Counts
- Pathway to Success Framework
Next Steps

Complete: LEA and School contact forms on SSI website Sept. 23
Sign: CSI program assurances and submit to EPS by Oct. 1
Conduct: Low grad rate root cause analysis by Oct. 23
Finalize: IAP to include all CSI requirements by Oct. 23
Consider: Applying for CSI graduation rate grant by EOD Oct. 23
Schedule: First site visit with EPS Nov-Dec 2021
Contact

Programmatic Questions

• Assigned Specialist
• SchoolImprovementInbox@azed.gov
Thank you!