CSI Low Graduation Rate Overview and Expectations

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.
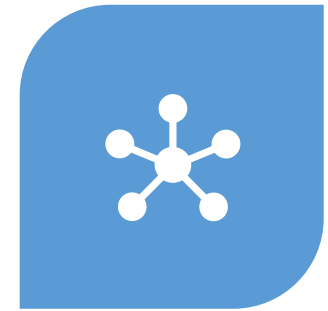
Vision for CSI Low Grad Schools

FOCUSED SUPPORT

ESSA ACCOUNTABILITY

INNOVATIVE STRATEGIES
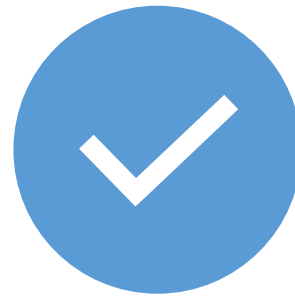
NETWORK AND SUPPORT

Norms

 Take an inquiry stance

 Lean into the conversation

 Minimize distractions

 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 preforming 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.

Exit Criteria

- 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

- $Graduation\ Rate\ = \dfrac{Number\ of\ Graduates\ from\ 5-Year\ Cohort}{Number\ in\ 5-Year\ Cohort}$

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

- $Graduation\ Rate\ = \dfrac{Number\ of\ Graduates\ from\ 5-Year\ Cohort}{Number\ in\ 5-Year\ Cohort}$

- 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

- $Graduation\ Rate = \dfrac{Number\ of\ Graduates\ from\ 5-Year\ Cohort}{Number\ in\ 5-Year\ Cohort}$

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

5-Year Cohort	Year Reviewed	Year Cohort started 9th Grade
2020	2021	2016-2017
2021	2022	2017-2018
2022	2023	2018-2019
2023	2024	2019-2020

Withdrawal Codes

Code	Name	Definition	Remove from Cohort?
W1/S1, W21/S21, W22/S22	Transferred	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.	Yes
W3/S3	Expelled	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.	No
W4/S4	Status Unknown	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	No
W41/S41	Parent Withdrawn and Awaiting Documentation	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.	No
W5/S5 W51/S51	Dropouts – Age 16 or Older	Dropouts are students who leave school with the intention of NOT completing the necessary requirements for a high school diploma.	No
W11/S11	GED	General Educational Development (GED) students are students who withdraw from school expressly for the purpose of obtaining a GED. S	No

Resources: 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
- CCRI Reports

Student Level Assessment Data

- Download Testing Data

Accountability Administration

- File Upload Manager
- Application Messaging Tool

Accountability: State & Federal Profiles
(Accountability App)

Accountability: State & Federal Profiles
(Accountability App)

Federal CSI
███████████

5-Year Graduation Rate			
	Cohort 2017	**Cohort 2018**	**Cohort 2019**	**Cohort 2020**
All Students	34.56%	32.32%	22.72%	22.53%

Subgroup	Number in Cohort	Number Graduated	Cohort 2020 Graduation Rate
White	88	21	23.86%
African American	██████████	██████████	██████████
Hispanic/Latino	109	21	19.27%
Asian	██████████	██████████	██████████
Native American	██████████	██████████	18.18%
Pacific Islander	██████████	██████████	██████████
Two or More Races	██████████	██████████	33.33%
EL and FEP 1-4	██████████	██████████	██████████
Students with Disabilities	██████████	██████████	6.45%
Income Eligibility 1 & 2	██████████	██████████	██████████

Enrollment	
2020-2021 October 1 Accountability Enrollment	489
Less than 100	No

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)

Reports

Fiscal Year: 2020

Local Education Agency: Chandler Unified District #80 (4242)

Student Detail

TRANS10 - Data Transmission Summary Report

TRANS15 - Data Transmission Detail Report

STUD10 - Student Data Verification Report

INTEG15 - Student Data Integrity Report

STUD74 - Student Excessive Absence Report

ABSATT10 - Absence / Attendance Minutes Verification Report

STUD78 - Student Cohort Verification Report

STUD15 - Student Data Verification Detail Report

STUD72 - Student Membership Information by DOA / DOR Report

MEM10 - Shared Student Enrollment Report

Accountability

English Learner

Special Education

Student-Teacher-Course Connection

Support Program

OCT1

STUD78 - Student Cohort Verification Report ⓘ

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.

School(s): 1 Selected   **Grade(s):** 4 Selected   **Page Breaks between Schools:** ☑   **Page Break between Grade Levels:** ☑

View Report

PDF   CSV   Print

|◀ ◀ 1 of 151 ▶ ▶| ◇   Find | Next

STUD78   Chandler Unified District #80 (4242)   CTDS: 07-02-80-000

Fiscal Year: 2020   Student Cohort Verification Report   Page: 1 of 151

School Year: 2019 - 2020   Report Date: 08/25/2021 02:15 PM

School CTDS: 07-02-80-228

School Name: Perry High School (89613)

Grade Level: 9

District Student ID	State Student ID	Last Name	First Name	Middle Name	Birth Date	Enrollment Code	Start Date	ExitCode	Exit Date	Cohort

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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State and Federal Accountability

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- 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
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- CCRI Reports

Student Level Assessment Data

- Download Testing Data

Accountability Administration

- File Upload Manager
- Application Messaging Tool

Graduation Report
(Accountability App)

Graduation Report
(Accountability App)

Graduation Rate School Summary Report

Graduation Rate Report / School Summary

Report Parameters

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

District Summary | State Summary | Student Level Report

Display 25 **records per page**

CSV | Excel | PDF | Print

Search:

Entity Name	Entity Code	Type	# of Graduates	# in Cohort	Graduation Rate(%)
Perry High School	89613	All	919	950	96.74
Perry High School	89613	American Indian or Alaska Native	███	███	███
Perry High School	89613	Asian	67	69	97.1
Perry High School	89613	Black/African American	45	48	93.75
Perry High School	89613	English Learner	███	███	███
Perry High School	89613	English Learner and FEP 1-4	███	███	███
Perry High School	89613	English Learner Cohort	███	███	███
Perry High School	89613	Female	443	456	97.15
Perry High School	89613	Foster Care	███	███	███
Perry High School	89613	Foster Care Cohort	███	███	███
Perry High School	89613	Hispanic or Latino	153	163	93.87
Perry High School	89613	Homeless	███	███	███
Perry High School	89613	Homeless Cohort	███	███	███
Perry High School	89613	Income Eligibility 1 and 2	107	113	94.69
Perry High School	89613	Income Eligibility 1 and 2 Cohort	160	174	91.95
Perry High School	89613	Male	476	494	96.36
Perry High School	89613	Migrant	███	███	███
Perry High School	89613	Migrant Cohort	███	███	███
Perry High School	89613	Military	███	███	███
Perry High School	89613	Military Cohort	███	███	███
Perry High School	89613	Multiple Races	33	34	97.06
Perry High School	89613	Special Education	72	88	81.82
Perry High School	89613	Special Education Cohort	86	102	84.31
Perry High School	89613	White	616	631	97.62

Showing page 1 of 1

Previous | 1 | Next

Graduation Report
(Accountability App)

Grad Rate Student Detail Report

Graduation Rate Report / School Summary / Student Level Report

Report Parameters

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

Back to Summary   Students who failed integrity

Display 25 records per page

CSV   Excel   PDF   Print

Search:

District Name	District Code	School Name	School Code	Last Name	First Name	Middle Name	SSID	Hispanic	African American	American Indian	Asian	Pacific Islander	White	Gender	SPED	EL	Entry Date	Exit Date	Exit Code	Year End Code
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														3/24/2020	3/24/2020	W7	Not Provided
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														5/27/2020	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	5/28/2020	G	G
Chandler Unified District #80	4242	Perry High School	89613														7/31/2019	5/28/2020	G	G

Showing page 1 of 38

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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- Grad Rate Report
- Dropout Rate Report
- Persistence 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

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

District   Chandler Unified District #80

School   Perry High School

Fiscal Year   2020

Get Report

Dropout Rate Report
(Accountability App)

Dropout Rate School Summary Report

Dropout Rate Report / School Summary

Report Parameters
District:
Chandler Unified District #80

School:
Perry High School

Fiscal Year:
2020

District Summary | State Summary | Student Level Report

Display [25 ▾] records per page

CSV | Excel | PDF | Print

Search: [   ]

Entity Name	Entity Code	Type	# of Dropouts	# Enrolled	Dropout Rate(%)
Perry High School	89613	All	40	4109	0.97
Perry High School	89613	American Indian or Alaska Native	■	■	4.17
Perry High School	89613	Asian	■	■	■
Perry High School	89613	Black/African American	■	■	2.37
Perry High School	89613	English Learner	■	■	■
Perry High School	89613	English Learner and FEP 1-4	■	■	2.17
Perry High School	89613	English Learner Cohort	■	■	2.44
Perry High School	89613	Female	14	2051	0.68
Perry High School	89613	Foster Care	■	■	■
Perry High School	89613	Foster Care Cohort	■	■	■
Perry High School	89613	Hispanic or Latino	■	■	■
Perry High School	89613	Homeless	■	■	■
Perry High School	89613	Homeless Cohort	■	■	3.7
Perry High School	89613	Income Eligibility 1 and 2	■	■	■
Perry High School	89613	Income Eligibility 1 and 2 Cohort	12	749	1.6
Perry High School	89613	Male	26	2058	1.26
Perry High School	89613	Migrant	■	■	■
Perry High School	89613	Migrant Cohort	■	■	■
Perry High School	89613	Military	■	■	■
Perry High School	89613	Military Cohort	■	■	■
Perry High School	89613	Multiple Races	■	■	■
Perry High School	89613	Native Hawaiian or Pacific Islander	■	■	■
Perry High School	89613	Special Education	■	■	■
Perry High School	89613	Special Education Cohort	11	481	2.29
Perry High School	89613	White	23	2694	0.85

Showing page 1 of 1

Previous | 1 | Next

Dropout Rate Report
(Accountability App)

Dropout Rate Report
(Accountability App)

Dropout Rate Student Detail Report

Dropout Rate Report / School Summary / Student Level Report

Report Parameters
District:
Chandler Unified District #80

School:
Perry High School

Fiscal Year:
2020

[Back to Summary] [Students who failed integrity]

Display [25] records per page

[CSV] [Excel] [PDF] [Print]

Search: W4

District Name	District Code	School Name	School Code	Last Name	First Name	Middle Name	SSID	Hispanic	African American	American Indian	Asian	Pacific Islander	White	Gender	SPED	EL	Entry Date	Exit Date	Exit Code
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	3/5/2020	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	10/23/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	3/6/2020	W4
Chandler Unified District #80	4242	Perry High School	89613														9/10/2019	11/13/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/24/2019	10/24/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	2/21/2020	W4
Chandler Unified District #80	4242	Perry High School	89613														1/30/2020	3/6/2020	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	10/23/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	10/17/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	9/18/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/26/2019	11/6/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	12/19/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	8/15/2019	W4
Chandler Unified District #80	4242	Perry High School	89613														7/23/2019	8/13/2019	W4

Showing page 1 of 1 (filtered from 4,109 total records)

Dropout Tracker
(AzEDS Portal)

- Student level report

- Students that left a school with a W4

- Shows if students have subsequent enrollment.

Reports

Fiscal Year: 2020

Local Education Agency: Chandler Unified District #80 (4242)

Student Detail

Accountability

STUD77 - Summer Withdrawals Report

STUD79 - Dropout Tracker Report

English Learner

Special Education

Student-Teacher-Course Connection

Support Program

OCT1

STUD79 - Dropout Tracker Report ⓘ

This report provides a list of students who have been withdrawn from school with a code of W4, W5, S4 and S5 within the selected Fiscal Year.

School(s): Select options

Page Break between Schools: ☑

View Report

PDF | CSV | Print

◁◁ ◁ 1 of 1 ▷ ▷▷ ◁ [   ] Find | Next

STUD79   Chandler Unified District #80 (4242)   CTDS: 07-02-80-000

Fiscal Year: 2020   **Dropout Tracker Report**   Page: 1 of 1

School Year: 2019 - 2020   Report Date: 08/25/2021 03:21 PM

School CTDS: 07-02-80-228

School Name: Perry High School (89613)

District Student ID	State Student ID	Last Name	First Name	Grade	First Day of Membership	Last Day of Membership	Withdrawal Activity Code	Subsequent Enrollment	Subsequent Graduation
███	███	███	███	9	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	10	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	12	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	11	07/23/19	03/05/20	W4	Y	N/A
███	███	███	███	10	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	9	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	12	07/23/19	10/23/19	W4	N/A	N/A
███	███	███	███	9	07/01/19	07/01/19	S4	Y	N/A
███	███	███	███	12	07/23/19	03/06/20	W4	Y	N/A
███	███	███	███	12	07/01/19	07/01/19	S4	N/A	N/A
███	███	███	███	11	09/10/19	11/13/19	W4	Y	N/A

Best Practices

Practice to evaluate and update withdrawal codes

System to track students within cohorts

Contact

Data

- AchieveInbox@azed.gov

Pathways to Success

This or That

New to CSI

Continuing CSI

Traditional

Alternative

District

Charter

Non-profit

For Profit

Part of a larger organization

Single site LEA

Online

Brick & Mortar

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?

Cohort Report - Fields

SchoolName	**EnrollmentCode**
GradeLevel	**StartDate**
BirthDate	**ExitCode**
StateStudentID	**ExitDate**
LastName	**CohortYear**
FirstName	

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

Stu_ID	Name	Enroll_Code	StartDate	ExitCode	ExitDate	CohortYear	Credits	OnTrack
1		E3	7/21/2021	G	5/26/2022	2022	17	Yes
2		E1	7/21/2021	G	5/26/2022	2022	15	No
3		E1	7/20/2021	S41	7/20/2021	2022	17	Yes
4		E1	7/21/2021	G	5/26/2022	2022	20	Yes
5		E1	7/21/2021	G	5/26/2022	2022	14	No
6		E1	7/21/2021	G	5/26/2022	2022	17	Yes
7		E1	7/21/2021	G	5/26/2022	2022	17	Yes
8		E1	7/20/2021	S1	7/20/2021	2022	17	Yes
9		E1	7/21/2021	G	5/26/2022	2022	21	Yes
10		E3	7/21/2021	W4	8/4/2021	2022	17	Yes
11		E1	7/20/2021	S41	7/20/2021	2022	18	Yes

Data person

- Who is checking this data?
  - ❖Registrar
  - ❖Counselor

What is possible?

- 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?
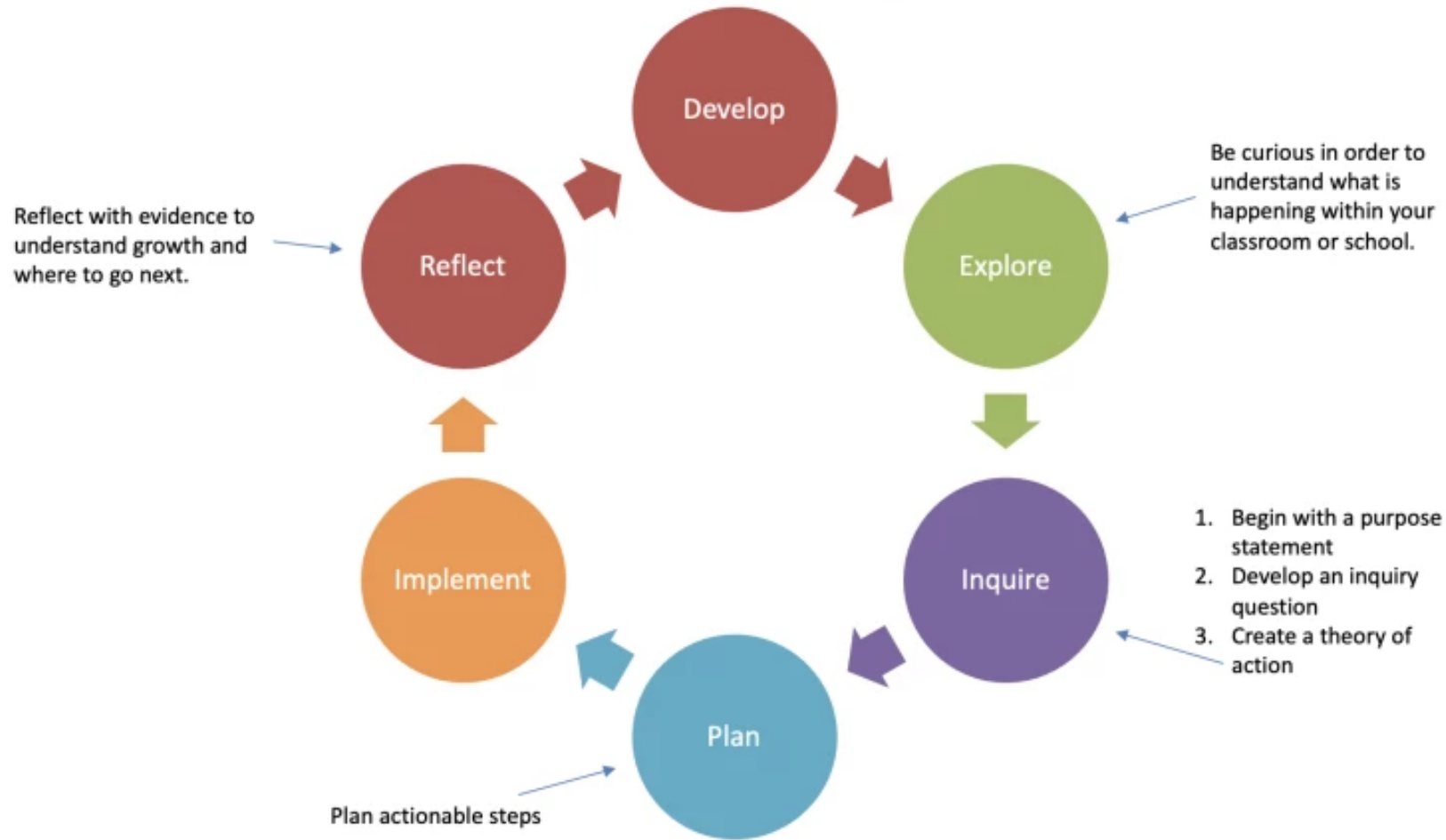
Who are you and how do you do business?

- 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
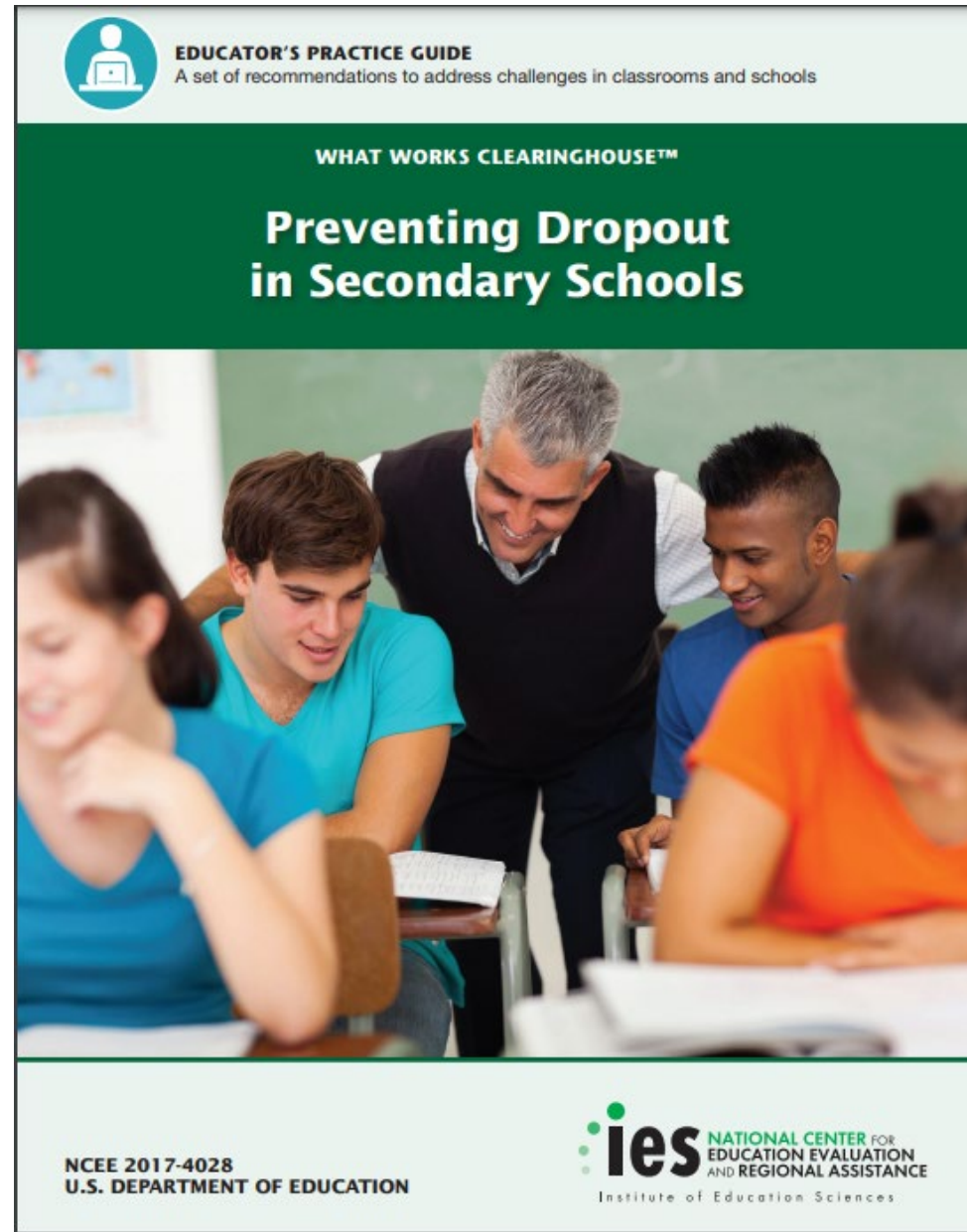
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

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
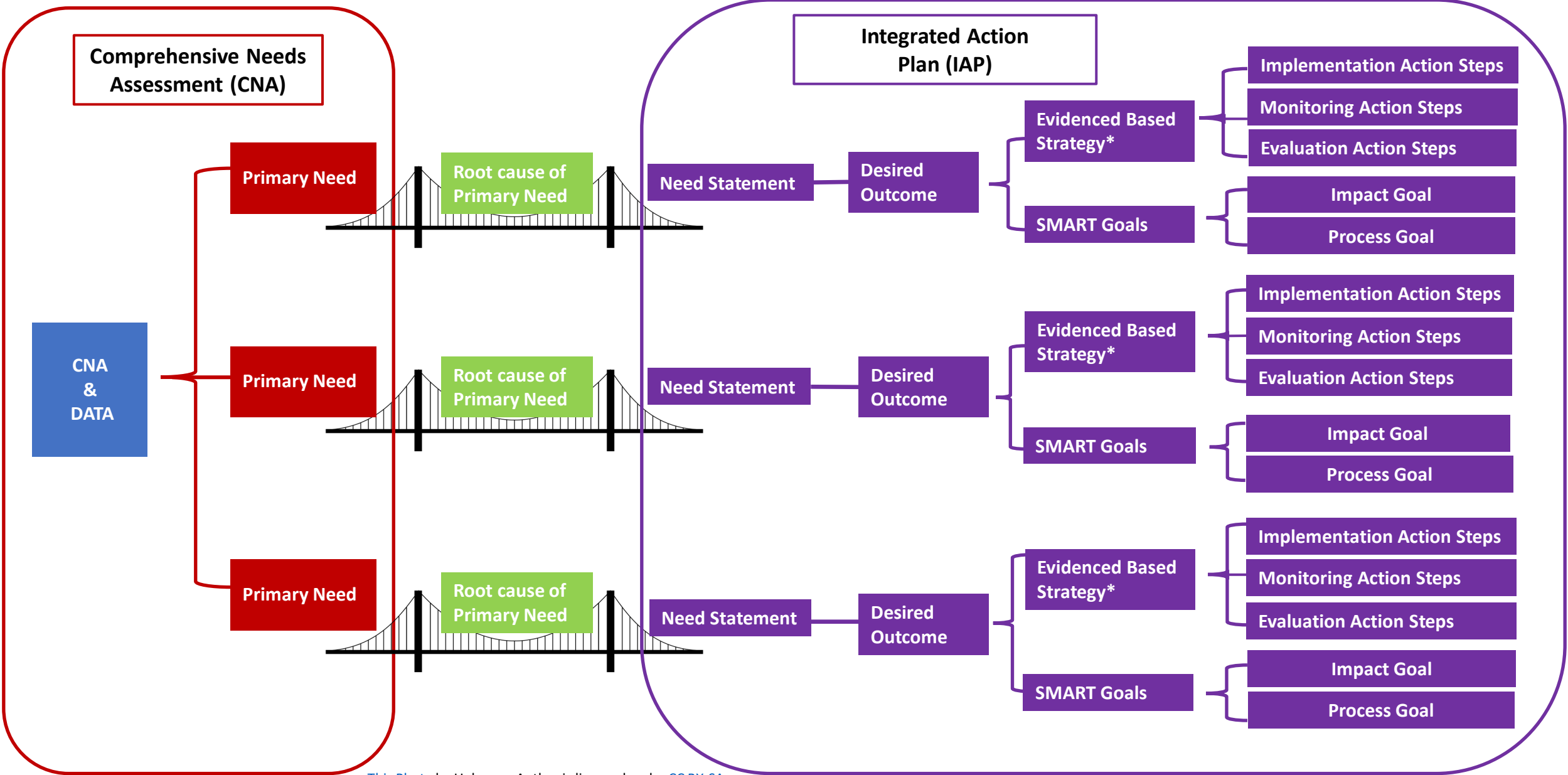
ADE's Comprehensive Needs Assessment Model

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

CNA to IAP process

Comprehensive Needs Assessment (CNA)

Integrated Action Plan (IAP)

CNA & DATA

Primary Need → Root cause of Primary Need → Need Statement → Desired Outcome → Evidenced Based Strategy* → Implementation Action Steps / Monitoring Action Steps / Evaluation Action Steps

SMART Goals → Impact Goal / Process Goal

Primary Need → Root cause of Primary Need → Need Statement → Desired Outcome → Evidenced Based Strategy* → Implementation Action Steps / Monitoring Action Steps / Evaluation Action Steps

SMART Goals → Impact Goal / Process Goal

Primary Need → Root cause of Primary Need → Need Statement → Desired Outcome → Evidenced Based Strategy* → Implementation Action Steps / Monitoring Action Steps / Evaluation Action Steps

SMART Goals → Impact Goal / Process Goal

CNA Overview

Who?   Leadership teams
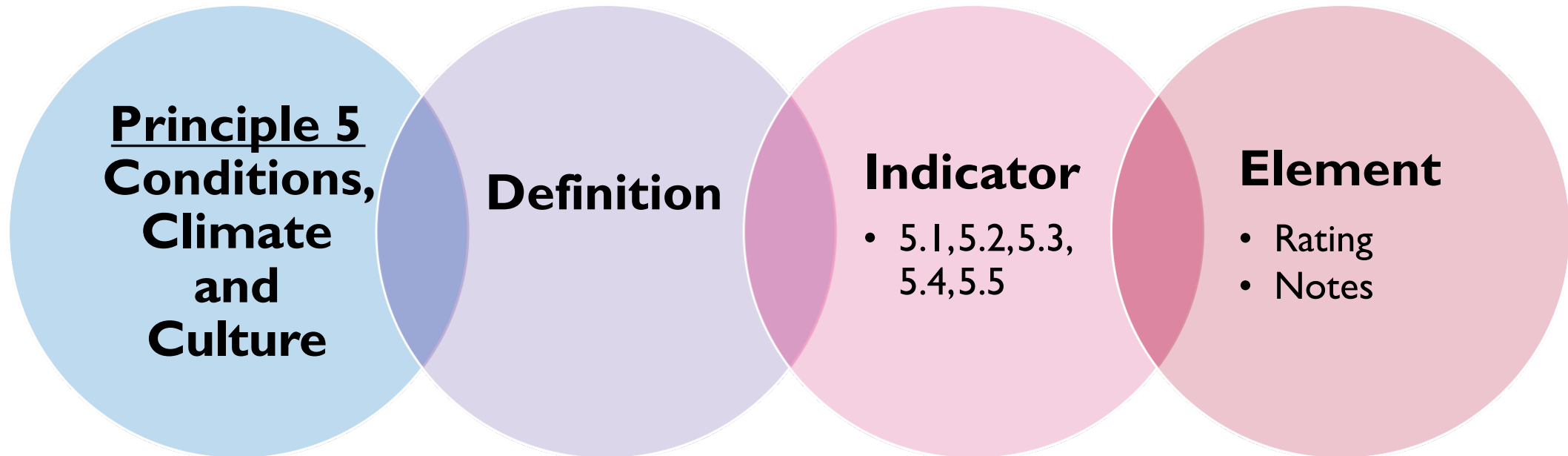
What? Reviews data

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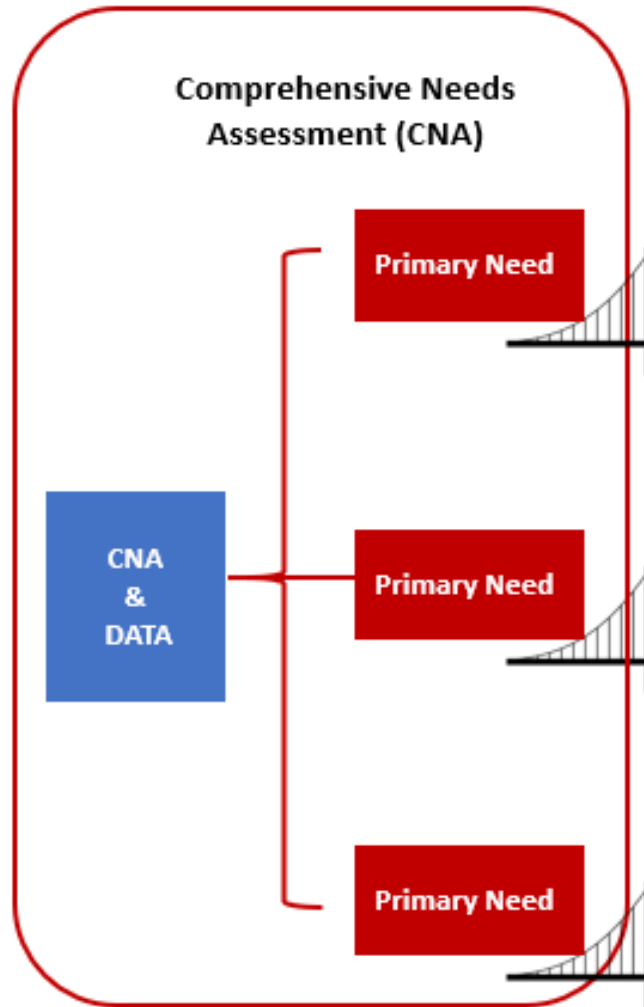   use templates and guides

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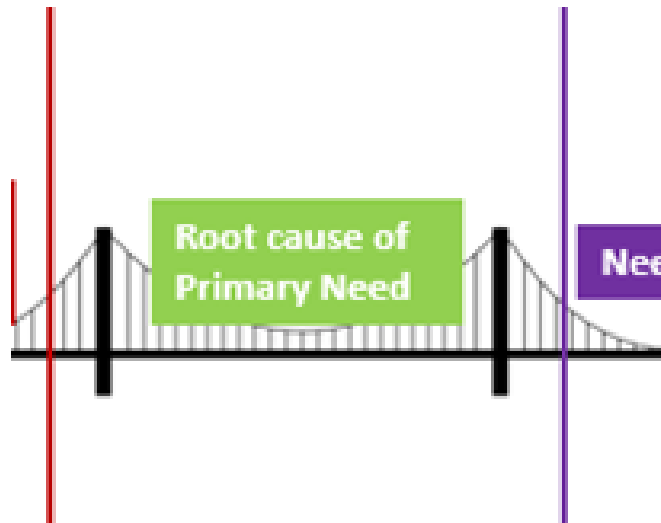
Within each principle...

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?

Aligning CNA to RCA to SIAP

Root Cause Analysis Fishbone Template

Overall Root Cause Statement The synthesis of the most powerful root cause(s).	**Social emotional needs and maintaining school engagement are lacking**

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?"*

Students	**Parents**	
• Poor attendance • Low skill level of students • Lack of transportation to/from school	• Hands off approach	•

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

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

Low Graduation Rate

Staff	**Student Surveys**	
• Poor attendance • Lack understanding of SEL strategies	• Don't feel safe • Don't feel connected to school • Want more/different afterschool activities	•

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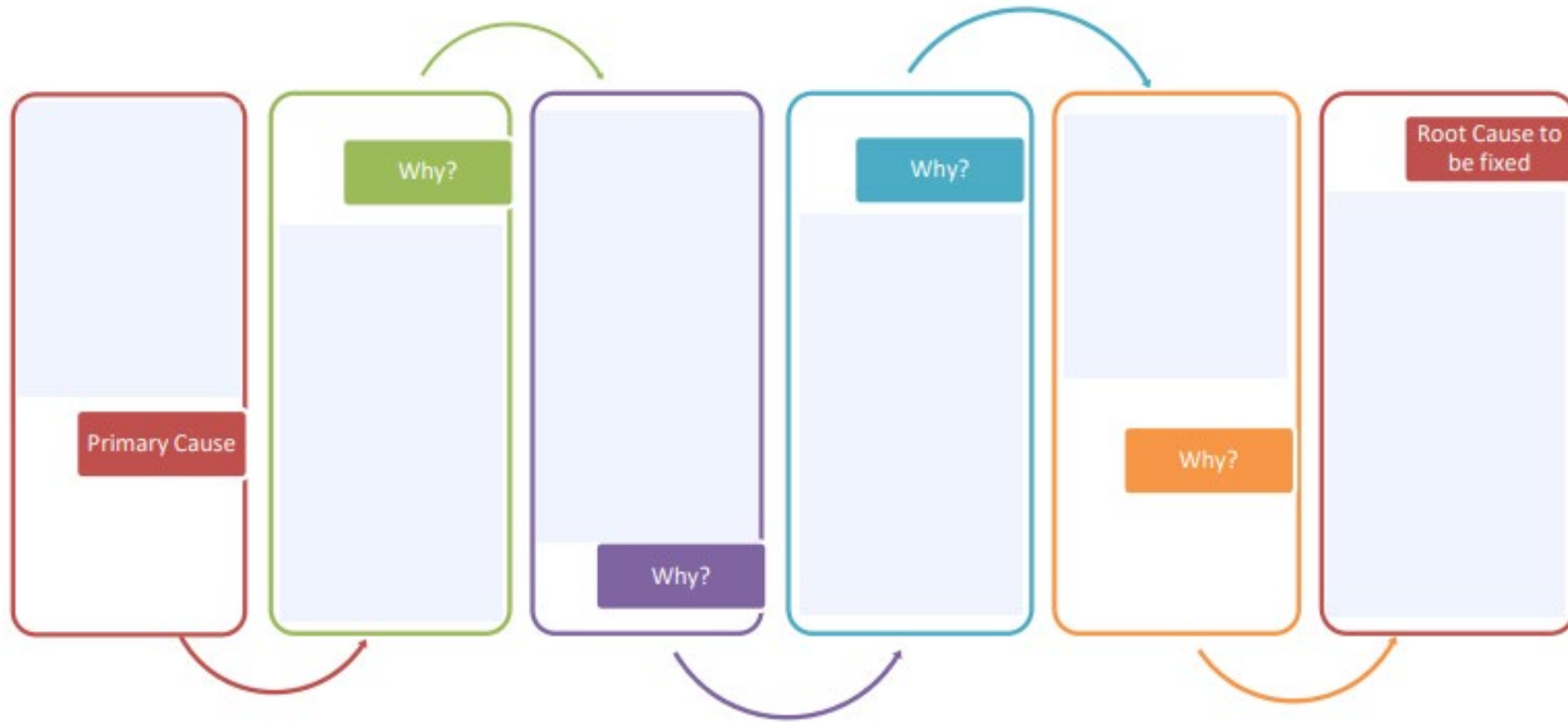*What must happen/change to address the root cause(s) and the primary need?*

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

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.

RCA: deep dig on barriers and challenges

IAP: Putting the plan into action to reach goals

IAP Strategy and Action Steps

Evidence based strategy:	Implementation Action Steps:
• School wide behavioral interventions and supports (SWPBIS) • Restorative practices	• Train staff in SWPBIS practices • Create year-long plan for SWPBIS components to implement • Train staff in restorative practices • Counselor meets with teachers per schedule
	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.

Appendix J   Quarterly Benchmark Analysis and IAP Reflection

Arizona Department of Education | School Support and Improvement Unit

Quarterly Benchmark Analysis and IAP Reflection Tool (SY 2021-2022)

LEA:	School:	Classification:

Overview:

The purpose of this Quarterly Benchmark Analysis and IAP Reflection Tool is to give your school team a structured opportunity to review and analyze benchmark data, reflect on Integrated Action Plan goals, strategies, and action steps, and create next steps based on data analysis. The template is broken down into 3 parts.

I. Data Review Process	II. Benchmark Data Sources & Results	III. IAP Review & Data Analysis
How does your team review IAP progress and benchmark data? Who is part of your team? How do you share information with stakeholders?	What benchmark assessments are administered and to whom? What are the results of the benchmark assessments?	What is your theory as to why you achieved the benchmark results? What implications does it have on your IAP moving forward? What needs to be done as a result?

This process is intended to be completed by the site-based leadership team on a quarterly basis. It is highly recommended that your team plan these data analysis meetings prior to the due dates listed below. Please do not hesitate to reach out to your assigned Program Specialist for support.

Document Submission:

- This document is cumulative for the 2021-2022 School Year and should be updated and added to each quarter. See table below for due dates.
- *Email your Quarterly Benchmark Analysis and IAP Reflection directly to your Specialist.*
- Schools may also include their benchmark data using their own data collection form (ex: Galileo Benchmark Report for aggregate school and grade level data). *Please do not send individual student data.*

Table: Quarterly Benchmark Information and Due Dates

Quarter	Type of Data	Data Source	Benchmark Analysis and IAP Reflection Due
Quarter 1	Beginning of Year 6 Week Benchmark #1 (by 9/25 per Governor's order)*	School-determined (may be different than Benchmarks)	October 29, 2021
Quarter 2	Benchmark #2	School-determined	January 28, 2022
Quarter 3	Benchmark #3	School-determined	March 31, 2022
Quarter 4	End of Year and Final Benchmark	Must include Statewide Assessment and School-determined measure	June 30, 2022

1

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
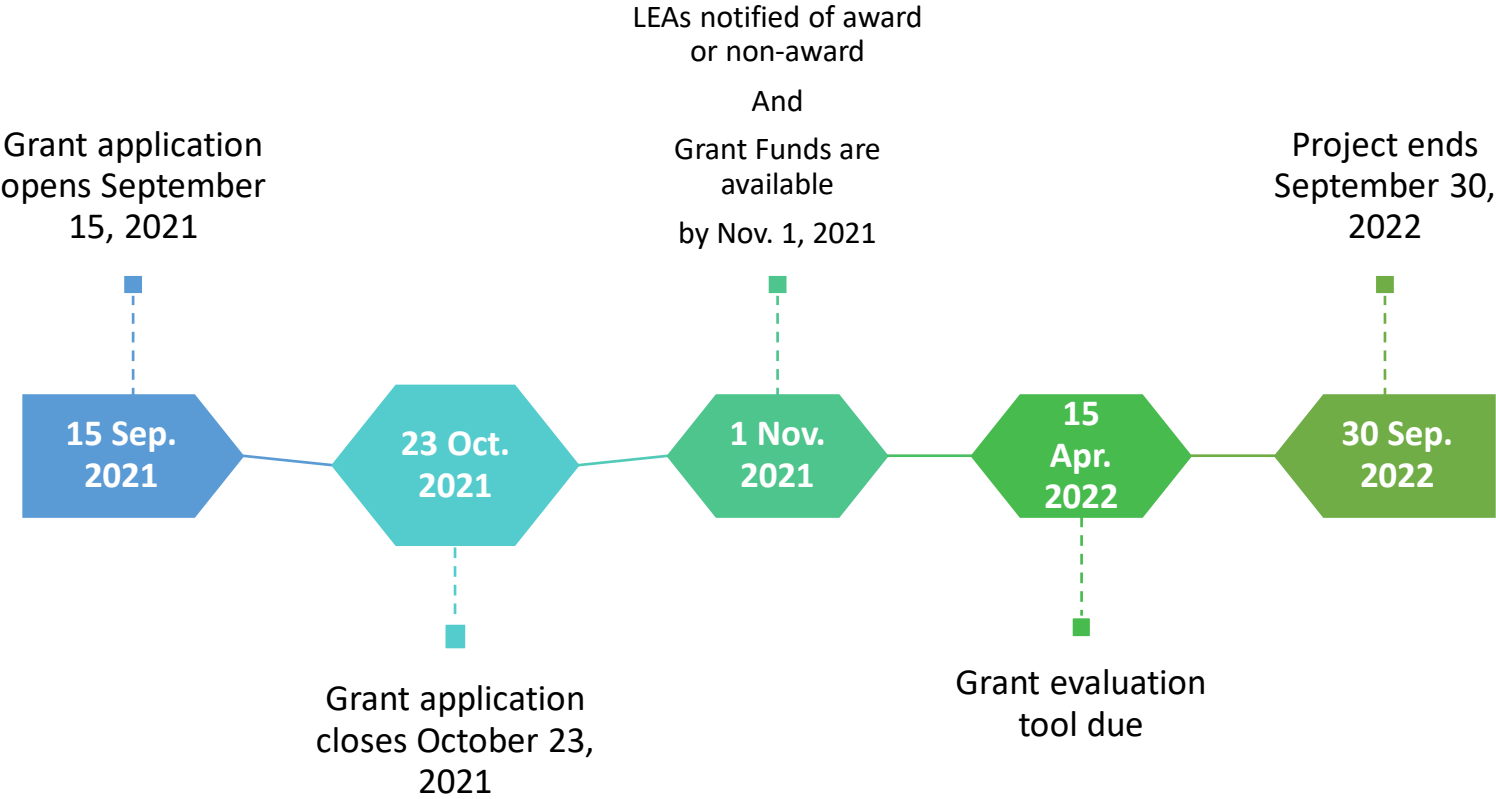
Additional Support

CSI Low Grad Rate Training Module

https://vimeo.com/597460472

EPS
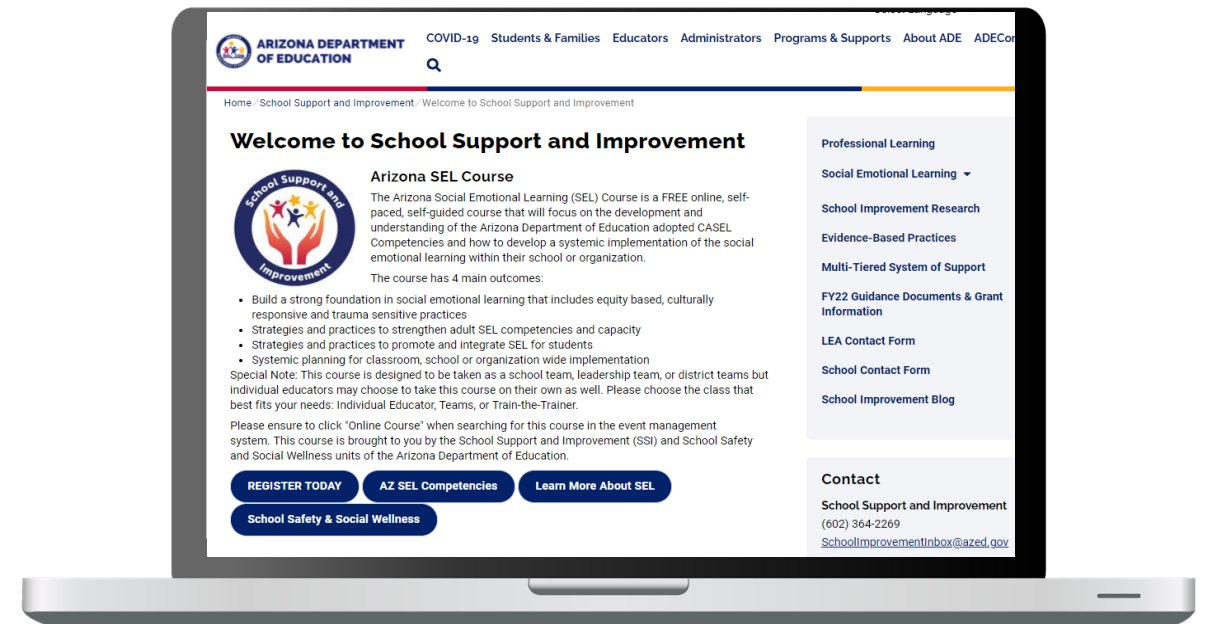
Grant Open Office Hours

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

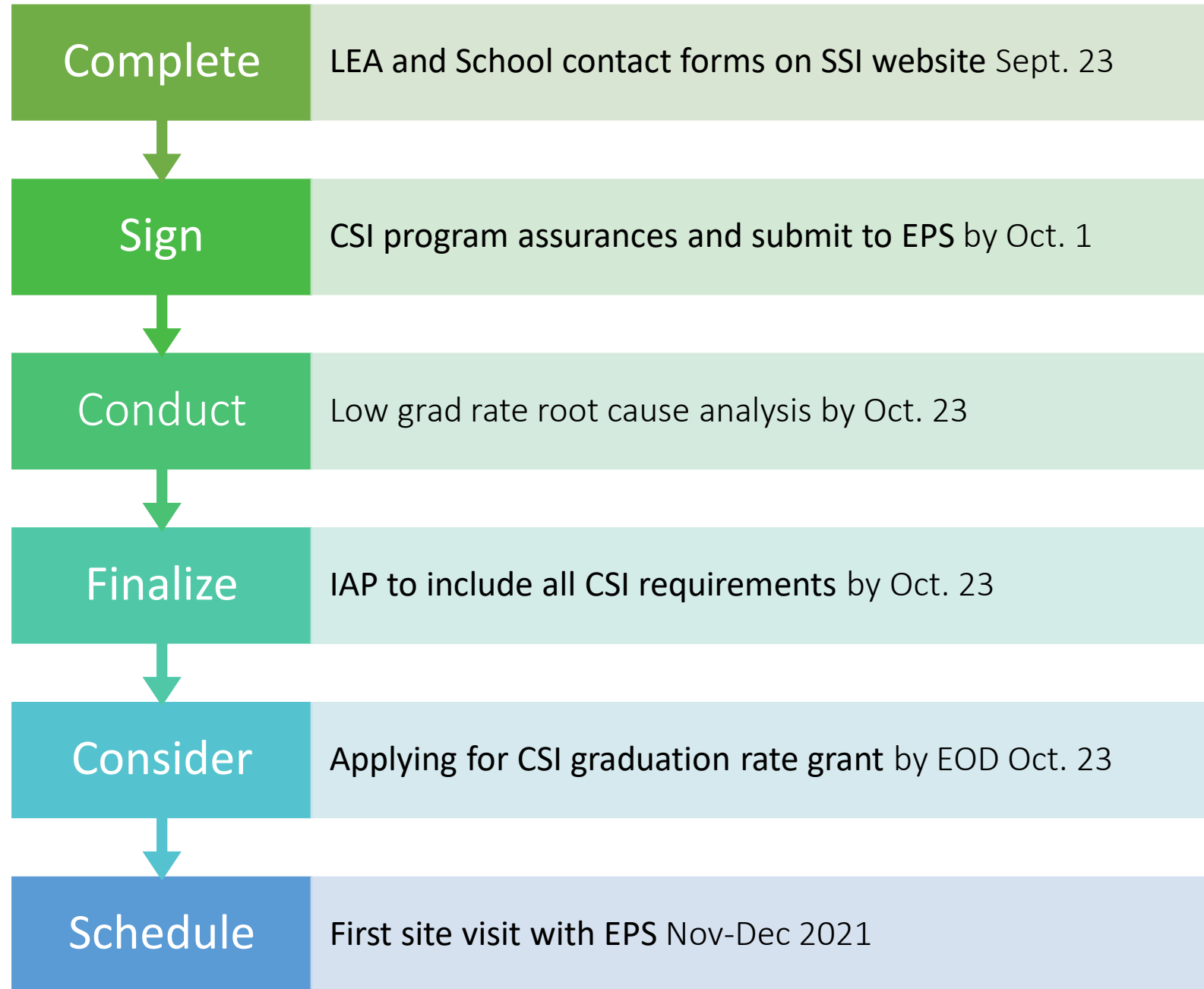▶ **Resoures, Supports and Professional Learning Opportunties**

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!