Assessments and Accountability Overview
2021-2022 School Year
Accountability is Moving Forward

2021-2022
There are no State or Federal Waivers for Accountability
The Pandemic and Accountability Components
The Pandemic and Its Impact To Accountability Components

• On-going monitoring of all components
  • Report to the State Board of Education

• Chronic absenteeism (Pending Federal Approval)
  • Changes in weighting for K-8 Federal Accountability
  • 2 points possible in K-8 Acceleration Readiness

• 95% participation and penalty impact
  • Current penalty will add students to the denominator to reach 95% participation
  • State Board will receive specific feedback in relation to participation rates
2021-2022 State A-F Models

What to expect
Main Considerations

- Keeping the models as close as possible to the 2020-2021 accountability component model which will allow comparison to prior year data
  - Also provides the ability to identify possible changes and/or improvements to the prior year performance
- Gathering data on the change in assessment platform for grades 3-8 and statewide administration of ACT in 11\textsuperscript{th} grade, while working towards a statewide five-year plan for accountability
- Monitoring the continuing COVID-19 impact on individual components
- Evaluating the AOI school performance using the traditional models for future cut-point modeling
- Capture date for ACT (pending)
K-8 Traditional Model

• **Growth**
  • Return to traditional growth measure (one-year versus skip-year growth) utilizing Student Growth Percentiles (SGP) for the first-year administration of Arizona Academic Standards Assessment (AASA).

• **Science Bonus Point**
  • Tiered Bonus point awarded based upon a school’s average proficiency level at or above the state average.
  • As calculated in 2018-2019 school year
K-8 Traditional Model

• **Acceleration and Readiness**
  • All components based on improvement utilizing results from the 2020-2021 school year compared to the 2021-2022 school year.

• **AOI Chronic Absenteeism**
  • Calculate Chronic Absenteeism for AOIs using a separate cut-point based on modeling converting minutes to days.
  • Closely monitoring AOI component outcomes for modeling and potential future considerations
9-12 Traditional Model

• **Growth**
  - One-year measure utilizing SGP
  - Compare 2020-2021 AzM2 (10th Grade) to the 2021-2022 ACT assessment (11th grade)

• **Science Bonus Point (Same as K-8)**
  - Tiered bonus point awarded based upon a school’s average proficiency level at or above the state average.
  - As calculated in 2018-2019 school year
9-12 Traditional Model

• **College and Career Readiness Index: EdReady**
  • EdReady added to CCRI with point values consistent with Accuplacer
  • Six assessments or max of 2.10 points

• **College and Career Readiness Index: Diploma Seals**
  • Modify CCRI spreadsheet to collect school/student data on Diploma Seals
  • For analysis purposes and *potential* addition to CCRI as part of 5-Year Accountability Plan
9-12 Traditional Model

- **ACT Aspire Bonus Point**
  - Opportunity for additional bonus point based on Grade 9 participation in the ACT Aspire
  - Mirrors AzSci Test Bonus Point from 2020-2021 school year
  - 95% tested will mirror how AzM2 was handled in 2020-2021 in regard to potential MSAA students

**Numerator:** Tested 9th Grade Cohort Students on ACT Aspire

**Denominator:** 9th Grade Cohort Students minus any students who had an MSAA assessment in the previous two years.
9-12 Alternative Model

• **College and Career Readiness Index: ACT**
  • Modify ALT CCRI to allow Alternative school student to earn CCRI points for Proficiency level 2 on ACT.
  • Coincides with previous AzMERIT/AzM2 Alternative CCRI component

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State A-F 5-Year Accountability Plan

Where are we headed?
State A-F
5-Year Accountability Plan

• State Board of Education
  • https://azsbe.az.gov/f-school-letter-grades
  • Five-Year Accountability Plan
    • 5-Year Accountability Plan

• Major items
  • District Letter grades
  • Middle School Models for Traditional and Alternative
  • Updating CCRI for both Traditional and Alternative
  • K-2 Model
  • Small School Model
Additional Resources

• A-F Letter Grade Technical Manuals
  • Fiscal Year 2022 K-8 Traditional Schools Business Rules
  • Fiscal Year 2022 9-12 Traditional Schools Business Rules
  • Fiscal Year 2022 Alternative Schools Business Rules

• Updated Resources
  • https://www.azed.gov/accountability-research/state-accountability

• Achieve
  • (602) 542-5151
  • Achieve@azed.gov
Federal Accountability

2021-2022
Federal Accountability for 2021-2022

• Comprehensive School Improvement – Low Achievement (CSI-LA) (Pending Federal Approval)
  • SQSS Indicator – Chronic Absenteeism will go from 10 points to 2 points and growth will increase from 20 to 28 points
  • Combination schools will have Chronic Absenteeism removed dropping total points from 100 to 95

• Additional Targeted Support and Improvement – (ATSI)
  • Follows CSI-LA at the subgroup level

• Targeted Support and Improvement – (TSI)
  • Three most recent years of available data
In order to ensure schools do not remain in improvement due to a COVID anomaly, schools identified in fall of 2022 based on data from the 2021-2022 school year, will be able to exit fall of 2023 based on 2022-23 data.

Exit Criteria:

- a minimum of one year of consecutive achievement; and
- implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
- above bottom 5% of Title l schools considering all applicable criteria.
More Information & Resources

• ADEConnect to see data for 2020-2021 was posted
• Federal Business Rules pending
• School Support and Improvement: https://www.azed.gov/improvement
Summary

Questions, please contact Achieve

Achieve@azed.gov
(602)542-5151