Accountability Data Guide

Introduction

The purpose of this document is to serve as a resource for working with Arizona Department of Education (ADE) Accountability data. It includes the general schedule for the release of public reports from the 2021-2022 school year and information on redaction rules used by ADE. The document also includes some guidelines and a list of other resources that researchers may find useful.

COVID Disclaimer

Care should be taken when working with data from both the 2019-2020, 2020-2021, and 2021-2022 school years due to the impact of the COVID-19 pandemic. ADE has made every effort to calculate measures consistently with previous years. The pandemic may have impacted the data in unforeseen ways, and so all analysis needs to take pandemic effects into account. It is especially important to be careful when comparing data from past years as there may be missing data, a change in demographics, or other unforeseen impacts.

2022-2023 Public Reporting Schedule

Name	Tentative Month Published	Year Reported	Description	Aggregation Level	Location
5-Year Graduation Rate	08/2022	Cohort 2021	Reports the 5-Year graduation rate by cohort	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data
Assessment Results (AzM2, MSAA)	08/2022	School Year 2021-2022	Reports the results of the statewide ELA and Math assessments	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data
English Learner Results (AZELLA)	09/2022	School Year 2021-2022	Reports the results of the statewide EL assessment.	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data
Dropout Rate	9/2022	School Year 2021-2022	Report's school dropout rates	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data
A-F Letter Grades Public File	11/2022	School Year 2021-2022	Reports School A-F Letter grades and indicator performance	K-8 Schools, 9-12 Schools, Hybrid Schools, Alternative Schools	https://azsbe.az.gov/f-school-letter-grades
4-Year Graduation Rate (2021)	12/2023	Cohort 2022	Reports the 4-Year graduation rate by cohort	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data
October 1, 2021 Enrollment	3/2023	School Year 2022-2023	Reports the deduplicated number of students enrolled in schools and programs on October 1, 2021 by demographic information and grade.	School, District/Charter, County, State	https://www.azed.gov/accountability-research/data

Subgroup Definitions

Accountability reports data for a variety of racial/ethnic and socio-economic subgroups. When discussing subgroup cohorts, that refers to students who were in that subgroup at any point during high

school. For instance, if a student received EL services in 10th grade, and no longer required services in 11th grade, then they would be considered in the EL Cohort subgroup, but not the EL subgroup. Public reports specify which subgroup is being reported.

The following table lists and defines each subgroup.

Subgroup	Definition
All	All students
American Indian or Alaska Native	Students that identify as American Indian or Alaskan Native
Asian	Students that identify as Asian
Black/African American	Students that identify as Black/African American
EL	Student has an identified EL need and is receiving services during the current school year
EL Cohort	Students that received EL services at some point during high school
Female	Students that identify as female
Foster Care Cohort	Students that were in foster care at some point during high school
Hispanic or Latino	Students that identify as Hispanic or Latino
Homeless Cohort	Students that were homeless at some point during high school
Income Eligibility 1 and 2	Students were identified as Income Eligibility 1 or 2 during the current year
Male	Students that identify as male
Migrant Cohort	Students that were migrants at some point during high school
Military Cohort	Students who had at least one parent serving in the military while the student was in high school
Multiple Races	Students that identify as more than one racial/ethnic group
Native Hawaiian or Pacific Islander	Students that identify as Native Hawaiian or Pacific Islander
Students with Disabilities	Students that were identified as having a special education need
White	Students that identify as White

Redactions

Personally Identifiable Information at the student, teacher, and parent level and small aggregated data counts are redacted to avoid public release under the Family Educational Rights and Privacy Act (FERPA). This standard is intended to assist ADE in maintaining compliance with privacy and confidentiality requirements under FERPA and the Personally Identifiable Information (PII) (GSA OMB-M-10-23). ADE publishes redacted reports to avoid exposing information about a specific student, teacher, or parent while maximizing data analyses that can be released safely.

Process:

Per the SLDS Technical Brief provided by the National Center for Education Statistics, individual states have adopted minimum group size reporting rules. The Arizona Department of Education has identified the minimum number of group size to be 11 students. ADE will suppress results for all student reporting groups with 0 to 10 students and suppress any related reporting subgroups. The preferred method for achieving this suppression is to replace counts of students or percentages where there are 10 or less students or when other categories can be combined to discern counts or percentages where there are 10 or less students, with an asterisk. The following redaction steps are applied to most public reporting.

1. Replace any number with an asterisk where:
   a. The count is 10 students or less
   b. The percentage reported represents 10 or fewer students
   c. The data can be used with other published data to determine missing values that should be redacted
2. Replace extremely high and low percentages with an approximation:
   a. Replace values greater than 98% with >98%
   b. Replace values less than 2% with <2%

Data Guidelines

The following section covers some best practices when using ADE data. This list is not exhaustive but does cover some common pitfalls.

1. Understand Dataset

Before working with any dataset, it is important to understand the purpose and structure of the dataset. Understanding how the report is structured and how to manipulate that structure is critical to drawing insights from a dataset. ADE public reports are structured to report aggregate values for all students, but also the results for students in each subgroup. As a result, each school/LEA/County will have multiple entries in the public report, one for each subgroup.

2. Understand Variables

Before working with a dataset, it is critical to check the data dictionary or codebook for the definition of each variable in the dataset. The data dictionary should report the definition of each variable and, where applicable, the formula used to calculate that variable. This will ensure

that insights drawn from the dataset are valid and that variables mean what the researcher believes them to mean.

3. Federal Data vs State Data

The federal government collects and reports a number of measures on AZ schools. These variables often have the same name as variables published by ADE. However, it is common for the federal variables and state variables of the same name to have different definitions or different calculations. In most cases these variables serve different purposes and thus have different rules. For instance, ADE calculates Chronic Absenteeism using whole day absences, while the federal government calculates Chronic Absenteeism using partial day absences. This minor distinction results in two different ways of calculating what at first seems like the same variable. The difference between state and federal data is a common source of confusion. NOTE: The Federal Government and ADE may use different ID numbers for schools and LEAs. Care should be taken to crosswalk Federal and State Entity ID numbers to ensure the comparison is valid.

4. Comparing Data Across Years

A common way of using state data is to compare the same schools or districts across multiple years. This approach assumes that the context of school or district is relatively stable over each year. However, this assumption is not always valid. Care should be taken when working with data from fiscal year 2020, 2021 and 2022, due to the impact of the COVID-19 pandemic. Additionally, care should be taken when comparing data prior to the pandemic to the data during the pandemic and to the data after the pandemic as the student population may be fundamentally different before, during, and after the pandemic.   This is not to say that all comparisons that span these years are invalid, but the student population characteristics need to be examined carefully before comparisons can be validated.

Resources

Many program areas within the Arizona Department of Education publish public data sets and reports that may be immediately downloaded and utilized. These are aggregated files that do not include student level data. The Data Governance Team collects and maintains links to the most frequently accessed ADE data sets on this page.

- **Accountability & Research Data** - includes excel files of assessment results, graduation rates, dropout rates, student enrollment, and some historical data at a school, LEA, county, and state-level as applicable
- **Arizona School Report Cards** - reports student enrollment, teacher qualification, assessment results, graduation rates, dropout rates, A-F Letter Grades and Civil Rights Data Collection Reporting by school, by LEA, and for the state of Arizona
- **Educator Search** - provides a list of Arizona educators meeting chosen criteria
- **Exceptional Student Services Data** - includes historical and trend data on special education student population based on the October 1 Federal Special Education Child Count

- **Free/Reduced-Price Lunch Percentage Data** - includes claim data for the month of October as part of the National School Lunch Program
- **High School Equivalency Transcript** - includes the process and applicable forms for requesting a High School Equivalency/GED transcript
- **School Finance Data** - includes Classroom Site Fund and Instructional Improvement Fund Reports, Superintendent's Annual Finance Reports (SAFR), SAFR digital data set, and School District Employee Reports (SDER)
- **School Finance Information Request** - provides a list of entities (schools, LEAs, etc.) and data components, including Superintendent and Principal contact information depending on selected criteria
- **NCES** – National Center for Education Statistics, a national database on educational statistics for school and districts.
- **Submit a Data Request** – If you need data from the department that is not part of public reports mentioned above, submit a data request to Data Governance. They will be happy to see if they can help you out.

List of Acronyms and Abbreviations

Acronym/Abbreviation	Meaning
ADM	Annual Daily Membership
AOI	Arizona Online Instruction
AVG	Average
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzM2	Arizona's Measurement of Educational to Inform Teaching
AzSCI	Arizona Science Field Test
CCRI	College and Career Readiness Index
CY	Current Year
EL	English Language
ELA	English Language Arts
EOC	End of Course
FAY	Full Academic Year
FY	Fiscal Year
HP	Highly Performing on AzM2
MP	Minimally Performing on AzM2
MSAA	Multi-State Alternate Assessment (Math, ELA)
MSAA Science	Multi-State Alternate Assessment Science Field Test
No.	Number
P	Proficient Performing on AzM2
PP	Partially Performing on AzM2
PY	Previous Year
RAEL	Recently Arrived English Learner
SG	Subgroup
SPED	Special Education
SGP	Student Growth Percentile
SGT	Student Growth Target