

ACCOUNTABILITY & RESEARCH

THE GRADER

April 2022 Edition

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ACT Administration and 95% Testing Considerations for Accountability

Schools have been reaching out to ADE regarding meeting the 95% testing requirement for the 11th Grade ACT assessment since there are two test windows. The start dates were March 1st and April 5th. Current [A-F Draft Business Rules](#) state the capture dates of “Enrolled on the first day of the Spring AzSCI” March 21st and “Enrolled on the first day of Spring AASA State Testing Window” April 4th.

In order to ensure all students are tested, schools should be using the second ACT test window to capture any newly enrolled students or students who were missed during the first testing window. It has been brought to our attention that spring breaks, during the month of March, created challenges with mobility and enrollment of students.

The A-F Technical Advisory committees met on April 4th. They discussed the concerns regarding the capture date and the challenge of not having impact data reflecting the statewide administration of ACT with two testing windows to fully gauge the impact. A capture date refers to dates that enrolled students will be brought into the static file for Accountability calculations. The technical groups recommend that the capture dates remain as currently stated in the business rules until impact data is available and can be analyzed for impact. The points earned in proficiency will be shared with and without the 95% testing penalty. An analysis will be conducted on the possible impact to the testing rates and if any adjustments to the business rules need to be made and considered by the State Board of Education.

It is important to remember, that students that are not full academic year students (FAY) will not be included in the proficiency or growth calculations but are considered for percent tested.



Accountability Season is Approaching

Arizona schools are preparing for summer classes and prepping for summer break. With only two more months of the regular school year, state and federal accountability calculations and preparations have begun. This article will assist in understanding what to expect, how you can start to prepare, and where to go for information.

Items Effecting Both State and Federal Accountability: The following items will facilitate a more accurate static file and allow for effective communication throughout the accountability season:

- Ensure school and district teams are checking student integrity reports and working to clear all errors.
- Continue to work with the various programs to verify enrollment such as Special Education, English Learners, Migrant, Homeless, and Parents in the Military.
- Update, when necessary, pupil withdrawal codes.
- **Note: There has been no waiver of the 95% testing requirement.** Prepare for testing, whether that is the AZELLA Reassessment testing, or the AASA for ELA and Mathematics, ACT Aspire, ACT and AzSCI. Be sure to reach out to the Assessment team if there are any questions regarding the administration of the tests.
 - Testing Inbox – (602)542-5031 – Testing@azed.gov
 - AASA Inbox – AASA@azed.gov
 - AZELLA Inbox – Azella@azed.gov
 - AzSCI Inbox – AzSCI@azed.gov
 - Alternative Assessment Inbox – AssessingSWDs@azed.gov
- Refer to The Grader articles for the most up-to-date information. Click [HERE](#) for previous editions.
- Review the student level reports on ADEConnect for Graduation, Dropout, and Persistency and make the necessary corrections as needed.
- Contact Achieve with questions either by phone or email
 - Achieve@azed.gov
 - (602)542-5151

State Accountability A-F Letter Grades: There is no waiver/hiatus of state A-F letter grades proposed by this year's Arizona legislators. The decisions of our legislators are being monitored daily for any impact or changes. Here are some things that you can do to prepare for school year 2021-2022 A-F Letters grades:

- Alternative School's On-Track to Graduate initial submission is closed
- Schools serving 12th grade should be preparing the Traditional or Alternative CCRI spreadsheets. Although they are not loaded into ADEConnect yet, they are available on the website:
 - [Traditional CCRI with instructions FY22](#)
 - [Alternative CCRI with Instructions FY22](#)
- Alternative Schools should be prepping their Credit Earned submission:
 - [FY22 Credits Earned](#)
- Draft Business Rules can be found here:
 - [Fiscal Year 2022 K-8 Traditional Schools Business Rules \(Posted 2/7/2022\)](#)
 - [Fiscal Year 2022 9-12 Traditional Schools Business Rules \(Posted 2/7/2022\)](#)
 - [Fiscal Year 2022 Alternative Schools Business Rules \(Posted 2/7/2022\)](#)
- Updates are currently taking place regarding other support materials.

There have been no changes to the State A-F Five-Year Accountability plan. The most recent information on the five-year plan can be found in the Arizona State Board meeting materials found [HERE](#).

Federal Accountability: Arizona has submitted an addendum based on allowable changes. The United States Education Department (USED) must approve the addendum, until such time the following proposals are preliminary:

- Arizona has requested to postpone our long-term goals and measurement of interim progress for Academic Achievement, Graduation Rate, and Progress in Achieving English Language Proficiency for **two years**.
- K-8 schools will have the Chronic Absenteeism indicator decreased from ten points to two points with the eight points being reallocated to the Growth indicator.
- Schools that serve grades K-11 or K-12 with a crossover between K-8 and 9-12 will have Chronic Absenteeism removed without the reallocation of points. Dropout will serve as the sole School Quality and Success indicator.

- To ensure schools do not remain in Comprehensive School Improvement (CSI) 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 increased achievement; and
 - implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
 - above bottom 5% of Title I schools considering all applicable criteria.
- To ensure schools do not remain in Additional Targeted School Improvement (aTSI) 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 increased subgroup achievement; and
 - implementation of school improvement goals, strategies, and action steps, in state required Integrated Action Plan; and
 - above bottom 5% of Title I schools considering all applicable criteria.
- Achieve will send out notification either through the Grader or an email when the federal accountability business rules are posted following the decision of USED on the proposed changes.



2022-2023 New End of Year Code “CC” for Ancillary/Concurrently/Co-Enrolled Students

The Arizona Department of Education, working across programs, will be introducing a new year-end code for the 2022-2023 school year. This code is specifically designed to exit students who are officially ancillary/concurrent/co-enrolled. It will also take a student out of a school’s cohort reporting such as graduation, drop-out and persistency. The code is designed to be used on the last day of the school’s calendar year. The code is for grades 9-12 only. More information and use of this code will be forthcoming over the next couple of months for implementation and use in the 2022-2023 school year.



Initial Data Reviews and 15-915 Data Corrections

We recommend that schools and LEAs begin to review both current and prior fiscal year student data to identify if any updates (current year) or 15-915’s (prior year) need to be submitted. Some key reports to review include:

- The Graduation Rate Report - available in ADEConnect under Accountability
- The Dropout Rate Report - available in ADEConnect under Accountability
- The Persistence Rate Report - available in ADEConnect under Accountability

If any data is identified that needs to be corrected from a prior fiscal year, we **strongly** recommend that you begin the 15-915 correction process through School Finance as soon as possible to ensure that your correction is completed prior to the close of the Data Inquiry and Correction window at **5:00pm on July 15, 2022**.

For more information on deadlines and submissions, you may visit this important posting from AZEDS and School Finance: <https://www.azed.gov/finance/fy-2022-monthly-payment-and-azeds-processing-schedule>



News & Fun Facts-ADE Years

One of the more common questions Accountability gets is about the number of different ways that we refer to years. The following cheat sheet should provide some clarity into all the different ways we talk about years.

Name	Description	Examples
School Calendar Year¹ (CY)	The calendar year for the school/LEA. Varies by school.	July 25, 2021 to May 15, 2022
Calendar Year¹ (General)	The typical calendar year.	January 1, 2022 to December 31, 2022
School Year (SY)	The academic year. Runs from July of one calendar year to June of the following calendar year.	May 25 th , 2022 is in the 2021-2022 School Year October 31 st , 2022 is in the 2022-2023 School Year
Fiscal Year (FY)	The AZ Government's financial accounting year. AZ's Fiscal Year starts on July 1 st and ends on June 30 th of the following year. Fiscal Year is always identified by the Calendar Year in which the Fiscal Year ends.	May 25 th , 2022 is in Fiscal year 2022 October 31 st , 2022 is in Fiscal Year 2023
Cohort Year	The year a student is projected to graduate from high school, if they graduate on time. This is assigned when a student first enrolls in Grade 9 or a US high school for the first time. This cannot be changed without extreme circumstances.	A student who entered high school in Grade 9 during the 2021-2022 school year at the start of the year is assigned Cohort Year 2025. A Grade 10 student moves to Arizona from another state during the 2021-2022 school year. This student keeps 2024 as their Cohort Year.

¹ One should carefully review the context as of calendar year, because people use the two meanings interchangeably.

		A student from another country enrolls in an Arizona school in Grade 11 during the 2021-2022 school year. That student is assigned Cohort Year 2023.
4, 5, 6, 7-Year Graduation Rates	A school's 4, 5, 6, 7-Year graduation rate is calculated using the percent of students that graduated after 4, 5, 6, or 7 years. Graduation rate is calculated based on students' Cohort Year. Note graduation rate is always reported a year in lag.	In 2021-2022 the following graduation rates will be reported and are available: Cohort year 2021: 4 & 5-Year Graduation Rates Cohort year 2020: 4, 5 & 6-Year Graduation Rates Cohort year 2019: 4, 5, 6 & 7-Year Graduation Rates

English Learner (EL) Students

Fluent English Proficiency (FEP)	Years since EL service (max 4). Students with a FEP code of 0 are currently receiving EL services.	During the 2021-2022 school year, students that received EL services would have a FEP code of 0. A student who achieved English fluency during the 2019-2020 school year would have a FEP code of 2 for the 2021-2022 school year.
EL Cohort	Members of a graduating cohort that received EL services while in high school	A student who received EL services as a sophomore in 2019-2020, is part of a school's graduating EL Cohort.

Putting it all together. Julie entered 9th grade on August 8th, 2015, which is the start of the 2015-2016 School Year and is part of Fiscal Year 2016. Julie is assigned a Cohort Year of 2019. In March of 2016 Julie passed her AZELLA test and will no longer receive EL services. She is considered FEP 0 for the 2015-2016 year, because even though she passed her AZELLA test she still received services within that year. For Julie's Sophomore year (2016-2017) she is considered FEP 1 as she had not received EL services within that year. FY 18 was Julie's Junior year and her FEP code was 2. In May of 2019, Julie successfully graduated high school with most of Cohort 2019. By the end of FY 2022, Julie is included in all of her school's extended year graduation cohorts for 4, 5, and 6-year, including the EL Cohort subgroup.



Timeline

Below are important dates and deadlines for Accountability. Please check [The Examiner](#) (Assessment's newsletter) for the most up to date information on assessments.

<p>April 2022</p>	<ul style="list-style-type: none"> • 04/01 Accountability: What now? – Assessment Webinar – You can watch a recording of that video HERE
<p>May 2022</p>	<ul style="list-style-type: none"> • 05/02 2021-2022 A-F Self-Reported Data Application opens on ADEConnect • Schools notified of Alternative Status (Tentative)
<p>June 2022</p>	<ul style="list-style-type: none"> • 2021-2022 Initial Static file released
<p>July 2022</p>	<ul style="list-style-type: none"> • 07/15 Data Correction closes • 07/29 2020-2021 A-F Self-Reporting Data application closes on ADEConnect • Second release of Static File