FEDERAL ACCOUNTABILITY SCHOOL IMPROVEMENT

CSI/ATSI & TSI

Business Rules and Guidance
2021-2022

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About Every Student Succeeds Act (ESSA)

ESSA's provisions help to ensure success for all students and all schools. Among these provisions is the expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time. Passed by Congress and signed by President Obama in 2015, ESSA replaced No Child Left Behind (NCLB), and became the latest iteration, or extension, of the 1965 Elementary and Secondary Education Act.

Arizona ESSA State Plan

Under ESSA, each state is required to create an ESSA State Plan. States identify the criteria used to identify the schools that need the most support as part of their ESSA State Plan. The 2021-2022 school year calculations have been modified based on a waiver/addendum approved by the United States Department of Education to address issues and concerns brought on by the COVID-19 pandemic.

Introduction

These Business Rules detail Arizona's Federal Accountability designations for educators and other stakeholders as outlined in the Elementary and Secondary Education Act of 1965 (ESEA) and Every Student Succeeds Act (ESSA).

The Arizona Department of Education's (ADE) mission states: *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.* As a state, we are also committed to holding schools accountable for this goal.

This document outlines how ADE identifies schools for Comprehensive Support and Improvement for Low Achievement and/or Low Graduation rate (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI); the four designations for school improvement under Federal Accountability. Federal Accountability requires ADE to identify underperforming schools relative to Low Achievement and Low Graduation rate for CSI, underperforming subgroups for ATSI, and ***consistently underperforming*** subgroups for TSI. The indicators used for ATSI and TSI are the same as those used for CSI with slight modifications. This document describes indicators as it pertains to CSI and uses text boxes to highlight the modifications to an indicator for ATSI and TSI. Schools must have at least 20 eligible students in order to receive points for a given indicator for CSI and must have a subgroup within that school of at least 20 for ATSI and TSI. In the event a school or subgroup has less than 20 students for an indicator, then their performance is assessed as a proportion of remaining indictors.

Overview of Comprehensive Support and Improvement (CSI)

A minimum of the lowest performing 5% of Title 1 schools are identified for CSI Low Achievement. All schools that graduate less than two-thirds or 66.7% of their fifth-year cohort are identified CSI for Low Graduation.

CSI – Low Achievement designations are calculated according to the models outlined below. Schools that exclusively serve grades K-2 will be scored using the K-2 model. For K-2 schools who do not meet the N-size for the current year, three years of data are pooled. Schools that serve any other configuration within grades K-8 (i.e. K-3, K-8, 1-5, 6-8, etc.) will be scored using the K-8 model. Schools that serve any configuration within grades 9-12 will be scored using the 9-12 model. Schools that serve any grade less than 9 through grade 12 (i.e. K-12, 5-12, 7-12, etc.) will be scored using the K-12 model. Schools that serve grades less than 9 and no higher than 11 (i.e. K-10, 5-11, 5-9, etc.) will be scored using the K-11 model. All models are based on a scale of 0-100 points for schools that meet the criteria for all available components; the scale total is adjusted for components that do not meet the N-size.

CSI – Low Graduation designations are calculated based on the 5-Year Adjusted Cohort rate. Information on how the graduation rate for a 5-Year Adjusted Cohort is calculated is available below.

Overview of Additional Targeted Support and Improvement (ATSI)

ATSI designations are calculated according to the CSI models described above and shown below. ATSI designations are determined using the CSI criteria applied to each individual subgroup with N-size of 20 or more.

The major subgroups are as follows:

* American Indian/Native American
* Asian
* Black/African American
* Hispanic/Latino
* Native Hawaiian/Pacific Islander
* White
* Multiple Races
* Economically Disadvantaged Students
* Children with Disabilities (a.k.a. resource, special education, students with disabilities)
* English Learners and Fluent English Proficient (FEP) 1-4 years

Any Additional Targeted Support and Improvement school identified in 2018-19 that does not exit after four years, based on closing the achievement gap between subgroups or raising the achievement level of low achieving subgroups, will be identified as a Comprehensive Support and Improvement School.

Overview of Targeted School and Improvement (TSI)

Any school in which any subgroup is below one standard deviation of the statewide mean of school total points, by model type, during the prior three years of most current data will be identified as Targeted Support and Improvement (TSI). The school would need to be one standard deviation below the mean in all three years.

School Configurations

Schools Serving Grades K-2

Component	Weight	FAY	Grades	Measure
Proficiency	90%	3-Yr	3[1]	Statewide Assessment and Alternate Statewide Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-2/K-3	AZELLA

Schools Serving Grades K-8

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8	State Assessment and Alternate State Assessment
Growth	28%*	✓	5-8	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-8	AZELLA
Chronic Absenteeism	2%*		1-8	Attendance

* Approved modification for the 2021-2022 school year only.

[1] The Proficiency for the K-2 model is calculated using the Grade 3 Statewide Assessment results for students that were FAY at the K-2 school for the three years immediately prior to the fiscal year in which the Grade 3 student took the assessment.

Schools Serving Grades 9-12

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	10	State Assessment and Alternate State Assessment
Graduation Rate	20%		Cohort 2021	Graduation Exit Code
English Learner Proficiency and Growth	10%	✓	9-12	AZELLA
Dropout Rate	10%		9-12	Dropout Exit Code

Schools Serving Grades K-12

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8, 10	State Assessment and Alternate State Assessment
Growth	15%	✓	5-8, 10	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-12	AZELLA
Chronic Absenteeism	0%*		1-12	Attendance
Graduation Rate	5%		Cohort 2021	Graduation Exit Code
Dropout Rate	5%		9-12	Dropout Exit Code

* Approved modification for the 2021-2022 school year only.

Schools Serving Grades K-11

Component	Weight	FAY	Grades	Measure
Proficiency	60%	✓	3-8, 10	State Assessment and Alternate State Assessment
Growth	20%	✓	5-8, 10	State Assessment
English Learner Proficiency and Growth	10%	AZELLA	K-11	AZELLA
Chronic Absenteeism	0%*		1-11	Attendance
Dropout Rate	5%		9-11	Dropout Exit Code

* Approved modification for the 2021-2022 school year only.

Data Definitions and Inclusion Criteria

The table below identifies which assessments are used in the CSI designation calculation. These calculations are conducted after the assessment data is validated against the statewide Arizona Education Data Standards (AzEDS). Using the student's AzEDS identification as the unique identifier, integrity checks consider valid student enrollment and accurate student identification on test dates relevant to the grade level and subject tested.

Assessment	Growth	Proficiency
State Assessments	Yes	Yes
Alternate State Assessment	No	Yes
AZELLA	Yes for EL growth	Yes for EL Proficiency

The following outlines the specific descriptions and definitions of student data included in the calculation of CSI and TSI designations.

Full Academic Year (FAY) – A student is considered FAY if they were enrolled within the first 10 school days of the school's calendar year and stayed continuously enrolled until the first weekday in May (May 2, 2022). Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.

AZELLA FAY – A student is considered AZELLA FAY if they were enrolled within the first 10 school days of the school's calendar year and stayed continuously enrolled until the last day of the state testing window for AZELLA. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered AZELLA FAY.

Chronically Absent – A student is considered chronically absent if they have absences (excused and unexcused) greater than 10% of a school's calendar year (e.g. missing greater than 18 days for a school meeting 5 days per week). Students who are enrolled in kindergarten or are flagged as chronically ill in AzEDS are removed from the Chronic Absenteeism calculation.

English Learner – Any student identified with an EL need (e.g. with a less than proficient score on AZELLA in the current or prior fiscal year).

English Learner and Fluent English Proficient years 1-4 (EL FEP 1-4) – Any student identified with an EL need (e.g. with a less than proficient score on the English Proficient Test (AZELLA) in the current or prior fiscal year and any student who was identified as proficient in the last four years after receiving EL services).

N-Size – The minimum number of students required for the component to be calculated and the school eligible to earn the points. The N-Size for all components is 20 FAY students with the needed record/assessment. May be also be referred to as N-Count.

Recently Arrived English Learner (RAEL) – A RAEL student in the current year is a student who is new to Arizona schools (determined by having their first enrollment in any Arizona school) and is not proficient in English (determined by a less than proficient result on the AZELLA).

Sigma (Σ) – In general mathematics, ∑ is used as an operator for summation.

Standard Deviation (SD) - a measure of the amount of variation or dispersion of a set of values. A low standard deviation indicates that the values tend to be close to the mean of the set, while a high standard deviation indicates that the values are spread out over a wider range.

Targeted Support and Improvement (TSI) – Any Arizona School that has one or more consistently underperforming subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement.

Static File

The majority of CSI calculations rely on the Static File created for both Federal and State Accountability. The Static File is constructed by merging assessment data with the enrollment data from AzEDS. Students are included in a school's Static File if they meet any of the below criteria:

- Enrolled on the first day of the Spring AzSCI state testing window (3/21/2022)
- Enrolled on the first day of the Spring Statewide Assessment state testing window (4/4/2022)

Regardless of a student's special education status, the accountability system uses all verified Statewide Assessment data from students enrolled the full academic year. For students who take the Alternate Statewide Assessment and are enrolled the full academic year, these data are used in the Proficiency component but not in the calculation of Growth.

ATSI Subgroup Identification in Static File – All components, with the exception of graduation and dropout, will use the Static File to note who is included in that calculation. Graduation and dropout lists can be found in ADEConnect for those in the schools with Accountability rights to view. Public files can be found on the Accountability webpage to view previous dropout and graduation rates for schools.

CSI Low Achievement (minimum lowest performing 5%of Title l schools) Designation Components

Proficiency

In the CSI designation calculation, schools receive points based on the percent of FAY students that received an achievement level of Proficient (3) or Highly Proficient (4) on the statewide assessments for ELA and Mathematics. Twenty FAY students are needed for this calculation in the grades that are assessed on the state assessment and alternate state assessment. If there is not a minimum of a total 20 FAY students tested in ELA and/or Math in this school, Proficiency will not be calculated. Schools evaluated on the K-8, 9-12, K-12, and K-11 models have Proficiency weighted at 60%. Schools evaluated on the K-2 model have Proficiency weighted at 90%. Proficiency for K-2 schools is calculated using the Grade 3 assessment results for students that were FAY for all 3 years they attended the K-2 school. Schools that do not have the N-size for proficiency, to include K-2 3-year pooled schools, are not included in Federal Accountability.

Recently Arrived English learners (RAEL) are not included in the ELA Proficiency.

Schools must test 95% of their students. Schools that do not test 95% of their students have a penalty applied to the denominator of their Proficiency calculation. That penalty is equal to twice the number of students the schools should have tested in order to have tested 95% of their students. The following formula is used to calculate a school's Proficiency points:

Statewide Assessment Achievement Levels	Numerical Equivalent	Proficiency Points
Minimally Proficient	1	No
Partially Proficient	2	No
Proficient	3	Yes
Highly Proficient	4	Yes

$$Proficiency\ \% = \frac{(\#\ Proficient\ ELA\ Students + \#\ Proficient\ Math\ Students)\ * 100}{(\#Students\ Tested\ in\ ELA + \#\ Students\ Tested\ in\ Math) + 2 * Students\ needed\ for\ 95\%\ tested}$$

ATSI and Proficiency – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Proficiency.

Growth

Growth Model for the 2021-2022 School Year

In the 2021-2022 school year, Arizona is going to administer Arizona's Academic Standards Assessment (AASA) for students in grades 3-8 and ACT and ACT Aspire for students in high school. The transition to the new statewide achievement assessments and the lasting impact of the pandemic poses new challenges for the use of the growth model in the 2021-2022 school year, which requires additional research and validation before enough confidence can be put in the growth data of this year.

The table below lists the assessments administered or scheduled to be administered in the 2018-2019 school year, the 2020-2021 school year, the 2021-2022 school year, and the 2022-2023 school year. The statewide achievement assessments were cancelled in the 2019-2020 school year due to the COVID-19 pandemic.

School Year	Grades 3-8	Grade 9	Grade 10	Grade 11
2018-2019	AZMERIT	AZMERIT EOC/ Menu of Assessment	AZMERIT EOC/ Menu of Assessment	AZMERIT EOC/ Menu of Assessment
2019-2020	N/A	N/A	N/A	N/A
2020-2021	AZMERIT		AzM2	
2021-2022	AASA	ACT Aspire		ACT
2022-2023	AASA	ACT Aspire		ACT

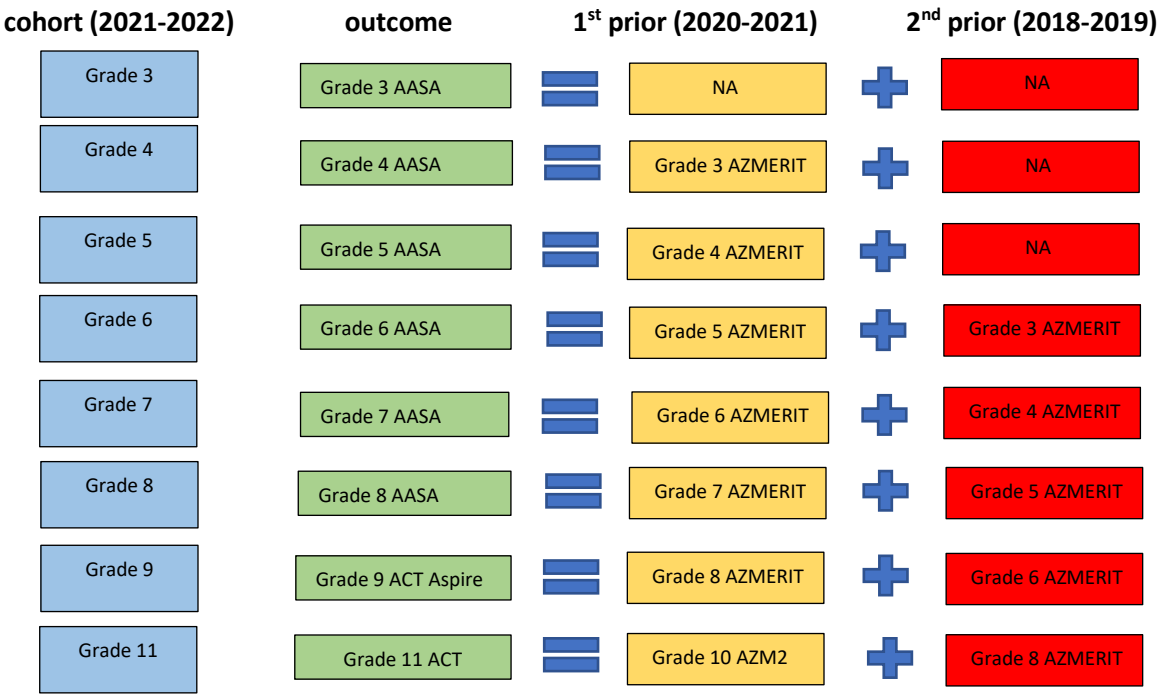
The 2021-2022 school year will be the first school year when we are going to link the ACT scores or the ACT Aspire scores with the historical scores from AZMERIT or AZM2 to produce the growth data for high school students. In addition, in the school years before the pandemic, the growth model links the current-year scores of each grade by subject cohort with their scores from the immediate prior year and from the second prior year if available. In the 2020-2021 school year, the current-year scores were linked to the scores from the 2018-2019 school year and from the 2017-2018 school year with the scores from the 2019-2020 school year being skipped. In the 2021-2022 school year, the scores from the current school year and the first prior year (2020-2021) are available, but the scores from the second prior year are absent as the statewide achievement assessments were cancelled in the 2019-2020 school year. A few key questions then arise about an appropriate way to construct the growth model in this school year:

1. Will the linkage of the ACT or ACT Aspire scores to the historical scores from AZMERIT or AZm2 produce a good enough model fit? When the model fits the data perfectly, a low performing student and a high performing student will have an equal chance to receive a high SGP as well as a low SGP. Notable deviations from this ideal situation would be an indication of poor model fit.
2. Will the growth model that links the current-year scores only to the scores from the immediate

prior year fit the data well?

3. Will the inclusion of the scores from the 2018-2019 school years as a second prior score improve the model fit?
4. Will the inclusion of the scores from the 2018- 2019 school years as a second prior score put these schools that serve higher grades a more/less favorable position than their counterparts that serve lower grades?

These questions need to be answered by impact data before the optimum model can be decided for the 2021-2022 school year. The table below details the score history that could be possibly included in the model for each grade in the 2021-2022 school year.



The department includes only the test records which can be matched to a valid student enrollment in an Arizona public school that teaches grade level standards. The department further restricts construction of the SGP model by excluding test records for students where no answer items were selected, and no scale score is assigned.

To be specific, valid student test records must meet four criteria for inclusion in the growth model:

1. Student enrollment generates ADM in any Arizona public school (i.e., tuition payer code equal to 1).
2. Student has a test record from the 2021-2022 school year.
3. Student also has a test record from the 2020-2021 school in the same subject.
4. Each student's test records in the current year and in the prior year(s) should be "consecutive".

Only FAY students contribute student growth percentile for the school's growth score calculation.

Calculating Median Growth Percentiles & Growth Points

To build the SGP model and to calculate the SGP for each individual student, the department includes the tests records from all students enrolled in an Arizona public school regardless of their FAY status at the time of testing. Schools receive Growth points based on the median SGP of their FAY students only.

A median SGP will be calculated for all FAY students which includes both ELA and Math SGPs. The following is used to calculate a school's Growth points:

$$Growth = Median\ SGP\ (ELA\ SGPs + Math\ SGPs)$$

Schools evaluated on the K-8 and K-11 model have Growth weighted at 20%. Schools evaluated on the K-12 model have Growth weighted at 15%. Schools evaluated on the K-2 and 9-12 model do not receive points for this component.

ATSI and Growth – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Growth.

English Learner Proficiency and Growth

Normalizing (Transforming) English Learner Data

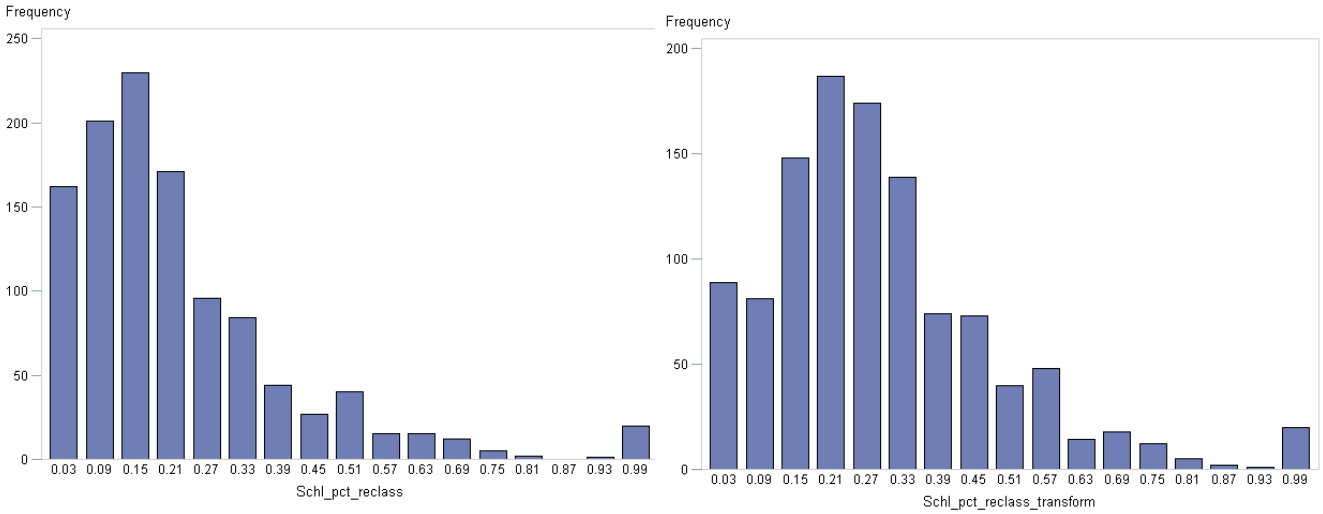
While ideally all data would be normally distributed, most data is not. Normally distributed data means when visualized through a histogram that data is bell-curve shaped. Further, the mean (average) and median (the midpoint of the data) of the data are approximately the same. When data does not have a normal distribution, this is called a non-normal distribution. When data has a non-normal distribution, data can be "transformed" to have a normal distribution. Below is an example of non-normally distributed data and the same data that has been transformed to have a normal distribution.

Data transformation means applying the same mathematical operation to each piece of the original data. The transformation process changes every school and student in the same way. A variety of statistical methods are used for normalizing data based upon which approach provides a distribution as close as possible to normal.

Once transformed, the relationship between data points does not change, but the relationship across data points does. Transformation modifies all the data, in the same way, to normalize the distribution as much as possible. Individual school or student performance is not damaged or improved during the transformation process.

Data is normalized for two reasons. First, most statistical methods used to analyze data include an assumption of a normal distribution. For potential analysis to be as accurate as possible, data needs to have as close as possible to a normal distribution. Second, the EL Indicator is a combination of several

indicators. For the combined EL indicator to be as accurate as possible, all data included in the indicator calculation needs to have approximately a normal distribution.



In the CSI designation calculation, schools receive points based on the English Learner (EL) Proficiency and Growth of their AZELLA FAY EL students. Schools evaluated on the K-2, K-8, 9-12, K-12, and K-11 models all have English Learner Proficiency and Growth weighted at 10%. English Learner Proficiency is worth 5% and English Learner Growth is worth 5%.

EL calculations include AZELLA FAY students with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals. To be included in the EL Growth calculations, two test records are required. Invalid test records count as not tested. Schools with less than 20 AZELLA FAY EL students are not eligible for these points.

EL Proficiency calculates the proficiency percentage of EL students. The following formula is used:

$$EL\ School\ Proficiency\ \% = \frac{\#\ Proficient\ AZELLA\ FAY\ Students}{\#\ All\ FAY\ Students\ with\ EL\ need} * 100$$

To earn Proficiency points, the school's EL Proficiency percentage is compared to the statewide mean current year proficiency percentage.

The following formula is used to calculate a year's statewide mean EL Proficiency:

$$Statewide\ Mean\ \mathrm{EL}\ Proficiency\ = \frac{\sum EL\ School\ Proficiency}{\#\ Eligible\ Schools}$$

Up to 5 points are awarded for proficiency using the following system:

STANDARDIZED	Range	Points
EL Proficiency is greater than or equal to the EL statewide mean current year percent proficient.	TBD	5
EL Proficiency is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent proficient.	TBD	4
EL Proficiency is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	3
EL Proficiency is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	2
EL Proficiency is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent proficient.	TBD	1
If a school's EL Proficiency is 0%, due to no reclassification.	TBD	0

EL Growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results, unless they are kindergarten students in which case the placement test is compared to the current year reassessment. Kindergarten students who take a placement test prior to January 1st and then take a spring reassessment will be included. In addition, any student who takes a placement exam for the first time by October 1st and then takes a spring reassessment will be included. Students who had a placement exam in one school and a reassessment in another school within the same school year will not be included as they will not qualify as AZELLA FAY.

The table below shows how many points each level of growth is worth.

Prior Year Achievement Level (or Placement Test)	Current Year Achievement Level	Point Value
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	
Pre-Emergent/Emergent	Intermediate	2
Basic/Intermediate	Proficient	
Basic	Proficient	
Pre-Emergent/Emergent	Proficient	3

The following formula is used to calculate Growth:

$$EL\ School\ Growth\ \% = \frac{\sum AZELLA\ FAY\ Student\ Growth\ points}{\#ALL\ FAY\ Students\ with\ EL\ need} * 100$$

To earn Growth points, the school's EL Growth percentage is compared to the statewide EL Growth mean. The following formula is used to calculate the Statewide Mean EL Growth:

$$EL\ Statewide\ Mean\ EL\ Growth\ = \frac{\sum EL\ School\ Growth\ \%}{\#\ Eligible\ Schools} * 100$$

Up to 5 points are awarded for Growth using the following system:

STANDARDIZED	Range	Points
EL Growth is greater than or equal to the EL statewide mean current year percent growth.	TBD	5
EL Growth is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent growth.	TBD	4
EL Growth is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent growth.	TBD	3
EL Growth is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent growth.	TBD	2
EL Growth is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent growth.	TBD	1
If a school's EL Growth is 0%, due to no growth.	TBD	0

ATSI and English Learner Calculation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 EL Asian students, the Asian student subgroup will not qualify for EL Proficiency and Growth.

The English Learner Proficiency and Growth calculations mirror the Arizona State Accountability A-F calculations. These calculations do handle K-8 and 9-12 separately and then use a weighted formula to determine a final score.

The subgroups will be compared to the same benchmark/cut-scores shown in the tables above.

Schools that serve grades K-12, 1-12, 2-12, 3-12, 4-12, 6-11, etc. utilize both the K-8 and 9-12 models. Students in grades K-8 are used to determine the K-8 total points earned and students in grades 9-12 the 9-12 total points earned. The percentage of students in the Static File in grades K-8 and 9-12 is used to weight the points to assign the school one overall percentage.

Chronic Absenteeism

Chronic Absenteeism is defined as students who are absent 10% or more of the school year (18+ days for 5-day calendar year, 14.4+ for a 4-day calendar year). In the CSI designation calculation, schools receive points based on the percent of students who are not chronically absent. This calculation includes students enrolled in grades 1-8, regardless of FAY status. Students identified in AzEDS as chronically ill and those enrolled in kindergarten are removed from this calculation. All absences reported for a student are considered whether excused or unexcused.

Schools evaluated on the K-8 model have Chronic Absenteeism weighted at 2%. Schools who are evaluated on the K-12 and K-11 model have Chronic Absenteeism weighted at 0%. Schools evaluated on the K-2 and 9-12 model do not receive points for this component. An N-size of 20 students grades 1-8 is required to be eligible for these points.

Below is the formula used to calculate points:

$$Chronic\ Abenteeism = \left(1 - \frac{\#\ Chronically\ Absent\ Students}{Student\ Population}\right) * 100$$

ATSI and Chronic Absenteeism – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Chronic Absenteeism.

Graduation Rate

The 4-Year Graduation Rate is used for CSI graduation points. See the Graduation, Dropout & Persistence Rate Technical Manual for the calculation and a description of the Graduation exit codes. The link to the document on the ADE Accountability & Research webpage is found here: https://cms.azed.gov/home/GetDocumentFile?id=5cc33bb31dcb250e8423e60b.

In the CSI designation calculation, schools receive points based on the percent of students in a 4-Year Graduating Cohort. Data on Graduation Rates is reported a year in lag. Therefore, 4-Year Graduation Rate for CSI Low Achievement identification in the fall of 2022 is based on Cohort 2021, students that started high school in the 2017-2018 school year.

Schools evaluated on the 9-12 model have Graduation Rate weighted at 20%. Schools who are evaluated on the K-12 model have Graduation Rate weighted at 5%.

Below is the formula used to calculate points:

$$Graduation\ Rate\ = \frac{\#\ Graduating\ Students}{\#\ Students\ in\ 4-year\ Cohort} * 100$$

More details on how graduation is calculated can be found by reading the State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual.

ATSI and Graduation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Graduation.

Dropout Rate

In CSI Identification, schools receive points based on the percent of students who did **not** drop out. This calculation includes students enrolled in grades 9-12, regardless of FAY status.

Schools evaluated on the 9-12 model have Dropout Rate weighted at 10%. Schools who are evaluated on the K-12 and K-11 model have Dropout Rate weighted at 5%. Schools evaluated on the K-2 and K-8 model do not receive points for this component.

Below is the formula used to calculate points:

$$Dropout\ Rate = \left(1 - \frac{\#\ Dropouts}{Student\ Population}\right) * 100$$

More details on how graduation is calculated can be found by reading the State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual.

ATSI and Dropout– Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation. Example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Dropout.

Final Points

Schools receive points for each category using the model weights for these categories. Points from all eligible categories are added together to calculate the total number of points schools received. Each model allows for schools to receive a total of 100 points. Schools in the minimum of the Bottom 5% are identified for CSI.

The following table illustrates how calculations will be handled when a component does not meet the N-size and cannot be included in a school's accountability (table reflects pre-addendum/waiver weights).

School Type	K-8	K-8	HS 9-12	HS 9-12	Combination	Combination
School Description	With EL	Without EL	With EL	Without Graduation	Including Grade 12	NOT Including Grade 12
K-8 Only Growth (20)	Median SGP 44 .44X20 =8.8pts	Median SGP 44 .44X20 =8.8pts	*	*	(Growth {15 pts}) Median SGP 44 .44X15 =6.6pts	Median SGP 44 .44X20 =8.8pts
K-8 Only Chronic Absenteeism (10)	C.A. is 8% .92x10 =9.2pts	C.A. is 8% .92x10 =9.2pts	*	*	(C. A. {5 pts}) C.A. is 8% .92x5 =4.6pts	(C. A. {5 pts}) C.A. is 8% .92x5 =4.6pts
ALL Proficiency (60)	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts	45% Proficiency .45x60 =27pts
ALL EL(10)	6	*	6	6	6	6
HS 9-12 Only Graduation(20)	*	*	GradRate 75% .75x20 =15	*	(GRADRate {5 pts}) GradRate 75% .75x5 =3.75	*
HS 9-12 Only Dropout (10)	*	*	D.O. is 8% .92x10 =9.2pts	D.O. is 8% .92x10 =9.2pts	(D.O. {5 pts}) D.O. is 8% .92x5 =4.6pts	(D.O. {5 pts}) D.O. is 8% .92x5 =4.6pts
Eligible Points	100	90	100	80	100	100
Total Points	(51/100)*100 =51	(45/90)*100 =50	(57.21/100)*100 57.23	(42.2/90)*100 52.75	(52.55/100)*100 52.25	(51/100)*100 51

Schools that are eligible for less than 100 points have their total points adjusted by dividing the school's points by their total potential points. Schools may not be eligible for certain components because they have less than 20 FAY students in that category. For instance, a school that has less than 20 FAY students who took the AZELLA, are not eligible for EL points. A school's Final Points (*TotalPoints_Rate*) are calculated with the following formula:

$$TotalPoints\_Rate = \frac{Total\ \#\ of\ Points}{Eligible\ Points}$$

Identification

Under ESSA schools can be identified for four types of improvement, CSI-Low Achievement, CSI-Low Graduation rate, ATSI, and TSI. This section details how schools are identified for each type of school improvement. Schools can qualify for CSI due to Low Achievement on Federal Accountability indicators, Low Graduation, failure and/or to exit ATSI after four years. Schools are identified for ATSI based on low subgroup performance, and schools can be identified for TSI based on consistently underperforming subgroups. Each type of school improvement identification method has a different schedule. CSI and ATSI indicators are calculated every year; identified every three years. The below table illustrates how schools can be identified for each method, the identification schedule, and whether the method applies only to Title 1 schools or all schools.

		Year Identified	Identification Schedule	Description	Title 1 Status
Low Achievement	**CSI[1]**	Fall of 2022 using 2021 - 2022 data	Every three years (ex. 2022, 2025, 2028)	Bottom 5% of Title 1 Funded Schools	Title 1 Funded School ONLY
	CSI[2]	Fall of 2023 using previous 4 years of ATSI Indicators	Four years after reidentification	ATSI subgroups not exiting for four years	Title 1 Funded School ONLY
	ATSI	Fall of 2022 using 2021-2022 data	Every three years (ex. 2022, 2025, 2028)	Subgroup Performance below bottom 5% of Title 1 Funded Schools	All Schools
	TSI	Fall of 2022 using ATSI indicators from 2021-2022, 2018-2019, 2017-2018	Annually	Subgroup performance one standard deviation below statewide mean of Title 1 Funded Schools for three consecutive years	All Schools
Low Graduation	**CSI**	Fall of 2021 using Cohort 2020's 5-year extended graduation rate	Every three years (ex. 2022, 2025, 2028)	Graduating less than two-thirds	All Schools

CSI - Low Achievement

As per Every Student Succeeds Act (ESSA), the state is required to identify the lowest-performing schools that receive Title I, Part A funds in the State for Comprehensive Support and Improvement. The state is required to identify no less than 5% of Title 1 schools every three years.

Lowest performing schools are identified using the model and weighted indicators identified in the section above. Each school is grouped into the model that was used to calculate their final points. The final points for each school are standardized by dividing by the model's standard deviation and mean centered. The following formula is used to calculate a school's Standardized Score ($Standarized\ Score_s$):

$$Standarized\ Score_s = \frac{TotalPoints\_Rate_s}{\sigma_m} - \overline{TotalPoints\_Rate}_m$$

Where σ_m is the standard deviation of the model used to assess a school, and $\overline{TotalPoints\_Rate}_m$ is the mean total points of the model used to assess a school. All schools are compared using a school's Standardized Score.

The funded Title 1 schools are then ranked based on their standardized Z scores. Based on this ranking the minimum of the Bottom 5% are then identified for Comprehensive School Improvement. Only schools that are eligible for Proficiency points are eligible for CSI identification. Only schools that are Title 1 funded are eligible for identification as CSI-Low Achievement. Identification for CSI[1] – Low Achievement occurs every three years. The next identification year is Fall of 2022, using data from the 2021-2022 school year.

ATSI Identification – Low Achievement

As per ESSA, the state is required to identify the schools in which subgroups need Additional Targeted Support and Improvement. The subgroups were previously identified in this document.

ATSI is performed by calculating the same components as CSI (Proficiency, Growth, EL, etc.) but only for members of a particular subgroup. English Learner components are calculated using the statewide mean. Subgroups are compared against the statewide mean of all students, not the statewide mean of that subgroup.

In order to be eligible for a component's points, a school's subgroup must have 20 FAY students. Only school's subgroups that are eligible for Proficiency points are eligible for ATSI identification. If the school subgroups are not eligible for any other component, then their final score is adjusted by the points they were eligible for.

A school's subgroup Final Points are calculated with the following formula:

$$Subgroup\_TotalPoints\_Rate = \frac{Total\ Points}{Eligible\ Points}$$

Please refer to "CSI Identification" in previous section on how the minimum of the Bottom 5% is determined for each model. To determine the schools in which subgroups need Additional Targeted Support and Improvement, the CSI cut score is converted back to the scale of *Total Points_Rate* using the mean and standard deviation of each model. That number is compared to the *SubgroupTotal Points Rate*.

All schools can be identified for ATSI regardless of Title 1 Status. Identification occurs every three years. The next year of ASTI identification is Fall of 2022, using data from the 2021-2022 school year.

TSI Identification – Low Achievement

Any Arizona school that has one or more consistently underperforming subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement.

Any school in which any subgroup is below one standard deviation of the statewide mean of school total points, by model type, during the prior three years of most current data will be identified as Targeted Support and Improvement (TSI). For each model type (K-8, 9-12, K-12, etc.) the statewide mean and standard deviation is calculated for the schools evaluated under that model. Each model's standard deviation is subtracted from the relevant mean in order to establish a cut point. Schools with the same subgroup(s) below the cut point for the three most recent years of data are identified for TSI.

All schools may be identified for TSI, regardless of Title 1 status. TSI identification occurs annually. Initial identification will occur in Fall of 2022, using data from the 2021-2022, 2018-2019, and 2017-2018 school years.

	2017-2018			2018-2019			2021-2022		
Model	Mean	Std. Dev.	Cut Point	Mean	Std. Dev.	Cut Point	Mean	Std. Dev.	Cut Point
K-8	0.358	0.104	0.254	0.359	0.104	0.255	TBD	TBD	TBD
9-12	0.283	0.141	0.142	0.312	0.137	0.175	TBD	TBD	TBD
K-11	0.276	0.143	0.133	0.312	0.136	0.176	TBD	TBD	TBD
K-12	0.332	0.14	0.192	0.348	0.131	0.217	TBD	TBD	TBD
K-2	0.38	0.165	0.215	0.386	0.18	0.206	TBD	TBD	TBD

CSI – Low Achievement (ATSI)

Schools can also be identified for CSI if they fail to exit a particular subgroup from ATSI after four years. Any Additional Targeted Support and Improvement school identified in 2018-19 that does not exit after four years, will be identified as a Comprehensive Support and Improvement School in Fall of 2023, using data from the 2022-2023 school year.

CSI – Low Graduation Rate

ESSA requires all schools failing to graduate two-thirds of their students are identified for CSI due to Low Graduation rate. Arizona has elected to identify schools for CSI using the most recent 5-Year Graduation Rate. A 5-Year Graduation Rate is calculated as the number of students that graduated from an Arizona school within 5 years. Note, the graduation rate used for CSI identification **will not** be rounded, as the

two-third identification threshold is set by federal statute. Therefore, a school with a 66.7% graduation rate will not be identified, but a school with a 66.65% will be. All schools can be identified for CSI due to Low Graduation regardless of Title 1 status. Identification for CSI-Low Graduation occurs every three years. CSI-Low Graduation rate schools were identified in the Fall of 2021 using Cohort 2020's 5-year Graduation Rate. Schools may exit after 2 years of improvement and graduating two-thirds of their students or more. Next reidentification will be 2024.

$$Graduation\ Rate\ = \frac{\#\ Graduating\ Students}{\#\ Students\ in\ 5\ year\ Cohort} * 100$$

In the case of a school that has a total enrollment less than 100 students, the LEA may choose to opt in or forego implementation of improvement activities related to CSI-Low Graduation rate. For this purpose, enrolled students are defined as the number of students in a school's October 1 report that coincides with the identification year. Identification in Fall of 2021 used the October 1, 2020 report. Schools are not excluded from CSI-Low Graduation if they do not meet the N-size requirement for the number of graduates or students in the graduating cohort.

Appendix

Glossary of Acronym/Abbreviations

Acronym/Abbreviation	Meaning
ADM	Average Daily Membership
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
CSI	Comprehensive Support and Improvement
CY	Current Year
EL	English Learner
ELA	English Language Arts
EL FEP (1-4)	English Learner and Fluent English Proficient years 1-4
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FAY	Full Academic Year
FY	Fiscal Year
HP	Highly Performing on Statewide Assessment
MP	Minimally Performing on Statewide Assessment
No.	Number
P	Proficient Performing on Statewide Assessment
PP	Partially Performing on Statewide Assessment
PY	Previous Year
RAEL	Recently Arrived English Learner
SG	Subgroup
SPED	Special Education
SGP	Student Growth Percentile