Comprehensive Support and Improvement 101: Understanding Scores and The Identification Process

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Data-Driven Decisions

- Part 1 – Understanding scores and identification
  - How does a school get identified?
  - What counts for what model?
- Part 2 – Data and the Static File
  - Access and interpretation
  - Basic filtering to address questions
- Part 3 – Interrogating the Data
  - Deeper analysis with pivot tables
  - Answering 2-, 3-, and 4-category questions

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CSI Resources

- Static File Codebook
- Federal Business Rules
- Graduation, Dropout, & Persistence Rate Technical Manual
- AASA Cut Scores
- AzSCI Cut Scores
- ACT Cut Scores
- Alternative Assessments
- Practice Static File

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Understanding scores and identification

- How scores are calculated
  - What counts for each model
  - What is measured, and how
- How does a school get identified?
  - How the score leads to Low Achievement or Graduation Rate identification

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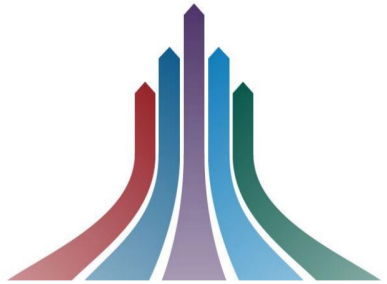
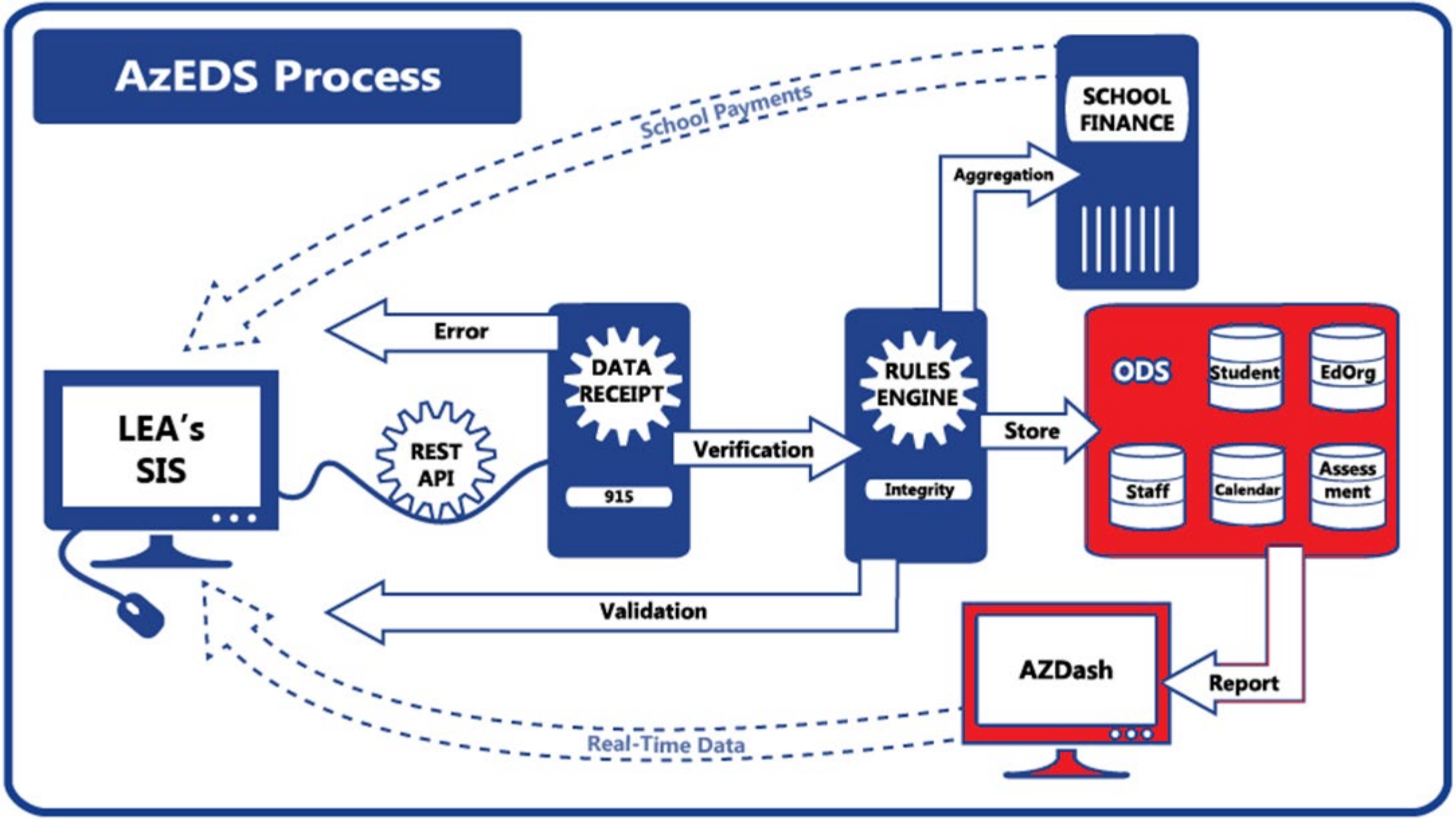
The Data Pipeline

- Schools/LEAs collect data constantly with an SIS
  - Enrollment
  - Attendance
  - Demographics
  - Scores
- ADE is piped data
  - AzEDS
  - ACT
  - PearsonAccess





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School and LEA Reports

Federal Programs through School Support and Improvement (SSI)

- Comprehensive Support and Improvement (CSI)
- (Additional) Targeted Support and Improvement (TSI/aTSI)

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Federal Identification for School Support and Improvement

Comprehensive Support and Improvement (CSI)

- Low Graduation Rate (CSI-G)
  - Schools under 100 Total Enrollment
  - Schools over 100 Total Enrollment
- Low Achievement (CSI-LA)
  - K-2
  - K-8
  - K-11
  - K-12
  - 9-12

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What is Measured?

- Proficiency (P)
- Growth (G)
- English Learner Proficiency and Growth (EL)
- Chronic Absenteeism* (CA)
- Graduation Rate (GR)
  - 4-year cohort rate for CSI-LA
  - 5-year cohort rate for CSI-G
- Dropout Rate (D)

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Models and Metrics

5 models based on the grades your organization services

- K-2 (proficiency, and EL proficiency and growth)
- K-8 (proficiency, growth, chronic absenteeism, and EL proficiency and growth)
- 9-12 (proficiency, 4-year graduation rate, EL proficiency and growth, and dropout rate)
- K-12 (proficiency, growth, chronic absenteeism, EL proficiency & growth, 4-year graduation rate, and dropout rate)
- K-11 (proficiency, growth, chronic absenteeism, EL proficiency and growth, and dropout rate)

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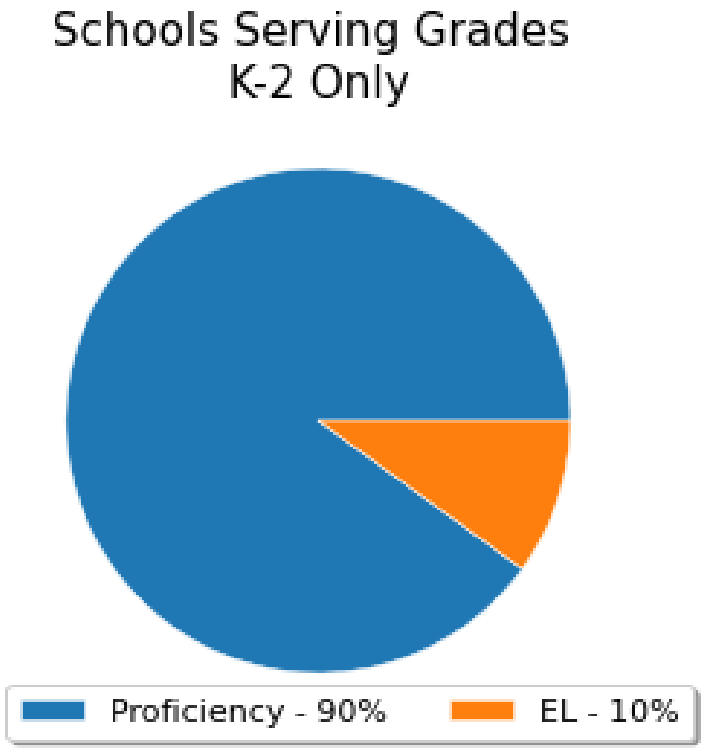
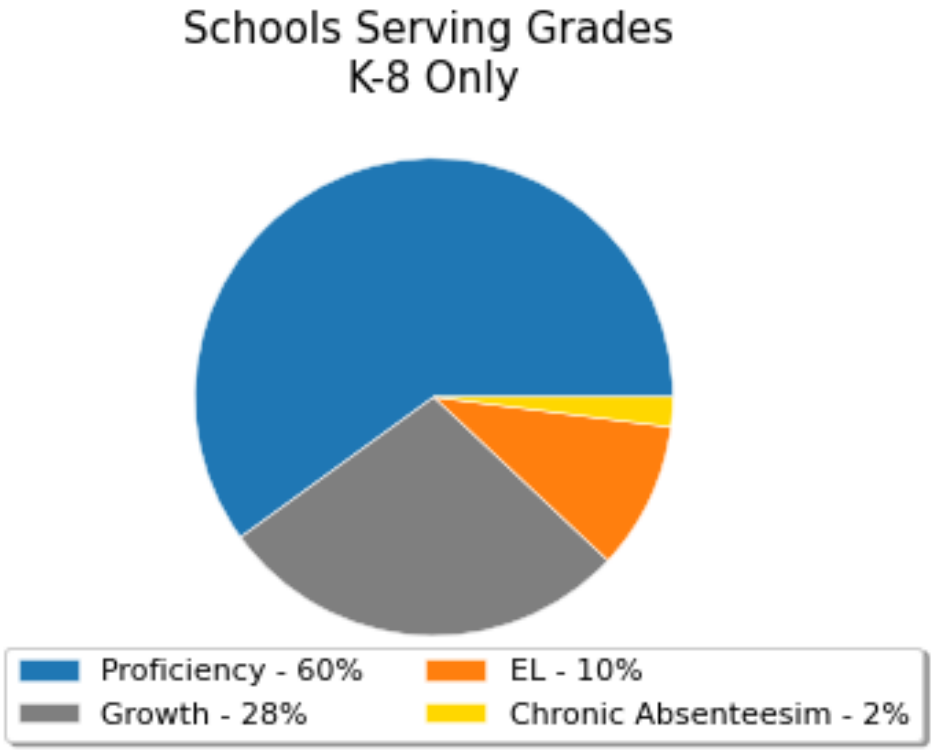
Primary Schools





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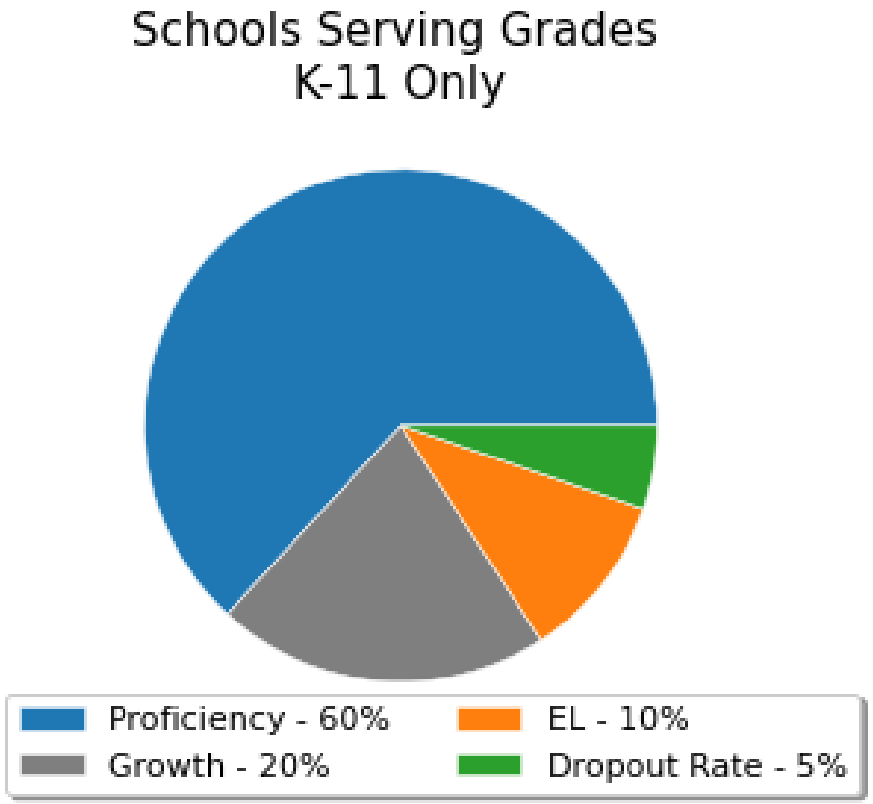
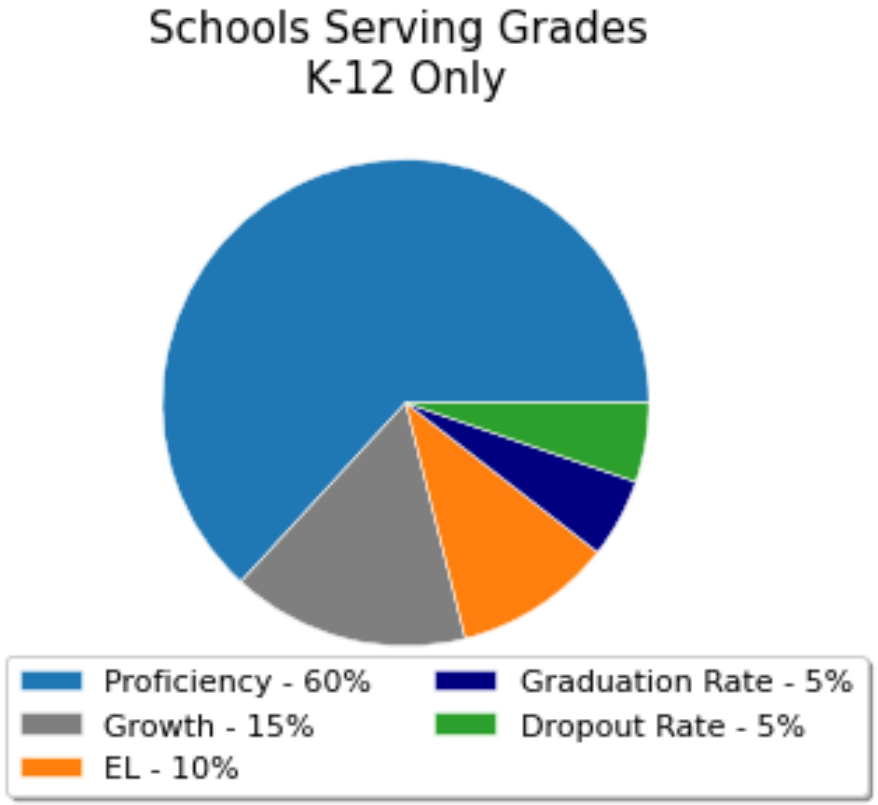
Comprehensive Schools





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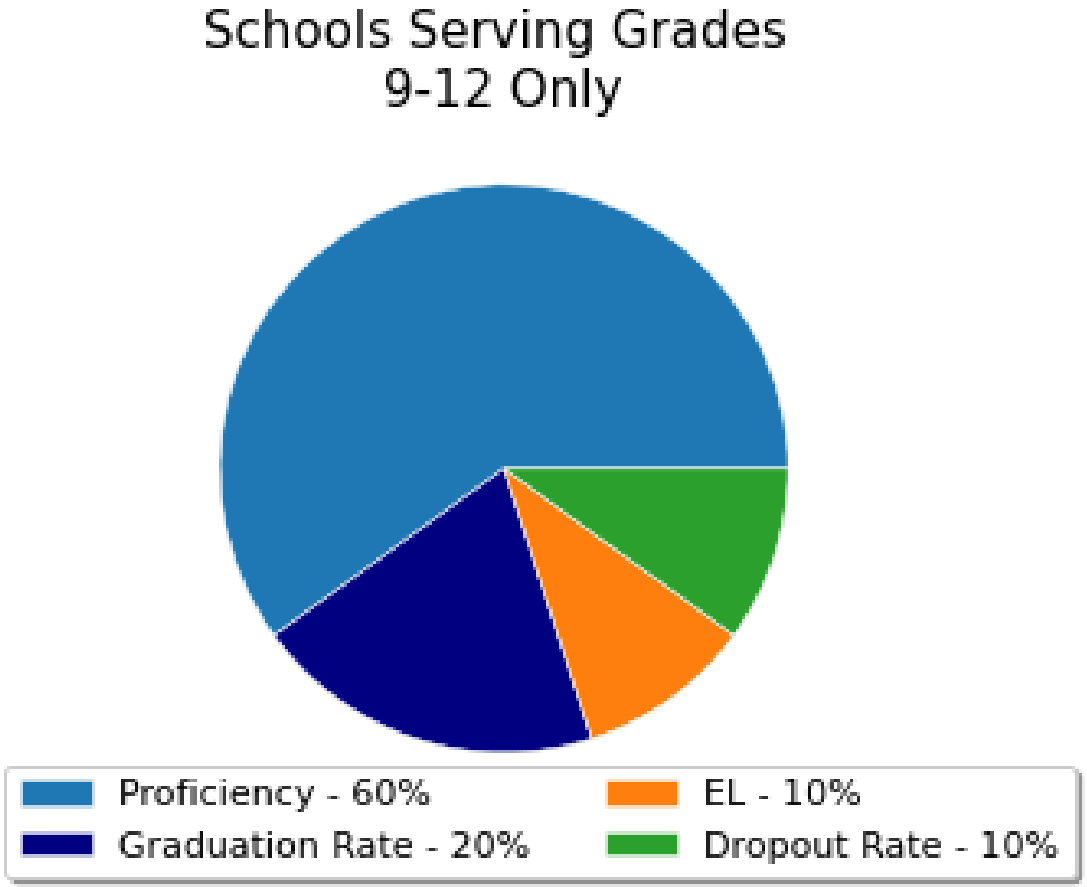
High Schools



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Who Counts?

- FAY students are *Full Academic Year* enrolled
  - Must be enrolled in the first 10 days of the academic year
  - Must be continuously enrolled until the first weekday in May
  - Any student 10-day-dropped falls off the metric, even if they reenroll
- 20 FAY students are required for nearly all metrics ($n = 20$)
  - Some metrics have special additional rules

**not every student is included in counts*

- *You are not penalized for students who enroll late or withdraw early*
- *You do not benefit from students who enroll late or withdraw early*

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Proficiency - what counts?

- 60% in most models,
  90% in K-2 model
- Exam depends on grade:
  - State Assessments
    - 3-8: AASA ELA and Math
    - 5, 8, 11: AzSCI*
    - Alternative State Assessments - MSAA
  - National Assessments
    - 9th graders: ACT Aspire*
    - 11th graders: ACT

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Proficiency

Expectations:

- 95% of all students will be tested
- Recently Arrived ELs are not included in ELA
- 20 FAY students are needed to receive points
- Most students will have two scores, some three

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Proficiency Calculation Process

- Points earned for Proficient and Highly Proficient performance
  - Tests: ELA and Math (and Science)
  - Each student can earn the school one point for each exam
- If too few are tested, a penalty is based on the number needed to achieve 95%
- Recent Arrival English Learners are not included in the ELA score

$$\frac{ELA\ points\ +\ Math\ Points}{(ELA\ Tests + Math\ Tests) + 2(\#\ to\ reach\ 95\%)}$$

- ELA: Tested 46, 12 passed
- Math: Tested 54, 15 passed
- Population is 60
  - Could have given 120
  - Gave 100 tests
  - Needed to give 95% (114)
  - Short 14 tests

$$\frac{12 + 15}{(46 + 54) + 2(14)} = \frac{27}{100 + 28} = \frac{27}{128} = \mathbf{21.09\%}$$

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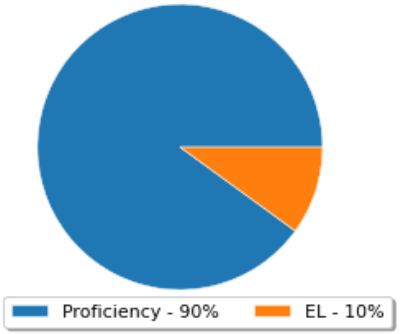
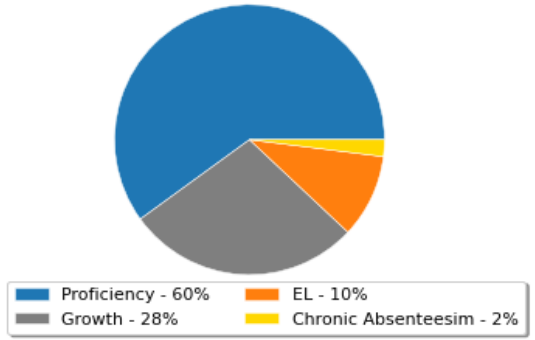
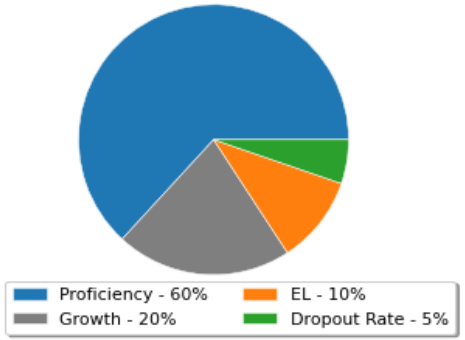
Schools Serving Grades K-2 Only



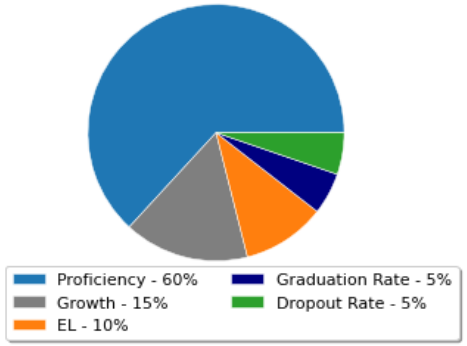
Schools Serving Grades K-8 Only



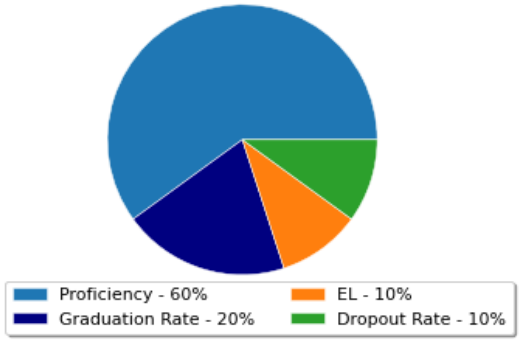
Schools Serving Grades K-11 Only



Schools Serving Grades K-12 Only



Schools Serving Grades 9-12 Only



Student Growth

- 15-28% in schools that serve middle-school-age students
- Modified by changes in Chronic Absenteeism for the 21-22 year

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Growth - what counts?

State Assessments:

- 3-8: AASA ELA and Math
- *No Alternative State Assessments*

Expectations:

- Students must be FAY
- Students must have a prior score
- Compared to academic peers

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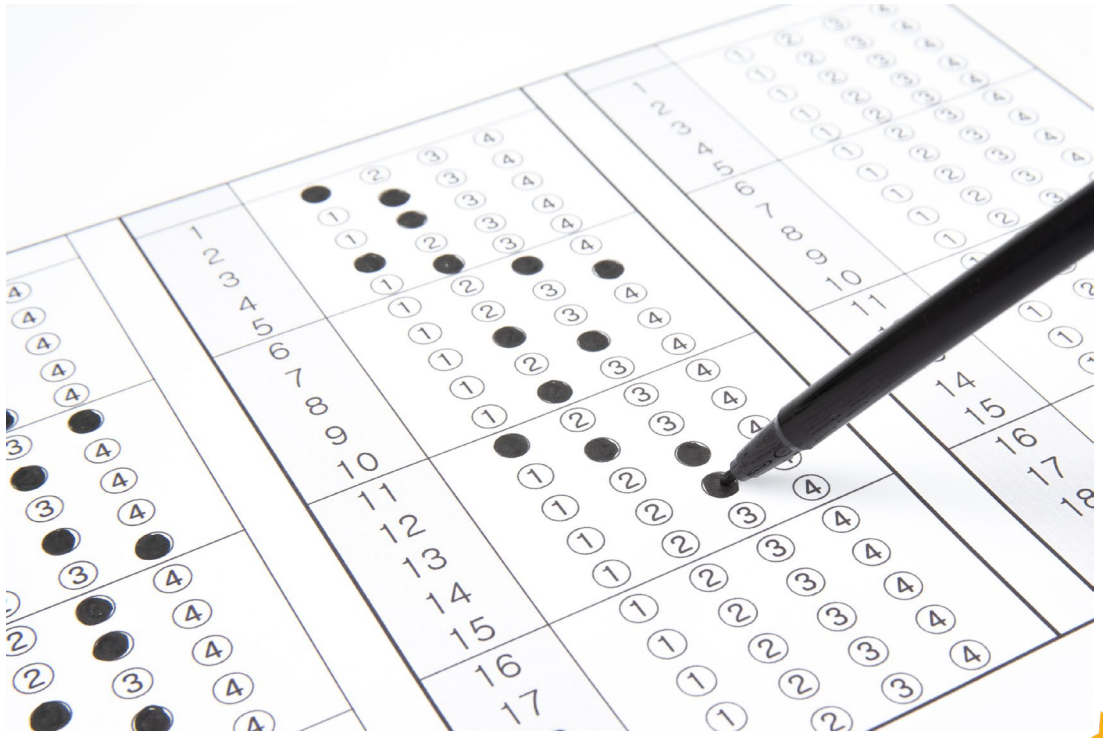
Growth Calculation Process

- Students take tests
- All students in the state with test scores get grouped (peer cohort)
  - By test (3rd ELA, 5th Math…)
  - By score group



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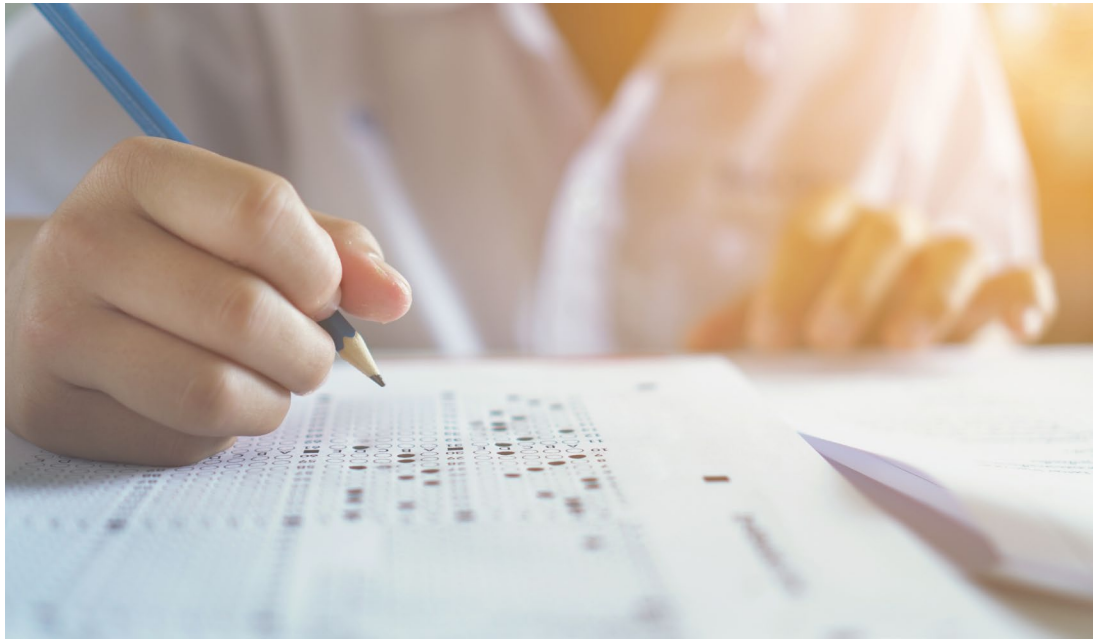
Growth Calculation Process



- A year goes by, students take another test
- Performance on the second test is compared to the performance of others from the peer cohort
- This comparison is the SGP, the ***Student Growth Percentile***

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SGP – Individual Example

- Each student has a starting score from a prior year
- That score determines the individual student's cohort group for the following year
- The SGP shows how much growth that student exhibited *compared to others in the cohort*
- An SGP of 80 means a student scored better than 80% of the kids in his specific cohort.

- Last year, Jimmy scored 2500 on the ELA 3rd grade exam
- All of last year's 3rd grade ELA 2500's in the state are in a comparison peer cohort
- This year, Jimmy's 2375 score is compared to the scores of the rest of the cohort
- Jimmy's 2375 is better than 80% of last year's 3rd grade 2500's

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SGP – School Level Example

Median SGP for the School: A single number that represents the performance of students at that school

- All FAY student SGPs are ordered, and the *middle value* is found
- Half the students are above *median*, half are below

- The school's median SGP is multiplied by the model percentage for Growth Points
  - K-8: Growth is 28%
  - If a school's median SGP is 36.5
  - $0.28 \times 36.5 = 10.22$
  - This K-8 school gets 10.22 points

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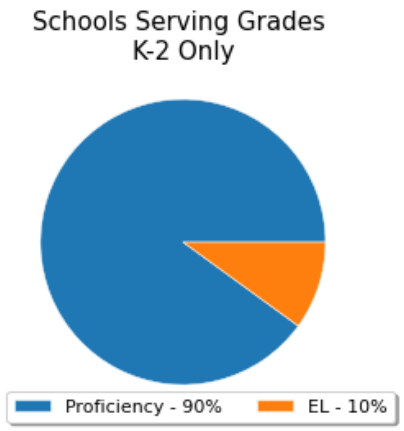

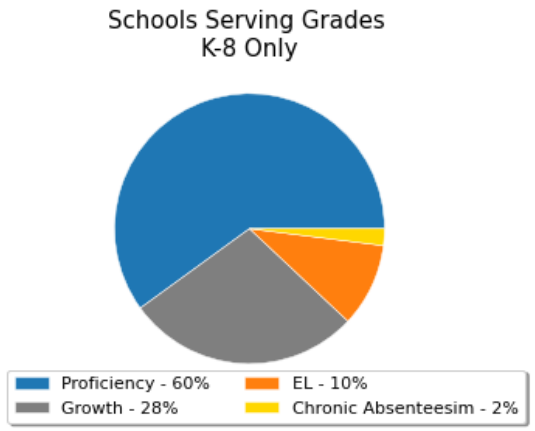

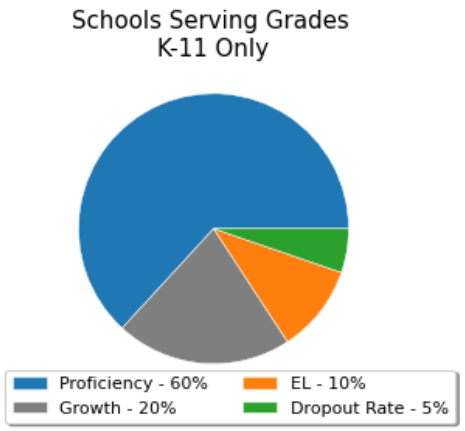

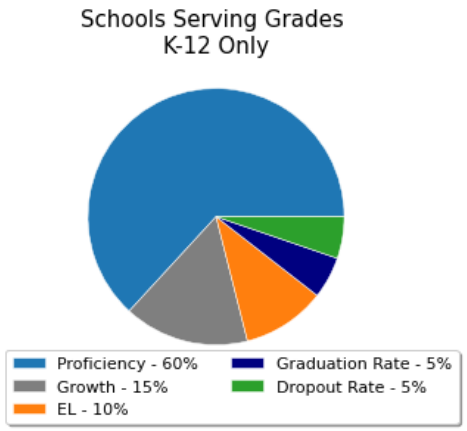

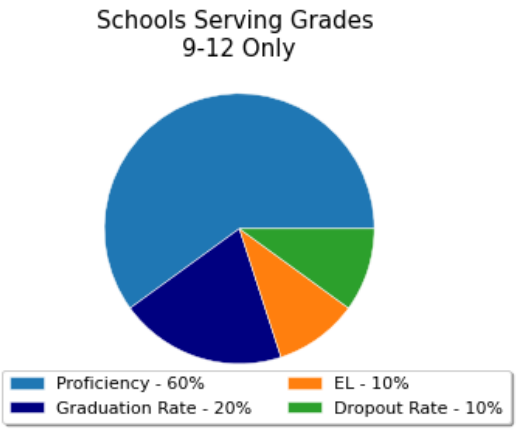

English Learners (EL)

- 10% in all models
- Score is split between proficiency and growth

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English Learners - what counts?

$n \geq 20$ EL FAY students – any student identified as needing EL services (with a less-than-proficient score on AZELLA)

- Includes Recent Arrival English Learners (RA_EL)
- Based on scores from AZELLA or Alt ELPA
- Proficiency is 5%
- Growth is 5%, students must have two successive test records.

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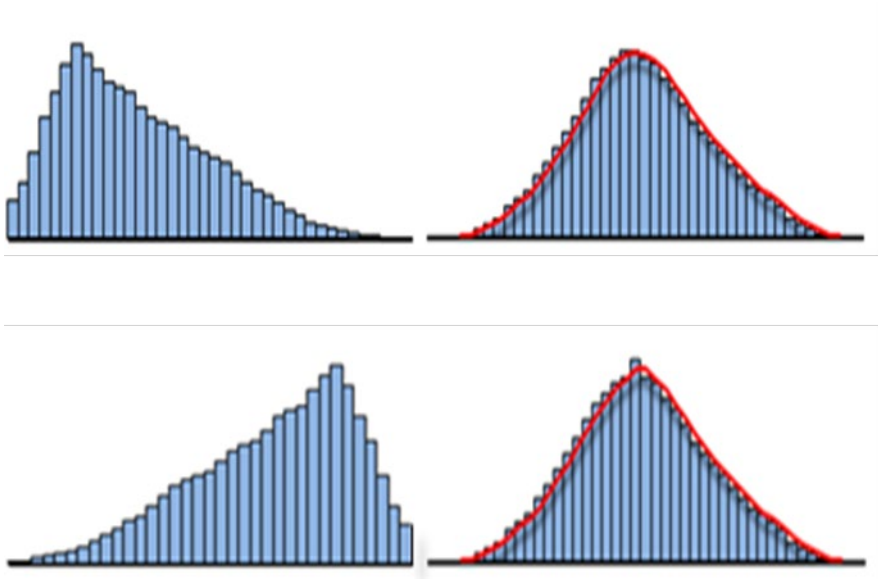
English Learners – fancy math

EL calculations require score normalization

- Effectively, the math forces the data into a bell curve
- The mean (μ) equals the *median*
- This allows us to compare students across the state

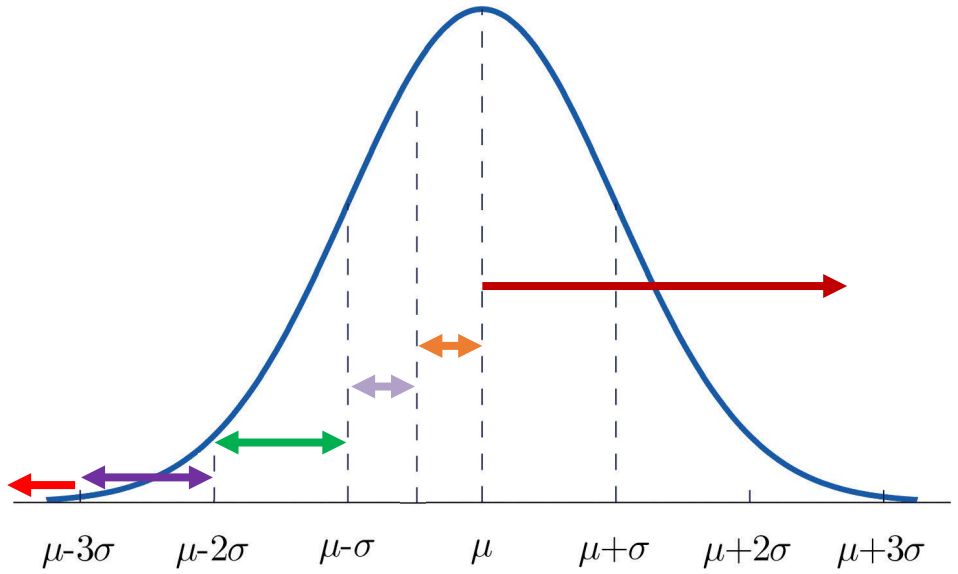


English Learners - what counts?

Proficiency

- School proficiency is compared to statewide average (μ)
- Up to 5 points granted based on a normed comparison model
  - Greater than statewide average
  - Within -0.5σ of μ
  - Between -0.5σ and -1σ of μ
  - Between -1σ and -2σ of μ
  - Between -2σ and -3σ of μ

$$\frac{\#\ of\ Proficient\ AZELLA\ FAY\ Students}{\#\ All\ FAY\ Students\ with\ EL\ Need}$$



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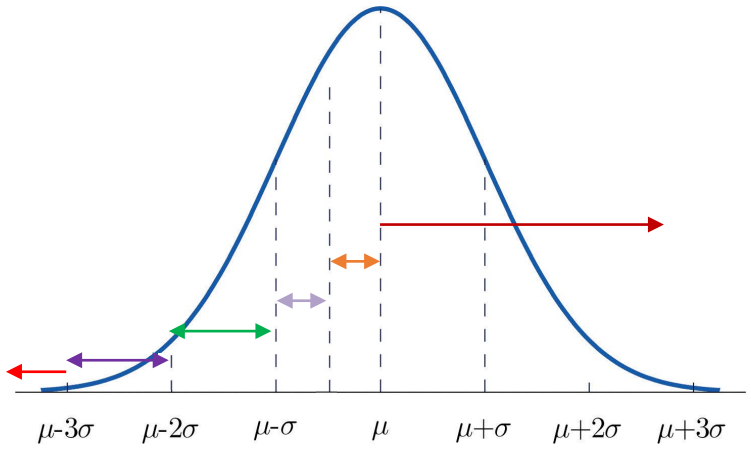
English Learners - what counts?

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



Growth

- Current and prior records are compared
- Students get a point for every level of improvement
- School gets a score

$$\frac{\sum AZELLA\ FAY\ Student\ Growth\ Points}{\#ALL\ FAY\ Students\ with\ EL\ Need}$$

- Score is compared to state

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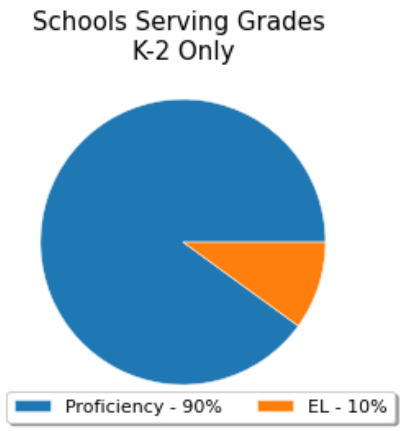

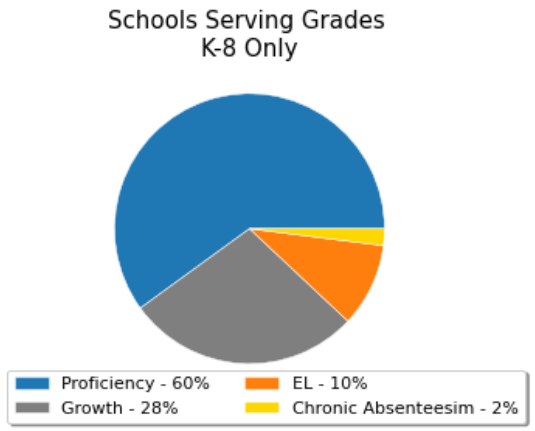

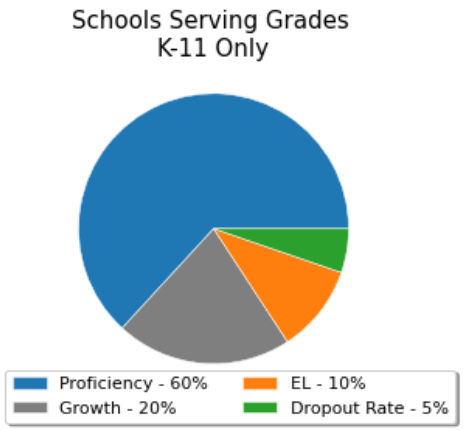

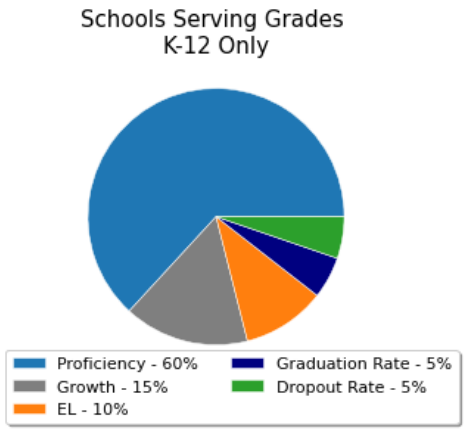

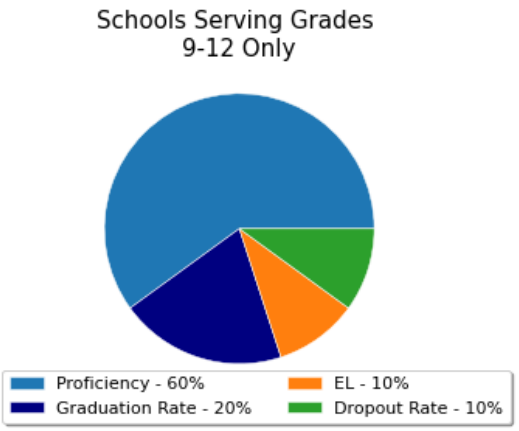

Chronic Absenteeism

- 2% in K-8 schools
- Modified for 2021-2022
  - Usually 10% in K-8
  - Usually 5% in K-12 and K-11

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Chronic Absenteeism

Who counts?

- All 1-12 students, regardless of FAY status
- No kindergartners in calculation
- Chronic illness students are removed from calculation

Calculation

- Attendance
- Partial days add up
- Anyone missing 10% or more of the school year
  - 18 days in a year-long 5-day model
  - 14.4 days in a 4-day model

$$1 - \frac{\#\ of\ Chronic\ Absentees}{Student\ Population}$$

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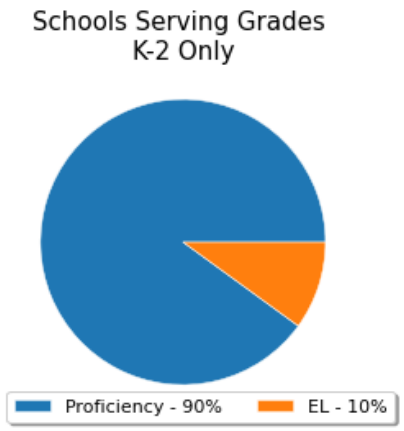

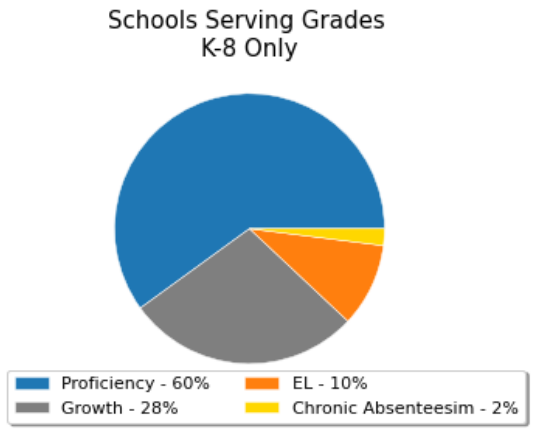

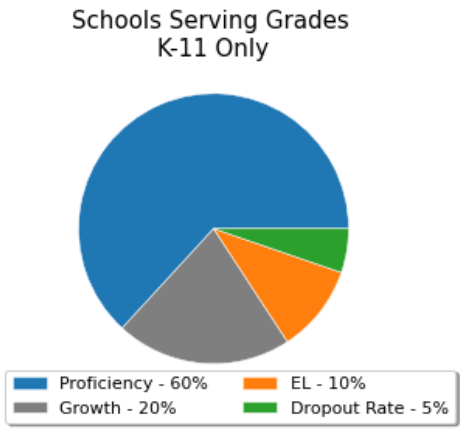

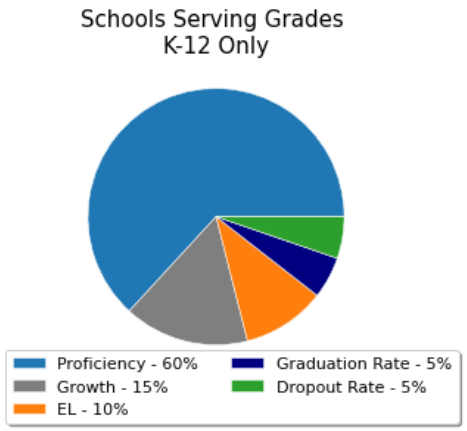

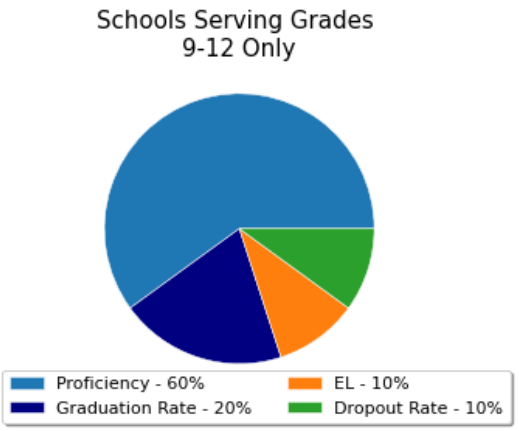

Graduation Rate

- 5% in K-12
- 20% in 9-12

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Graduation

CSI – Low Achievement

- 4-year graduation rate

CSI – Low Graduation Rate

- 5-year graduation rate

Graduation Rate is reported a year in lag – 2021 graduates for the 2022 report

Who counts

- Cohort is determined by first enrollment in 9th grade
  - Graduated
  - Non-graduates
  - Exits

$$\frac{\#\ of\ Grads\ in\ Cohort}{\#\ of\ Students\ in\ Cohort}$$

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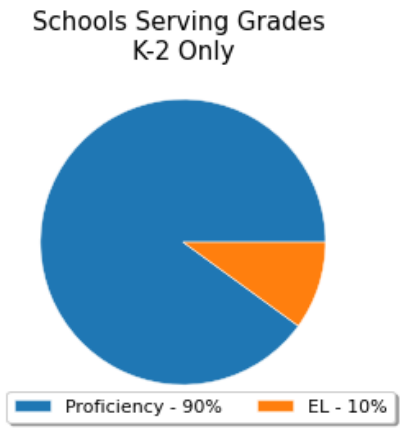

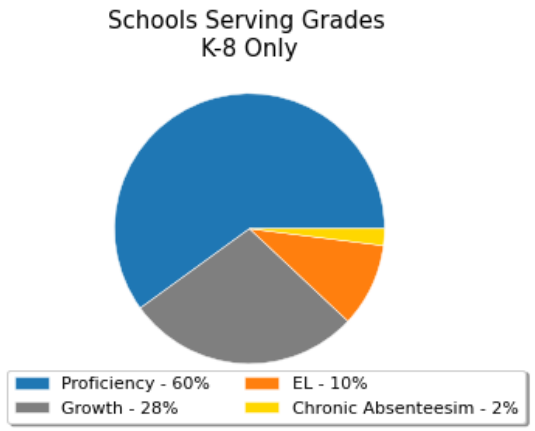

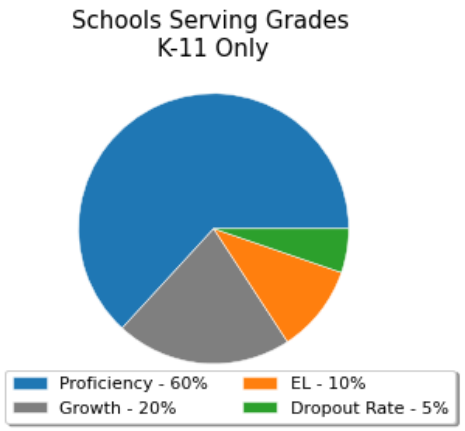

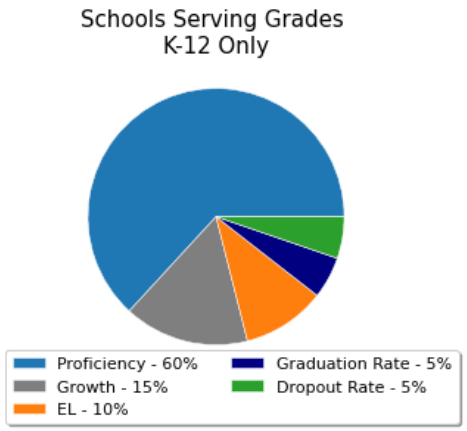

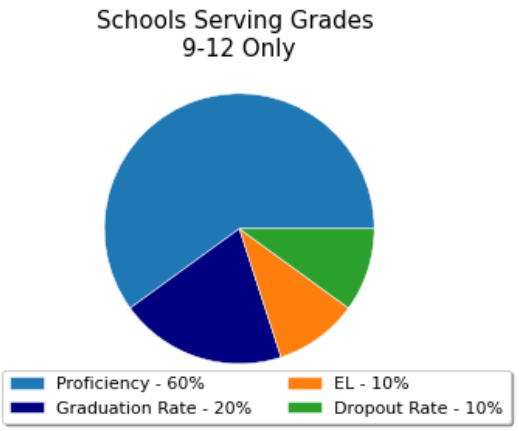

Dropout Rate

- 5% in K-11 and K-12
- 10% in 9-12

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Dropout Rate

Who counts?

- Students in grades 7-12
- Student population: All students enrolled during the year
- Dropouts*:
  Any student not enrolled at the end of the year who did not transfer, graduate, or die

$$1 - \frac{\#\ of\ Dropouts^*}{Student\ Population}$$

*refer to the *Grad Drop and Persistence Technical Manual* for enrollment codes

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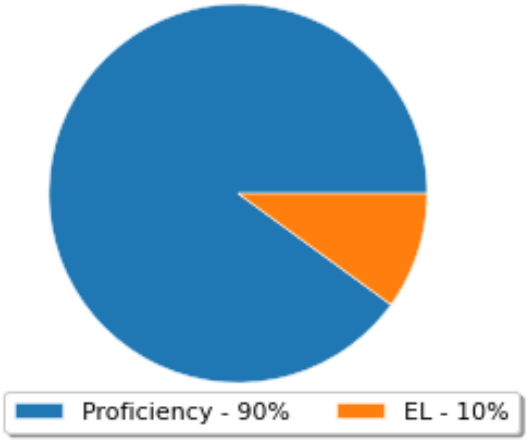
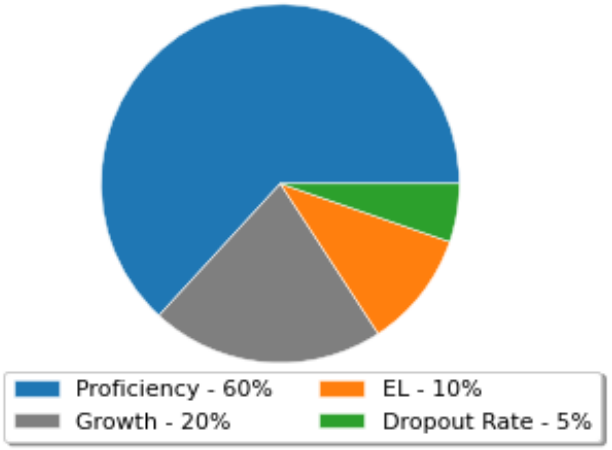
Models

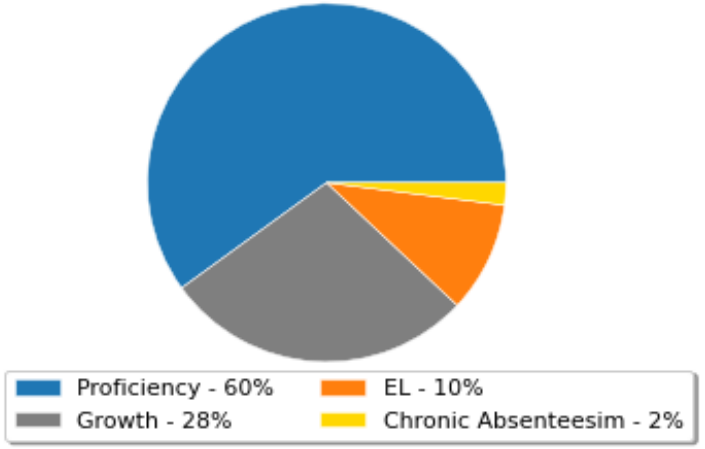
Schools Serving Grades
K-2 Only



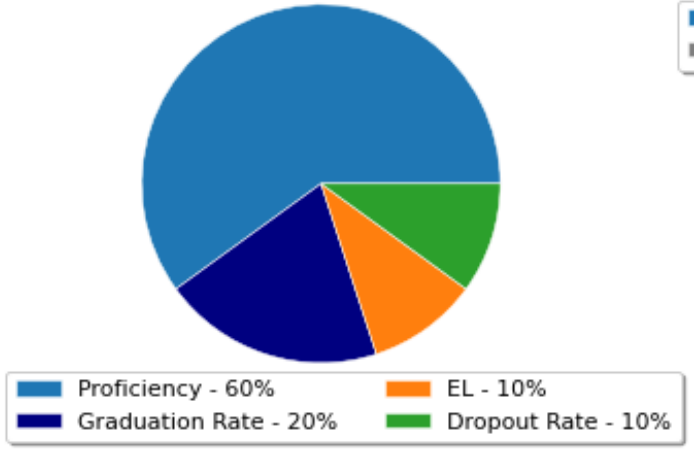
Schools Serving Grades
K-11 Only



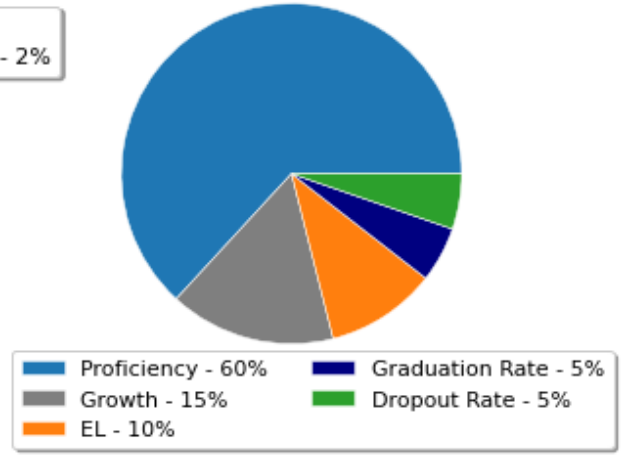
Schools Serving Grades
K-8 Only



Schools Serving Grades
9-12 Only



Schools Serving Grades
K-12 Only



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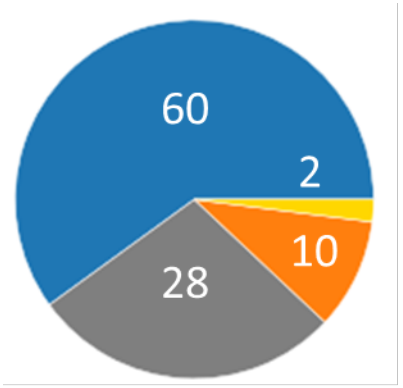
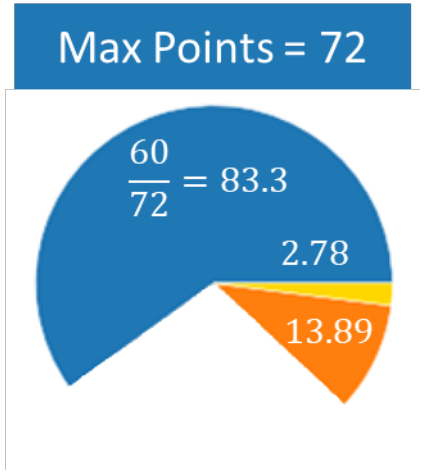
Final Total Points

- Model determines point split
- Any low-n component is excluded
  - This reduces max possible points
  - Final total is based on maximum possible for each school

$$\frac{Total\ \#\ of\ Points}{Eligible\ Points} = Final\ Points$$





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Final Points

Total Points (CSI-LA)

Schools ordered by final points

At least the lowest 5% of Title I schools are identified for CSI-LA

** Note – your school's final points reflect a percent of your school's total possible points, not a percent of every measure.*

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CSI – Low Graduation Rate

- Schools graduating less than 2/3^{rds} of their students
- Identification on a rolling basis, every 3 years
  - Current identification was FY 2021
  - Next identification is in FY 2024
- Schools with populations less than 100 may opt in
- Exit after 2 years of improvement *and* graduating 2/3^{rds} of their students or more

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Questions

- Part 2: Intro to the Static File
- Part 3: Interrogating Your Data
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- 602-542-3281

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