ARIZONA DEPARTMENT OF EDUCATION

Federal School Improvement

CSI/ATSI/TSI

Business Rules and Guidelines

2023–2024

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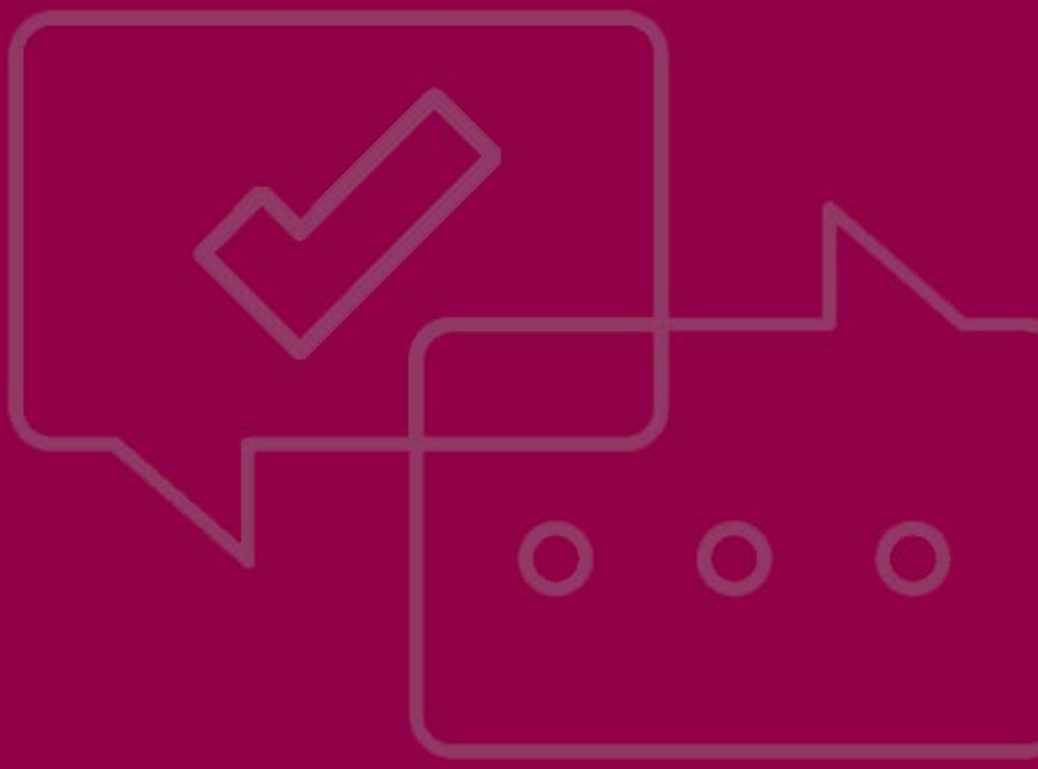

For questions about Federal School Improvement contact:

Arizona Department of Education

Federal School Improvement

(602) 542-5467

SchoolImprovementInbox@azed.gov

For Technical Business Rules and data questions contact:

Arizona Department of Education

Accountability and Research

(602) 542-5151

Achieve@azed.gov

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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 affect 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 Barack 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 (ESEA).

Arizona ESSA State Plan

Under ESSA, each state is required to create an ESSA State Plan. States develop 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 were 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. For those schools with models that include Chronic Absenteeism, the waiver reduced its role in the Federal formulae.

Calculations in 2022–2023 forward revert Chronic Absenteeism back to pre-pandemic levels.

Editorial Details

Upon completion, these business rules may undergo further editorial amendments. Prior to the finalization of the business rules, some changes may occur, including small edits to the text (e.g., punctuation, spelling, formatting, etc.), clarifications to the description of components, and the addition of details (i.e., statewide averages).

A footer appears on each page that contains the date on which these rules were most recently updated. Federal School Improvement assumes the best intent of users of this document—our goal is to provide a fair and accurate account of the Federal Identification process, intending to provide support and services to all schools that need it.

Introduction

The Arizona Department of Education's (ADE) mission states: *We are a service organization committed to raising academic outcome and empowering parents.* As a state, we are committed to holding schools accountable for these goals.

These Business Rules detail the procedures ADE uses to meet the Federal Accountability guidelines and requirements set forth in the Elementary and Secondary Education Act (ESEA) and Every Student Succeeds Act (ESSA). ESSA requires the use of performance measures to determine appropriate schools for improvement in any of these four areas, referred throughout the rules as identifications:

- Comprehensive Support and Improvement for Low Achievement (CSI-LA);
- Comprehensive Support and Improvement for Low Graduation Rate (CSI-G);
- Additional Targeted Support and Improvement (ATSI); and,
- Targeted Support and Improvement (TSI).

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 performance indicators used for ATSI and TSI are the same as those used for CSI identification, with slight modifications to make them applicable to subgroups. This document describes indicators as they pertain to CSI and uses text boxes to highlight any modifications to a performance indicator for ATSI and TSI.

Population Size Requirements

In most cases, schools must have at least 20 eligible students to receive points for a given performance indicator for any type of CSI calculation, referred to as the N-count. Subgroup populations within a school must comprise at least 20 eligible students for ATSI and/or TSI. N-count requirements are set by federal legislation to ensure statistical validity of measured indicators. In the event a population has less than 20 students for an indicator the indicator is excluded from the calculation model, and school performance is assessed as a proportion of remaining performance indicators. Eligibility for most performance indicators relies on a student's full-time enrollment status, referred to as Full Academic Year (FAY).

Schools are not excluded from the CSI-G calculation process if they do not meet the N=20 population requirement for the number of graduates or students in the graduating cohort. The N=20 population count is required for the Graduation component of CSI-LA, ATSI, and TSI identification.

Comprehensive Support and Improvement (CSI)

Basics

CSI identification occurs every three years based on the prior-year's data, and comprises two types of school measurement:

- The Graduation identification (CSI-G) is a single-indicator, snapshot reflection of a school's ability to graduate students in a timely manner. A Graduation Rate is produced annually, and each identified school's rate is compared to a prior rate to track *growth* in their Graduation Rate. However, like CSI Low Achievement, schools are identified on a rolling three-year cycle, with program inclusion based on data from the graduation cohort of the year prior to the identification year.
- The Low Achievement identification (CSI-LA) is a comprehensive evaluation of a school's ability to educate, prepare, promote, and empower students. Each school model has a different balance of performance indicators to reflect variation across school types which, taken together, produce a school's *comprehensive achievement score* (CAS). While a CAS is produced every year, only the score produced in an identification year is used to consider a school for inclusion in the identification cycle.

The first CSI-G identification was also made in the fall of 2017 based on the five-year Graduation Rate of the 2016 cohort. Initial CSI-LA identification was completed in the fall of 2017. It was based solely on the school's statewide exam proficiency rate indicator from SY 2016–2017. In each case, the next identification should have taken place in the fall of 2020; however, due to the pandemic, that identification window was delayed. The most recent identification for CSI-G was in the fall of 2021, based on the 2020 five-year cohort. CSI-LA was identified Fall 2022, based on data from SY 2021–2022.

- CSI (LA and/or G) schools must exit the program in four years. CSI-LA schools that fail to sufficiently improve their CAS and CSI-G schools that fail to improve their five-year Graduation Rate above their targets will be progressed to more rigorous options (MRO).
- CSI-G schools identified in the 2017 identification may have been reidentified in 2021, which is counted as their third year in the CSI-G program.
- CSI-LA schools identified in the 2017 cycle should have been required to exit by the end of SY 2020. Due to the pandemic, two years of measurements were suspended for CSI-LA and ATSI schools. Such schools may have been reidentified in the Fall 2022 cycle, which is counted as their fourth year in the CSI-LA program.

Process

Each public school in the state submits data to ADE through AzEDS and other services. Data are then verified by the ADE Accountability unit and combined to produce each school's annual static file and other reports, such as the Grad Rate Report and Dropout Rate Report. The ADE Accountability unit then codes the process for each performance indicator to calculate various school performance scores, including the Federal Identification and School Letter Grade values.

CSI-LA, ATSI, and TSI identifications are calculated according to the federal school model that best matches the school's population makeup. See School Configuration Models, on page 10.

All models are based on a scale of 0–100 possible points for populations that meet the criteria for all available components; the scale total is adjusted for components that do not meet the required N-count.

▪ CSI Low Graduation Rate

CSI Low Graduation Rate (CSI-G) identifications are calculated based on the five-year adjusted cohort rate. Regardless of Title I status, all schools serving 12th grade students that graduate less than two-thirds (66.7%) of their fifth-year cohort are identified CSI for Low Graduation. Details on how the Graduation Rate for five-year adjusted cohort is calculated are available in the CSI Low Graduation Rate Identification section, on page 39.

▪ Low Achievement Calculations

Each school earns a raw achievement score (RAS) based on the indicators for which the school earns points in the appropriate federal school model. A school's RAS is the total number of points earned for all indicators as weighted model components. Each school's RAS is then converted into a weighted average, called the comprehensive achievement score (CAS), based on the total possible points for which each school qualified. Schools only earn points based on the components included in their model. If a school does not qualify for points in one or more components of their model, those components are removed from the CAS calculation. The CAS is a school's RAS total points divided by the total points for which the school was eligible. This conversion from RAS to CAS standardizes all values to the same scale, allowing for school comparisons and other analyses.

Example:

Two schools with the same RAS might have different CAS values. If school A earned 36 points but only qualified to earn points in components worth 70 points, that school's CAS is $^{36}/_{70} = 51.43$. Another school with 36 points that qualified to earn points in components worth 90 points has a CAS of $^{36}/_{90} = 40.0$.

Similarly, two schools with different RAS might have identical CAS values. School B, above, has a CAS of 40. Another school that only earns 24 RAS points but only qualified for 60 has a CAS of $^{24}/_{60} = 40.0$.

Once CAS values are produced for each school statewide, the statewide CAS mean (μ_{CAS}) and standard deviation (σ_{CAS}) are calculated. Additional statistics may be extracted from the statewide data, such as the statewide median and range of CAS values for schools in the state regardless of the federal school model, or other statistics from within school models. While these values are not used in CSI-LA, they are used in other identification areas.

After statewide calculations are complete, all schools that receive a Title I part A allocation in the current school year are separated into their own ordered set. A minimum of the lowest performing five percent (5%) of Title I schools are identified for CSI Low Achievement. The CAS value used to identify these Title I schools is the Achievement Threshold for that year's identification process and remains the comparison target for identified schools during their time in school improvement.

Note: the CSI-LA Achievement Threshold is also used for ATSI calculations.

Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI)

Basics

ATSI and TSI differ by how often each subgroup is identified and the nature of what constitutes identification. ATSI and TSI component calculations are identical in design to the CSI-LA calculations but are applied to population subgroups within each school using the CSI models.

The major subgroups are as follows:

* American Indian/Native American
* Asian
* Black/African American
* Hispanic/Latino
* Multiple Races
* Native Hawaiian/Pacific Islander
* White
* English Learners (EL) and Fluent English Proficient (FEP) 1–4 years – ELFEP14
* Income Eligibility I and II - IE12 for students eligible for Free and Reduced Lunch (formerly Economically Disadvantaged Students)
* Students with Disabilities - SWD (a.k.a. resource, special education, children with disabilities)

Subgroup calculations occur every year. For each school, The Accountability unit within ADE considers each subgroup population in the school as if it were its own school. A subgroup must have met the population N-count of 20 or more eligible students for a performance indicator to be calculated.

ATSI and TSI Calculation Processes

▪ Subgroup Achievement Scores (SAS)

After CAS values are produced from the CSI-LA calculation process (see above), the ADE Accountability unit repeats the process for every subgroup population with a sufficient N-count in every school. Just like the schoolwide CAS, a subgroup earns a *subgroup achievement score* (SAS). SAS values are standardized as percentages in the same manner as CAS values.

▪ Additional Targeted Support and Improvement (ATSI)

Each SAS for every eligible subgroup population is compared to the Achievement Threshold determined in the CSI-LA calculation. Regardless of Title I status, any school with a SAS value below the target Achievement Threshold will be identified for Additional Targeted Support and Improvement (ATSI). ATSI identification is scheduled to occur every three years.

▪ Targeted Support and Improvement (TSI)

TSI identification relies on longitudinal statistical targets, rather than the minimum 5% statewide Achievement Threshold used for CSI-LA and ATSI. The statewide CSI-LA results produce a statewide mean (μ_{CAS}) and standard deviation (σ_{CAS}). The TSI Target for any year is set at a value that is two standard deviations below the statewide mean($\mu_{CAS} - 2\sigma_{CAS}$). Any subgroup with a subgroup achievement score at or below that Target is monitored for TSI identification.

TSI relies on the same SAS value used in ATSI. SAS (and CAS) values are in units defined by the percent of possible points, standardized out of 100. The statistical calculation that provides standard deviations below the mean is in standardized units (often called z-scores). Rather than confuse units, all TSI values will be published in SAS units.

Federal School Improvement (FSI) may convert subgroup SAS values into z-scores, clarifying whether a population is at or beyond two standard deviations below the statewide mean without having to reference a TSI Target. However, there is value in producing both scores (the SAS score and a Standardized SAS z-score).

> If the statewide mean is $\mu_{CAS} = 50$ and the standard deviation is $\sigma_{CAS} = 15$, then the TSI Threshold for SAS values is 20: $(\mu_{CAS} - 2\sigma_{CAS} = 50 - 2(15) = 50 - 30 = 20)$. Any subgroup with a SAS at or below 20 would qualify for TSI monitoring in that year. A subgroup with a SAS of 20 would have a z-score of -2. SAS values are in *percentage* units, while z-scores are those percentages converted to *standardized* units.

Any subgroup which falls below the TSI Target for three consecutive measurement years results in identification for Targeted Support and Improvement (TSI). TSI identification occurs annually.

Federal School Improvement (FSI) Life Cycle

ATSI

ATSI identification occurs on a rolling three-year cycle, now in sync with CSI-LA. ATSI identification is based on one prior-year's data. The first ATSI identification occurred in 2018 and was *called* TSI (no actual TSI-style identification was done in that year). That initial identification was based solely on SY 2017–2018 AzMERIT proficiency scores. The next identification cycle should have occurred in the fall of 2021 but was delayed a year due to the pandemic. The most recent identification occurred in fall of 2022 based on comprehensive SY 2021–2022 data.

ATSI schools identified for any subgroup must exit within four years. Any Title I ATSI school failing to exit after four years converts to a CSI-LA school.

TSI

TSI identification occurs *annually* based on three prior years of data. While ATSI looks at one year of data every three years, TSI considers three years of longitudinal data every year. Schools are identified as TSI for a subgroup when that population underperforms the annual statewide mean for all students by two or more standard deviations in each of three consecutive years. TSI is effectively *chronic low achievement* for a subgroup.

The first TSI identification was in 2018. That identification comprised only the AzMERIT proficiency scores from the prior school year and was based on a statewide Achievement Threshold, not a longitudinal standard deviation calculation. As the state had not yet clarified the differentiation between ATSI and TSI mandated by ESSA, it was effectively an ATSI identification in all but name. Schools identified in that cycle are treated as ATSI identification schools.

The first true TSI identification occurred in the fall of 2022, based on data from SY 2017–2018, SY 2018–2019, and SY 2021–2022. While these years are not consecutive, no data was

included for calculation during the COVID-19 pandemic (SY 2019–2020 and SY 2020–2021). Schools identified with subgroups performing at or below two standard deviations below the statewide mean in 2018, 2019, and 2022 were identified as TSI schools.

Timing Overlap

CSI-LA and ATSI identifications are completed on a three-year cycle, while schools are expected to exit their identification in four years. As a result, it is possible for an identified school to be *reidentified* within their original four-year cycle. When this happens, the school is identified using new data, but would retain their timing from the date of original identification.

Example:

Parvus HS was identified in the original Fall 2017 CSI-LA cycle. Parvus has four years to exit identification. Due to the pandemic, 2020 and 2021 were *delayed* and do not count in this timeline (for CSI-LA and for ATSI). SY 2017–2018 was year one, SY 2018–2019 was year two, and SY 2019–2020 was year three. SY 2020–2021 and SY 2021–2022 were not included in Parvus' four-year timeline. SY 2022–2023 is Parvus's fourth year in the program, after which they are expected to exit identification. In the fall of 2022 (SY 2022–2023, their fourth year), Parvus was *reidentified* for CSI-LA. While identified under the updated metric, Parvus is still expected to exit based on their SY 2022–2023 data. If Parvus HS does not meet the exit criteria, the school will be moved from CSI-LA to More Rigorous Options (MRO).

Medius HS was identified in the original Fall 2018 ATSI cycle for their white population. Medius has four years to exit identification before being converted into a CSI-LA school. Following the same calendar requirements for Parvus HS (above), the Fall 2022 identification was during Medius' third year in the ATSI cycle. Medius was *reidentified* for ATSI in the fall of 2022 but remains on their original exit timeline. Medius must exit based on their SY 2023–2024 data or be converted to CSI-LA.

Errors and Changes

When ESSA was approved, the initial guidelines let the state determine methodology and expectations with no existent models or examples. Additionally, turnover in both state and local education agencies resulted in issues with calculation, inclusion, and data verification. ADE assumes the best intentions and is driven to continuously query and refine the school improvement process.

As explained in prior sections, the first CSI-LA identification was not based on a comprehensive evaluation of school performance. The score, based on AzMERIT results, is only one indicator of achievement. Since the initial CSI-LA calculation, the six components available to each model have been calculated, checked, verified, updated, and improved.

The initial 2017 CSI-LA, the 2018 ATSI (then called TSI), and subsequent 2022 CSI-LA and ATSI identifications did not rely on scores standardized by school model. Federal School Improvement holds identified schools harmless as we continue to improve the identification process; identified schools will not have their targets moved due to updates in the calculation process.

Finally, the first TSI identifications happened in 2022, based on "three prior years of data." Those years include the 2017–2018, 2018–2019, and 2021–2022 school years. Moving forward, TSI identification will eventually filter to truly consecutive years using identical comparison calculations.

Federal School Improvement is tightly partnered with the Accountability unit within ADE to ensure the appropriate schools are identified, the data used to identify schools is correct, and refining the identification process to be fair and transparent.

Identification Expectations for Federal School Improvement

CSI-LA and ATSI schools identified for improvement are expected to exit the program in four years. ATSI Title I schools that do not exit after four years convert to CSI-LA schools. CSI-LA schools that do not exit in four years become eligible for More Rigorous Options (MRO).

Impacts of COVID-19 on the Timing of Federal Expectations

The COVID-19 pandemic caused many changes in how schools provided educations to their students, and the true impact may not be fully known for years to come. Further, school closures and pandemic-related issues caused data-collection to be truncated or eliminated for some components. Lack of data forced a pause in the CSI-LA and ATSI exit-timing cycle.

▪ One-Year Exit Waiver

Due to the impact of COVID-19 on multiple measures of school performance, a one-year waiver for ATSI and CSI-LA schools identified in the fall of 2022 extends schools an opportunity to exit based on one-year improvement data. Schools must meet the calculation requirements for their model and generate a comprehensive achievement score or subgroup achievement score that exceeds the 21.99 Achievement Threshold from 2022 to exit in 2023. Any schools not improving above 21.99 will remain in their identification program until they show two years of improvement *and* have a score above 21.99 Achievement Threshold.

This waiver expires after the fall 2023 identification.

▪ CSI-LA Reidentification Timing

Any CSI-LA school identified in 2017 that was *reidentified* in 2022 is considered to be in year *four* of the process during SY 2022–2023. If such a school does not show sufficient improvement through their SY 2022–2023 data, they will progress in the fall of 2023 to More Rigorous Options.

▪ ATSI Reidentification Timing

Any Title-I ATSI school identified in 2018 that was *reidentified* in 2022 is considered to be in year *three* of the process during SY 2022–2023. An ATSI school that does not show sufficient improvement through their SY 2022–2023 data will not exit by virtue of the exit waiver. Such a school will need to show continued improvement and a final score above their normal exit threshold based on their SY 2023–2024 data or will otherwise progress in the fall of 2024 to CSI-LA based on their ATSI identification requirements.

CSI-LA and ATSI identifications aligned in Fall 2022. A timeline of identification, continuation, and exit windows follows. This timeline may be adjusted as necessary.

Fall of Year	Identification	Data: LA/ATSI	Data: G	Data: TSI	Status
2017	**CSI (LA & G)**	SY 16–17	2016 5y Cohort	*n/a*	Initial (17) **CSI (LA & G)** Identification: Year 1
2018	**ATSI** Identification	SY 17–18	2017 5y Cohort	*n/a*	17 **CSI** Identifications: Year 2 Initial **ATSI** (18) Identification: Year 1
2019	*None*	SY 18–19	2018 5y Cohort	*n/a*	17 **CSI**: Year 3 18 **ATSI**: Year 2
2020	*None*	*COVID*	*COVID*	*n/a*	*Delayed*
2021	**CSI-G** New IDs	*COVID*	2020 5y Cohort	*n/a*	*17 **CSI-LA**: Delayed* 17 **CSI-G**: Year 4 *18 **ATSI**: Delayed* New 21 **CSI-G** Identifications: Year 1
2022	**CSI-LA** **ATSI** **TSI**	SY 21–22	2021 5y Cohort	SYs 17–18, 18–19, 21–22	17 **CSI-LA**: Year 4 18 **ATSI** Identifications: Year 3 21 **CSI-G**: Year 2 New (22) **CSI-LA**/**ATSI**/**TSI** Identifications: Year 1
Note	***TSI: From 2022 onward, TSI is identified annually. TSI schools have four years from ID year to exit.***				
2023	**TSI**	SY 22–23	2022 5y Cohort	SYs 18–19, 21–22, 22–23	17 **CSI-LA**: **MRO** 17 **CSI-G**: Eligible for reidentification 18 **ATSI** Identifications: Year 4 21 **CSI-G**: Year 3 22 **CSI-LA**/**ATSI**: Year 2
2024	**TSI** **CSI-G** New IDs	SY 23–24	2023 5y Cohort	SYs 21–22, 22–23, 23–24	18 **ATSI** Identifications: **CSI-LA** 21 **CSI-G**: Year 4 22 **CSI-LA**/**ATSI**: Year 3 24 **CSI-G** New Identifications: Year 1
2025	**CSI-LA** **ATSI** **TSI**	SY 24–25	2024 5y Cohort	SYs 22–23, 23–24, 24–25	21 **CSI-G**: Eligible for reidentification 22 **CSI-LA**/**ATSI**: Year 4 24 **CSI-G**: Year 2 New (25) **CSI-LA**/**ATSI** Identifications: Year 1
2026	**TSI**	SY 25–26	2025 5y Cohort	SYs 23–24, 24–25, 25–26	22 **CSI-LA**/**ATSI**: **MRO**/**CSI-LA** 24 **CSI-G**: Year 3 25 **CSI-LA**/**ATSI**: Year 2
2027	**TSI** **CSI-G** New IDs	SY 26–27	2026 5y Cohort	SYs 24–25, 25–26, 26–27	24 **CSI-G**: Year 4 25 **CSI-LA**/**ATSI**: Year 3 New (27) **CSI-G** Identifications: Year 1
2028	**CSI-LA** **ATSI** **TSI**	SY 27–28	2027 5y Cohort	SYs 25–26, 26–27, 27–28	24 **CSI-G**: Eligible for reidentification 25 **CSI-LA**/**ATSI**: Year 4 27 **CSI-G**: Year 2 New (28) **CSI-LA**/**ATSI** Identifications: Year 1
2029	**TSI**	SY 28–29	2028 5y Cohort	SYs 26–27, 27–28, 28–29	25 Identification: **MRO**/**CSI-LA** 27 **CSI-G**: Year 3 28 **CSI-LA**/**ATSI**: Year 2
2030	**TSI** **CSI-G** New IDs	SY 29–30	2029 5y Cohort	SYs 27–28, 28–29, 29–30	27 **CSI-G**: Year 4 28 **CSI-LA**/**ATSI**: Year 3 New (30) **CSI-G** Identification: Year 1
2031	**CSI-LA** **ATSI** **TSI**	SY 30–31	2030 5y Cohort	SYs 28–29, 29–30, 30–31	27 **CSI-G**: Eligible for reidentification 28 **CSI-LA**/**ATSI**: Year 4 30 **CSI-G**: Year 2 New (31) **CSI-LA**/**ATSI** Identification: Year 1
2032	**TSI**	SY 31–32	2031 5y Cohort	SYs 29–30, 30–31, 31–32	28 **LA**/**ATSI**: **MRO**/**CSI-LA** 30 **CSI-G**: Year 3 31 **CSI-LA**/**ATSI**: Year 2

School Configuration Models

Terminology

There are five school configuration models in the federal identification system. Schools are identified using the model that best describes their grade structure. There is neither differentiation between traditional schools and alternative schools, nor for Arizona Online Institutes (AOIs) or Dropout Recovery Programs (DRPs). In other words, all public schools in the state are expected to meet the same federal guidelines for performance or be identified for improvement.

- Each ***model*** comprises at least one academic and one School Quality or Student Success (SQSS) component.
- Each ***component*** is a performance indicator weighted to fit a Federal School model.
- A ***performance indicator*** is a raw, unweighted calculation of the appropriate model component. For instance, a school may report a 30% Student Growth rate. The Growth *component* in the model is a will be the Growth *indicator* weighted for the school model.
- A performance score, the ***raw achievement score*** **(RAS)**, is produced based on the earned component points.
- A final standardized ***comprehensive achievement score*** **(CAS**) converts the **RAS** value to a percentage based on the individual school's total eligible points.
- The process is repeated for each subgroup, producing a unique ***subgroup achievement score*** **(SAS)** for each measured subgroup within a school population.

Primary and Secondary School Models

ESEA, ESSA, and the ESSA State Plan generally refer to and focus on two basic models of school: those for K–8 students (primary schools) and those for High School students (secondary schools). These two models do not bound all the options for schools in our state. When a school's population includes grades that cross the primary/secondary boundary, the configuration model may have component from both types of school. The school models of K–11 and K–12 include students from both the primary and secondary grades. These two models have the balance of their points adjusted to split the impact of the various primary and secondary indicators.

Federal guidelines require a component to be an indicator of School Quality or Student Success (SQSS). Arizona chose to use Chronic Absenteeism in primary schools and Dropout Rates in high schools. In K–11 and K–12 schools, the SQSS components will *only* be applied to the students in the appropriate grades, as illustrated in the tables below.

Further, the Growth indicator is included based only on test performance in grades 4–8. In K–11 and K–12 schools, the Growth indicator is calculated using only the eligible students in those grades. There are two reasons for this:

1. The performance measure in high school is the ACT, usually given three years after the student's last AASA/MSAA exam. The ACT is not aligned to the AASA/MSAA exams so tracking academic growth from the eighth-grade assessment to the 11th grade ACT may be problematic.
2. High School students are tracked based on *Graduation* and *Dropout Rate*s, rather than Growth; Growth is already included in the K–11 and K–12 models with its own weight.

Each school model comprises multiple weighted components each model calculated by the school's achievement on the associated performance indicators. The tables below show how each indicator is weighted as a component of each school model.

*Note: For the fall 2022 calculation, Chronic Absenteeism (CA) was modified in all models that include that indicator. For K–8 schools, CA was reduced to 2%, and Growth was increased to 28%. All other models with the component had CA removed, reducing the maximum points possible. In 2023 CA returns to its normal value, between 5–10%, depending on model.

CSI-LA, ATSI, and TSI identifications are calculated according to the models outlined below.

1. Schools that exclusively serve grades within K–2 are scored using the K–2 model.
2. Schools that serve any other configuration within grades K–8 (e.g., K–3, K–8, 1–5, 6–8) are scored using the K–8 model.
3. Schools that serve any configuration within grades 9–12 are scored using the 9–12 model.
4. Schools that serve grades less than 9 and no higher than 11 (e.g., K–10, 5–11, 5–9) are scored using the K–11 model.
5. Schools that serve any grade less than 9 through grade 12 (e.g., K–12, 5–12, 7–12) are scored using the K–12 model.

Federal School Models

Schools Serving Grades K–2 (Federal Model 1)				
Component	**Weight**	**FAY**	**Grades**	**Measure**
Proficiency*	80%	2-Yr	101*	Statewide Assessment and Alternate Statewide Assessment
EL Proficiency and EL Growth	10%	ELFAY	K–2/K–3	AZELLA and Alt-ELPA
Chronic Absenteeism	10%		1–2	Attendance

*Proficiency for the K–2 model is calculated using the Grade 3 statewide assessment results of students that were **FAY** at the K–2 school for the *two years immediately prior* to the fiscal year in which the student took the assessment. Former K–2 students appear in the static file as grades 101, 102, 103, or 104: the last digit is the number of years prior they were enrolled in the school. A second grader in a K–2 school would be listed as grade 101 the following year, grade 102 a year later, and so on.

Schools Serving Grades K–8 (Federal Model 2)				
Component	**Weight**	**FAY**	**Grades**	**Measure**
Proficiency	60%	✓	3–8	Statewide Assessment and Alternate Statewide Assessment
Growth	20%	✓	4–8	State Assessment
EL Proficiency and EL Growth	10%	ELFAY	K–8	AZELLA and Alt-ELPA
Chronic Absenteeism	10%		1–8	Attendance

Schools Serving Grades 9–12 (Federal Model 3)				
Component	**Weight**	**FAY**	**Grades**	**Measure**
Proficiency	60%	✓	11	Statewide Assessment and Alternate Statewide Assessment
Graduation Rate	20%		Prior Cohort	Graduation Exit Code
EL Proficiency and EL Growth	10%	ELFAY	9–12	AZELLA and Alt-ELPA
Dropout Rate	10%		9–12	Dropout Exit Code

Schools Serving Grades K–11 (Federal Model 4)				
Component	**Weight**	**FAY**	**Grades**	**Measure**
Proficiency	60%	✓	3–8, 11	Statewide Assessment and Alternate Statewide Assessment
Growth	20%	✓	4–8	State Assessment
EL Proficiency and EL Growth	10%	ELFAY	K–11	AZELLA and Alt-ELPA
Chronic Absenteeism	5%		1–8	Attendance
Dropout Rate	5%		9–11	Dropout Exit Code

Schools Serving Grades K–12 (Federal Model 5)				
Component	**Weight**	**FAY**	**Grades**	**Measure**
Proficiency	60%	✓	3–8, 11	Statewide Assessment and Alternate Statewide Assessment
Growth	15%	✓	4–8	State Assessment
EL Proficiency and EL Growth	10%	ELFAY	K–12	AZELLA and Alt-ELPA
Chronic Absenteeism	5%		1–8	Attendance
Graduation Rate	5%		Prior Cohort	Graduation Exit Code
Dropout Rate	5%		9–12	Dropout Exit Code

Definitions and Data Inclusion Criteria

The table below identifies which assessments are used in the CSI identification 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 Indicator	Proficiency Indicator
State Assessments	Yes: 4th–8th Grade	Yes: 3rd–8th Grade
Alternate State Assessments	No	Yes: 3rd–8th Grade
ACT-Aspire	Not used	Not used
ACT	No	Yes: 11th Grade
AZELLA	Yes: EL Growth	Yes: EL Proficiency
Alt-ELPA	Yes: EL Growth	Yes: EL Proficiency

The following outlines the specific descriptions and definitions of student data included in the calculation of CSI-LA, CSI-G, ATSI, and TSI identifications.

Achievement Threshold – An annual calculation based on the CAS value that identifies a minimum of the lowest 5% of schools receiving Title I, Part A funding. The statewide Achievement Threshold (referred to as "Threshold") is the performance target for identified CSI-LA schools and for identified ATSI subgroups. A new Threshold is calculated every year, but an identified population maintains their identified Threshold throughout their participation in the school improvement process.

Additional Targeted Support and Improvement (ATSI) – Any Arizona School that has one or more underperforming subgroups and any low achieving subgroups will be identified as Additional Targeted Support and Improvement. ATSI identification results in support at the district/LEA level.

AZELLA FAY – See ***ELFAY***, below.

Chronic Absenteeism – A student is considered chronically absent if they have absences (excused and unexcused, including full or partial days) adding up to greater than 10% of a school's calendar year (e.g., missing greater than 18 days for a school meeting five days per week). Students enrolled in kindergarten or flagged as chronically ill in AzEDS are removed from the Chronic Absenteeism calculation. Schools can validate how many absences a student has using the STUD10 report in the AzEDS portal on ADEConnect. Arizona Online Institutes (AOI) students that are missing more than 10% of the required instructional minutes are considered chronically absent. Additional information on what defines absences is in ARS §15–901, and ARS §15–808.

Component – The weighted value of a performance indicator within a given school model. For instance, in many models the Proficiency indicator is weighted at 60%. A school with a Proficiency rate of 23% would earn 13.8 points for the Proficiency *component* in their model. $(0.23 \times 0.60 = .138)$.

Comprehensive Achievement Score (CAS) – An annual, schoolwide achievement score, standardized to a percentage from each school's total possible points based on N-count eligibility for each model component.

Comprehensive Support and Improvement (CSI) – Any Arizona School that is underperforming when compared to the statewide targets will be identified as Comprehensive Support and Improvement. CSI identification results in support at the school level. Schools can receive CSI identification for Low Achievement (CSI-LA) or for a Low Graduation Rate (CSI-G).

ELFAY – Any EL student sufficiently enrolled to qualify to be FAY for their school type (see *FAY*, below), and continuously enrolled until the last day of the state testing window for AZELLA (usually mid-March: see the official testing dates for specifics). ELFAY students must be identified as EL students in a timely manner, as defined by the state English Language testing and identification requirements. EL Students with breaks in enrollment of fewer than 10 calendar days are still considered ELFAY. Also called ***AZELLA FAY***.

English Learner (EL) – Any student identified with an EL need determined by a less-than-proficient score on:

a. the AZELLA or Alt-ELPA in the current or prior fiscal year; or,
b. an AZELLA or Alt-ELPA placement exam in the current fiscal year.

English Learner and Fluent English Proficient years 1–4 (ELFEP14) – Any EL student and any former EL student who was identified as proficient in the last four years after receiving EL services.

FAY Proficiency Rate – The proficiency rate calculated for a population using only FAY students. Used to further determine the score for the Proficiency indicator. Within a population, the FAY proficiency rate is the number of proficient, eligible, FAY Math and ELA exams divided by the number of FAY Math and ELA exams given.

Full Academic Year (FAY) – In most cases, a school is measured based on the impact on the learning of only those students in attendance for the full academic year. As state law allows schools to use a variety of attendance models, determining if a student is FAY depends on the type of school attended.

- For regular (in-person) attendance schools, a student is considered FAY if they enroll within the first 10 school days of the school's calendar year and remain continuously enrolled until the first weekday in May. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
- For students enrolled in Arizona Online Institutes (AOI), FAY relies on students meeting AOI-required minutes by the first weekday in May. Students that transfer to an AOI may be FAY at the AOI if they meet their required minutes, regardless of their date of transfer.
- Students enrolled at Alternative schools are FAY if they are enrolled on October 1 and remain continuously enrolled through the first day of the spring state assessment testing window.

Graduation Cohort – Membership in a cohort class is established at the time of the student's first enrollment in a high school grade in the United States and remains the same throughout the remainder of their time in school. Whereas students in third through eighth grades take exams in their grade-year, high school age students are expected to test with their graduation cohort, which could reasonably be at a time other than when

they are in 11th grade depending on how an individual school ties grade-year to credits earned. For more details on cohort assignment, refer to the Graduation, Dropout & Persistence Rate Technical Manual.

Low Achievement (LA) – An identification that reflects a population's comprehensive annual performance. Any Title I school (for CSI-LA), or any subgroup regardless of Title I status (for ATSI) that scores in the bottom 5% of the state on achievement will be identified as Low Achievement. TSI is a Low Achievement identification, based on statistical range rather than a percentile of state Title I schools.

Mean – A measure of the center of the data, the arithmetic average of a distribution is often represented by *mu* (μ). In some instances, mean is the best approximation of the middle of the data. However, it is easily influenced by strong outliers.

Median – A measure of the center of the data, the middle value is resistant to outliers in the distribution of values. In some instances, median is a strong approximation of the middle of a data distribution.

Model – The design of the school based on federal guidelines that represents the grades served. The model determines the weight of each performance indicator as a component of the model.

N-count – The minimum number of students required for a performance indicator to be calculated, which makes a population eligible to earn points for a model component. The N-count for all model indicators is 20 FAY students with the needed record/assessment. May also be referred to as N-count. Note, CSI-G does NOT require N=20.

Performance Indicator – Any one of the six factors used to measure school performance. These include **Proficiency Rate, Growth Rate, EL Proficiency** and **EL Growth, Chronic Absenteeism Rate, Dropout Rate,** and **Graduation Rate.** In most cases an indicator is a percentage. After calculation, performance indicators are converted into model components based on each model's weighting guidelines. Also referred to as *indicator*.

Raw Achievement Score (RAS) – The sum of all component points earned by a school in each category for their school model. The RAS is ignorant of possible points earned.

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). RAEL status is calculated based on reported EL status and Migrant status. RAEL student scores are not included in the Growth indicator in the first year (RAEL = 1) and are not included in the Proficiency indicator for their first two years (RAEL = 1 or RAEL = 2).

Sigma (Σ) – In general mathematics, Σ is used as an operator for summation. Some performance indicators rely on the sum of eligible values, and the formulae use sigma to define the function.

Standard Deviation (σ) – 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

(μ) of the set, while a high standard deviation indicates that the values are spread out over a wider range.

Students with Disabilities (SWD) – Any student receiving special education services on October 1 of the school year, as defined by Federal law. Also called special education (SPED) or Exceptional Student Services (ESS). To confirm whether a student meets this criterion, schools can check their SPED07 report in the ESS Census Application. Information regarding the ESS Census process can be found here: http://www.azed.gov/specialeducation/data-management/federal-sped-census/

Subgroup Achievement Score (SAS) – A subgroup population's total score divided by the subgroup's eligible points. SAS is a subgroup-only CAS score for use in ATSI and TSI calculations.

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. TSI identification results in support at the district/LEA level.

Testing Multiplier – a value used to impart the weight of how well a school has met the 95% testing requirement for a population. The testing multiplier is combined with the FAY Proficiency Rate to determine an unweighted score for the Proficiency indicator. The testing multiplier is the number of completed student tests in Math and ELA divided by the number of expected student tests in Math and ELA, regardless of FAY status.

TSI Target – An annual score calculated to mark the CAS/SAS value that is two full standard deviations below the statewide CAS mean ($\mu_{CAS} - 2\sigma_{CAS}$). Populations with SAS values below the TSI Target are monitored for TSI identification.

Static File

The Static File is produced annually for every public school in Arizona. Data is verified by the ADE Accountability unit, and then aggregated for each student eligible for inclusion in the static file. Once compiled, the static file is used to calculate most of the CSI calculations for both Federal and State Accountability.

- These include:
  - Proficiency rate of student on the various state assessments;
  - Growth of students compared to their academic peers on state assessments;
  - English Language Proficiency and Growth for English Learners; and,
  - Chronic Absenteeism data for all enrolled students.
- Two indicators for various school models are *not* reported in the static file:
  - Graduation Rate – reported in the Grad Rate report; and,
  - Dropout Rate – reported in the Dropout Rate report.
- The static file is constructed by merging assessment data with enrollment data from AzEDS.

Students are included in a school's static file if they meet the following criteria:

- Have an enrollment record in a valid public school (excluding JTEDs and Exceptional Education Facilities).
- Students with key integrity errors related to the accountability process or a tuition payer code equal to 2 are not eligible or included in Federal Accountability calculations.

Note that it is possible for a student with an appropriate tuition payer code to be enrolled in one school and then transfer to a new school. In those cases, the student will be in the static file of *both* schools but is unlikely to be FAY for either school. Regardless of a student's special education status, the accountability system uses all verified statewide assessment data from students enrolled the full academic year (FAY).

For Proficiency and Growth calculations, a student must be enrolled on the first day of the spring testing window for their appropriate test (AASA, MSAA, or ACT). All students enrolled in the ELA/Math Window are identified in a unique column of the static file.

ATSI & TSI Subgroup Identification in Static File – All components, aside from Graduation and Dropout Rate, will use the static file to note who is included in that calculation. Graduation and Dropout reports 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.

Low Achievement Identification Components

Requirements

A population must qualify to receive a Proficiency score to then receive a Comprehensive or Subgroup Achievement Score (CAS or SAS). Proficiency is the largest single component in every school model, without which a final score is significantly less valid. Any school that does not receive a Proficiency score, usually due to a low N-count, will not have a final Achievement score 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 80%. Schools that do not have the N-size for Proficiency are not included in Federal identification calculations.

▪ K–2 Proficiency Calculations

K–2 Proficiency is calculated using the Grade 3 assessment results of former students, provided the former K–2 students were FAY at the K–2 school for the two years prior to their third-grade assessments (in both first and second grades). K–2 schools do not test these former students, so Proficiency calculations require at least 20 unique students with 3rd-grade test records. Further, K–2 schools are not subject to the 95% testing threshold.

Proficiency

Note: Prior versions of these business rules used a different methodology for the 95% testing requirement. These rules supersede prior iterations to better align with State Letter Grades accountability methodology.

In the CSI-LA identification calculation, schools receive points for Proficiency based on the ratio of proficient English Language Arts (ELA) and Math tests taken each year to the number of FAY students. While straightforward, this oversimplifies the calculations used for federal identification. The following constraints determine inclusion in the calculation:

- The population must include at least 20 unique students, who are:
  - Full academic year (FAY >= 1); and,
  - Are in tested grades (3–8) or a tested cohort (the 11th grade *by cohort year*); and,
  - NOT in their first or second years as RAEL students. Note: Recent Arrival English Learners (RAEL = 1 or 2) are not included for ELA or Math results.
  - Note: K–2 model schools have additional N-count requirements. See above.
- Only the results of the ELA and Math tests are included; the results of the state science assessment are not included in this indicator.
- Only FAY students that received an achievement level of Proficient (3) or Highly Proficient (4) are counted as proficient for this indicator (Performance = 3 or 4).

The count of proficient exams for this indicator includes the number of eligible students who meet the above constraints, with a Proficient (3) or Highly Proficient (4) on the ELA or Math test.

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

A population's Proficiency *score* combines their FAY proficiency *rate* with a testing multiplier and is weighted by the model formula. The following formula is used to calculate a population's FAY Proficiency *rate*:

$$FAY\ Proficiency\ Rate_{Raw} = \frac{(\#\ Proficient\ FAY\ ELA\ Students + \#\ Proficient\ FAY\ Math\ Students)}{(\#FAY\ Students\ Tested\ in\ ELA + \#FAY\ Students\ Tested\ in\ Math)}$$

▪ 95% Test Expectation and Testing Multiplier

The Arizona State Board of Education requires (R7–2–310.D) that all "local education agencies shall administer the statewide assessments to all students enrolled" in a tested grade or cohort year during the testing window. Failure to test at least 95% of all students is factored into the accountability system using a testing multiplier. In short, every school is expected to test every student enrolled in the school during the testing window, regardless of Special Education, English Learner, or Migrant status, or enrollment date.

To determine if a school has tested sufficient students, federal identification relies on the *expected number of tests* from students enrolled on the first day of the testing period. Each student produces up to two test scores (ELA and Math). The expected number of tests includes two exams for every student, one in ELA and one in Math. Note that a student's FAY status is not considered – schools are expected to test *all* students regardless of FAY status. For calculation purposes, the 95% threshold is *floor rounded* to the integer based on the number of unique students in the enrolled population.

Examples:
A school with a student population of 31 students in third through eighth grades enrolled on the first day of the spring ELA/Math testing window has an expected number of tests set at 62 (two tests per student). The school must have no less than 95% of these exams:
$(0.95 \times 62 = 58.9, floor\ rounded\ to\ 58)$; At least 58 exams is the testing threshold needed to meet the 95% testing requirement.

A K–12 school has 450 students in third through eighth grades enrolled when AASA/MSAA testing starts, and 115 students in the junior Graduation Cohort enrolled on the first day of the ACT testing window. The school has an expected number of tests set at 1130:
$(450\ ELA\ \&\ 450\ Math\ in\ grades\ 3-8 +\ 115\ ELA\ and\ 115\ Math\ in\ 11th\ grade)$.

The school must have no less than 95% of these exams:
$(0.95 \times 1130 = 1073.5,\ floor\ rounded\ to\ 1073)$; At least 1073 exams is the testing threshold needed to meet the 95% testing requirement.

The 95% testing threshold determines the denominator for a population's testing multiplier. The numerator for the testing multiplier is the number of eligible student tests. Schools that do not meet the 95% test threshold mandated by law will be negatively impacted by the multiplier, reducing the impact of their FAY proficiency rate. Schools who test *more* than 95% of a population will receive a bonus from the multiplier, increasing the impact of their FAY proficiency rate. The intent is to encourage schools to test all students in all subgroup populations.

Note: K-2 model schools do *not* receive a testing multiplier, as their students are tested in 3rd grade, in another facility. The testing multiplier is applied in all other Proficiency calculations.

The following formula is used to calculate the testing multiplier:

$$Testing\ Multiplier = \frac{\#\ ELA\ exams + \#\ Math\ exams}{0.95 \times\ \#\ of\ expected\ eligible\ ELA\ and\ Math\ exams}$$

Example:
Parvus MS has 244 students enrolled during the testing window. These students are expected to produce 488 tests. 95% of the expected number of test results produces a testing threshold of $(0.95 \times 488 = 463.6, floor\ rounded\ to\ 463)$ 463 exams. The testing multiplier will have a denominator of 463. If Parvus produces 473 exams, the number of exams will be the numerator (473) Parvus' multiplier will be: $({}^{473}/_{463} = 1.0216)$ 102.16%, earning Parvus *more* value from their FAY proficiency rate.

If Parvus, instead, produced only 426 exams, the testing multiplier would be $({}^{426}/_{463} = 0.92009)$ 92.01%, earning Parvus *less* value from their FAY proficiency rate.

▪ Proficiency Component Calculations

Proficiency scores are determined by applying the testing multiplier to a population's FAY proficiency rate. The following formula determines a population's proficiency score:

$$Proficiency\ Score = FAY\ Proficiency\ Rate \times Testing\ Multiplier \times Model\ Weight$$

Basic Example:
Medius MS has a population of 100 eligible students and should expect 200 test results. 95% of the expected number of test results is 190 exams $(0.95 \times 200 = 190)$. If the school only produced 184 tests, there are six missing exams. The testing multiplier is ${}^{184}/_{190} = .9684$.

Medius had 72 FAY students test, producing 144 exams. Of those exams, 26 were scored proficient. The FAY proficiency rate is $({}^{26}/_{144} = 0.180556)$ 18.06%.

Medius is a K-8 model school. The model weight for the Proficiency component is 60%. Medius earns $(0.1806 \times 0.968 \times 0.60 = 0.1049)$ 10.49 proficiency points.

Complicated Example:
Magnus MS has a population of 500 eligible students in third through eighth grade. The school should test all of them twice, producing an expected 1000 (total) ELA and Math exams. The 95% threshold is 950 tests. If the school only tests 400 students, giving only 800 total exams, *the school is missing 150 test results*. The testing multiplier is ${}^{800}/_{950} = 0.8421$.

Magnus MS only has 300 FAY students. If every FAY student was tested and passed each test (producing 600 proficient exams), the FAY proficiency rate would be 100% $({}^{600}/_{600} = 1.00)$. However, because Magnus did not test every student, that number will be diminished by the testing multiplier. Rather than earning a perfect Proficiency score, Magnus will earn $(1.00 \times 0.8421 \times 0.60 = 0.50526)$ 50.53 proficiency points.

Calculation Requirements

To generate a Proficiency calculation for any non-K–2 population, twenty unique FAY students are needed in the grades/cohort that are assessed on the state assessments (AASA & ACT) and alternate state assessments (MSAA), *regardless* of the expected number of exam results. If twenty or more FAY students are in the static file a Proficiency score will be calculated, potentially with a testing penalty if fewer than 20 students took the appropriate exams.

If a minimum of 20 unique FAY students are not in the population, regardless of how many of those students take the tests, a Proficiency indicator will not be calculated for identification.

For a K–2 population to generate a Proficiency calculation, twenty unique students who were FAY in grades 1 & 2 must produce valid results on at least one 3rd-grade state assessment (AASA or MSAA). These 3rd-graders are included in the static file of the K–2 school as grade 101. Regardless of the population size of these grade-101 students, at least 20 unique grade-101 student test results are necessary for a K–2 Proficiency score. K–2 calculations are not impacted by a percent-tested modifier.

If a minimum of 20 unique FAY-eligible grade 101 students do not produce valid test results, a Proficiency indicator will not be calculated for identification.

If a population has already been federally identified, and in any subsequent year during their identification the population slips below the required N-count of 20, a tentative score will be produced with the extant population to determine growth or improvement on the indicator.

Example:

A K–8 school with 30 students was identified for school improvement. The next year, the student population drops to 24, of which only 18 students are FAY. A tentative Proficiency score will be produced based on the performance of the 18 FAY students, including the testing multiplier and model weight.

ATSI/TSI Proficiency – Each subgroup must meet the required FAY 20 N-count as required by their school model, as if it were a school unto itself, to be calculated as a separate subgroup calculation. For example, if there are fewer than 20 FAY Asian students, the Asian student subgroup will not qualify for Proficiency.

Additionally, subgroup populations will each have their own testing thresholds based on the expected number of tests from all students in that population. For instance, if a school only tests 70% of the Asian population, the testing multiplier for Asian students' raw performance rate will be roughly 0.70.

Growth

▪ Measuring Student Growth

The ESSA approved guidelines for Federal Identification include student Growth in the K–8 model. The recent change to using the ACT for performance testing of high school students in the 11th grade cohort means there is no related state assessment prior to the ACT that aligns to the content of the ACT. Measuring student Growth between the eighth grade AASA/MSAA exams and the 11th grade cohort ACT is a statistically tenuous relationship. For the K–11 and K–12 school models that include both high-school age students and a Growth component, the Growth indicator will ONLY be calculated based on students in fourth through eighth grades.

Student Growth is a snapshot of how a student's current exam results compare to those of their academic peers. From SY 2022–2023 forward, student's current and prior year performance will be compared based on the AASA/MSAA exams. Schools evaluated on the K–8 and K–11 models 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 models do not receive points for this component.

To measure Growth and generate a Growth indicator score, the measured population must include 20 FAY students with both a current-year test score AND a prior year test score. For any exam, calculations exclude test records for students where no answer items were selected, and no scale score is assigned.

To be included in the Growth calculation, test records must be matched to a valid student enrollment in an Arizona public school that teaches grade-level standards. Student test records must meet four criteria for inclusion in the Growth model:

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

▪ Calculating Student Growth

Individual student Growth is a measure of how much a student has improved on a subject (ELA or Math) *as compared to other students* on the same exam. Growth is, perhaps, the most complicated indicator in Federal Identification. To clarify the calculation process, a series of examples is included throughout.

Regardless of FAY status, every student in the state in grades third through eighth is expected to take the statewide assessments each year. For every grade and every test, the assessment results are normalized, and then grouped by score into 99 percentile bands. Effectively, this splits the population of grade-level test scores into groups, called *peer cohorts*, of the same "width," ensuring every student can be grouped with other students that achieved at the same level on the same exam, in the same year. Peer cohorts are determined regardless of FAY status at the time of testing.

Example:

Possible scores for the fourth grade ELA exam went from 2400 to 2610, a range of 210 points. Last year, Tommy Bugles scored a 2526, near the middle of the performance range. That score puts Tommy in the 53rd percentile.

Tommy's peer cohort comprises himself and every other student in fourth grade that scored in the 53rd percentile on the ELA exam. Next year, Tommy will be compared *only* to those students in his peer cohort for that exam.

In the next year, every student takes the next series of assessments, producing a new Scale Score. Every student with a prior-year scale score (PYSS) has been grouped into a peer cohort. All the students in the peer cohort have their current scale score from the new assessment compared. Those comparisons generate the Student Growth Percentile (SGP) for every eligible student, based on the percentage of students the individual outperforms within the peer cohort.

Example:

The fifth grade ELA exam scores went from 2419 to 2629. Tommy scores a 2499. Tommy's Scale Score is compared to the Scale Scores of all the other students from his peer cohort. In other words, the peer cohort encompasses students who scored in the 53rd percentile on the fourth grade ELA exam the prior year.

All the students in prior year 53rd percentile ELA peer cohort are sorted by their performance on this year's ELA exam and grouped into percentiles. Tommy's performance is compared to the peer cohort; the percent of students in his peer cohort whom he outperforms is his Student Growth Percentile (SGP).

Tommy scored higher than 36% of his academic peers, earning a 36 SGP score.

Once every student's SGP score is calculated for each test, the Growth indicator for a population can be calculated.

▪ Calculating Median Growth Percentiles & Growth Points

Growth points are determined by calculating the median Student Growth Percentile (SGP) of all eligible FAY students in population.

Exceptions:

- The ELA and Math SGPs of Recent Arrival English Learners (RAEL) in their first year (RAEL=1) are not included in the calculation.
- Students who take the MSAA exams are not included in the SGP calculation.

All SGP scores for both ELA and Math assessments from all eligible students within a population are sorted to find the median value. The median value of a population's SGP scores determines the population's Growth score. A school's Growth score is the median SGP for all eligible students, multiplied by the weight of Growth for the school's model. The following is used to calculate a school's Growth points:

$$Growth\ Indicator = Median\ SGP\ (of\ all\ ELA\ SGPs\ and\ Math\ SGPs)$$

$$Growth\ Component = Growth\ Indicator \times Model\ Weight_{Growth}$$

Example:

Parvus Middle School has 215 eligible FAY students in grades fourth through eighth with qualifying ELA and Math SGP scores. The median SGP value is 43, so the school's Growth indicator is 43. The school will earn 43% of the eligible points for the Growth component of their school model. K–8 schools have Growth weighted at 20% of the model, so this school would earn $(0.43 \times 0.20 = 0.086)$ or 8.6 points for their Growth component.

ATSI and TSI Growth – Each subgroup population needs to meet the required FAY=20 N-count to be calculated as a separate subgroup calculation.
For example, if there are fewer than 20 FAY Asian students with both current and prior scale scores, the Asian student subgroup will not qualify for Growth.

English Learner Proficiency and Growth

▪ Measuring English Learning

Arizona schools are expected to test all students with an EL need until the student achieves Fluent English Proficiency (FEP). Federal Identification considers two separate but related values within the EL indicator. The proportion of *Proficient* FAY English Learners (ELFAY) provides a representation of how well a school is preparing a population in English fluency. The amount of *Growth* shown by ELFAY students in their acquisition of English provides a representation of a school's ability to help students progress on their path to English fluency. The English Learner indicator comprises the following two measurements: English Learner Proficiency (ELP) and English Learner Growth (ELG).

> Note: *Proficiency* and *Growth* are terms and indicators used elsewhere. When used alone, those terms refer to the primary indicators: *Proficiency* on statewide ELA and Math assessments and year-to-year *Growth* on those assessments. Otherwise, *Proficiency* and *Growth* are used with *English* or *EL* to differentiate the EL indicators, which are based on AZELLA/Alt-ELPA test results.

The EL indicator is 10% of every school model. However, ELP and ELG values are calculated separately, each worth 5% within each model. The EL indicator is an aggregate value, combining the scores of both ELP and ELG measurements.

To qualify for points in the EL indicator, a population must include at least 20 unique ELFAY students. A student is ELFAY if they are:

1. Identified as an English Learner (EL), by a less-than-proficient score on:
    a. the AZELLA or Alt-ELPA in the current or prior fiscal year; or,
    b. an AZELLA or Alt-ELPA placement exam in the current fiscal year
2. Continuously enrolled within the FAY enrollment window for their school model through the start of the EL testing window.

Students new to a school are expected to be tested within a certain timeframe. As such, any eligible EL students enrolled in the first 10 days of the school year, or by the enrollment deadline for non-traditional school models (to qualify for FAY status), should either have a prior AZELLA exam or take a placement exam. The EL Proficiency score is based on the Spring AZELLA/Alt-ELPA assessment.

EL Growth requires two successive AZELLA or Alt-ELPA test records to calculate a student's individual EL Growth score. These scores may come from either two successive spring assessments (current and prior year) or from a fall placement exam and the current spring assessment.

▪ Calculating English Learner Data

All students with an EL need prior to January 1 are expected to take the spring AZELLA (or Alt-ELPA) reassessment. Once a student achieves proficiency on the reassessment, they cease taking the test in future administrations. This design means that most students who take the reassessment are not proficient in English, so the proportion of proficient EL students in a population is generally low. Outliers historically have made the distribution of school AZELLA results heavily skewed. To address this and enable valid statistical comparisons, the ADE Accountability unit trims the data distribution to remove outliers to create a more compact distribution, lowering the statewide average, and shrinking the standard deviation. This

produces a more representative comparison target for statewide expectations This process also creates a better comparison between schools than if every school's results were involved in the calculation of the statewide mean and statewide standard deviation.

▪ EL Proficiency

English Language Proficiency (ELP) is the proportion of EL Proficient (level 4) students among all ELFAY students on the appropriate AZELLA and Alt-ELPA reassessment test. Provided 20 ELFAY students are in a population, the number of tests is not considered. Simply put, the population's ELP score is the number of ELFAY students who achieved proficiency on the exam over the number of ELFAY students in the school. Schools are expected to test *every student with an EL need*. For instance, if a school has 20 ELFAY students and only tests 3 of them, the denominator remains the 20 ELFAY students.

The following formula is used School EL Proficiency (ELP):

$$EL\ Proficiency\ \%\ (ELP) = \frac{\#\ Proficient\ ELFAY\ Students}{\#\ ELFAY\ Students}$$

Once every school's EL Proficiency rate is calculated, a statewide school EL Proficiency distribution is created. To be included in the statewide ELP distribution, a school must have an EL Proficiency score based on at least 20 ELFAY students. Using a process determined by the Accountability unit to produce the best possible distribution, any outliers are removed. Then, the statewide ELP mean (μ_{ELP}) and ELP standard deviation (σ_{ELP}) are calculated.

The statewide ELP mean is the sum of all eligible school ELP values, divided by the number of eligible ELP schools. The following formula is used to calculate a year's statewide ELP mean:

$$Statewide\ EL\ Proficiency\ Mean\ (\mu_{ELP}) = \frac{\sum EL\ School\ Proficiency}{\#\ Eligible\ Schools}$$

The statewide ELP standard deviation includes the statewide ELP mean, above, and is calculated using only the values included after the removal of outliers. The following formula is used to calculate a year's statewide ELP standard deviation:

$$Statewide\ ELP\ Standard\ Deviation\ (\sigma_{ELP}) = \sqrt{\frac{\sum(ELP - \mu_{ELP})^2}{\#\ of\ Eligible\ Schools}}$$

To earn EL Proficiency points, a population's ELP is compared to the statewide ELP mean and ELP standard deviation for the current year. See *EL Points Calculation*, below.

▪ School EL Growth

Each student's EL placement or reassessment results identifies their achievement level in English Proficiency. Successive administrations of the reassessment reveal the extent to which a student has improved their *level* of English Proficiency over a prior score. For the individual student, EL Growth can be measured by comparing current year test results with prior year reassessment results or a prior placement test. School EL Growth (ELG) calculates the average *levels* of Growth among EL students, comparing the population's current year spring reassessment results to prior results from reassessments (for most students) or placement test (for kindergarten students and other students new to the EL program).

For a student to qualify for an EL Growth score:

- Students must be ELFAY. (Note: non-ELFAY students (ELFAY = 0) who otherwise qualify will still have a EL Growth score calculated, but those scores will not be used in the population calculation.)
- Students must have a current AZELLA or Alt-ELPA result from the spring assessment.
- Students must have a prior AZELLA or Alt-ELPA result or prior placement test result.
  - "Prior result" may come from a placement exam taken in the same school year, if taken prior to October 1.
  - ELFAY kindergarten students who take a placement test prior to January 1 and then take 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 in the population calculation as they will not qualify as ELFAY.
  - Students who are identified through a placement test *after* January 1 are not expected to take the reassessment and do not qualify for EL Growth scores.

The table below shows the point value of each level of EL Growth.

Prior Year or Placement Test Achievement Level	Current Year Achievement Level	Point Value
Any Achievement Level	No change in achievement level	0
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

Student Growth scores combine to form an aggregate value. Regardless of whether a student is tested, the school's ELG value is dependent on the number of ELFAY students in the static file. If an ELFAY student is not tested, they are still included in the count for total ELFAY students.

The following formula is used to calculate EL Growth:

$$EL\ Growth_{average\ student\ growth\ level}\ (ELG) = \frac{\sum ELFAY\ EL\ Growth\ points}{\#ALL\ ELFAY\ Students}$$

Example:
A population has 30 ELFAY students, 27 of whom have individual EL Growth scores. The sum of those 27 individuals' ELG scores is 43.
The population's ELG is: $\frac{43}{30} = 1.433\ average\ levels\ of\ growth$

Note:

- All ELFAY student EL Growth values are included in the numerator.
- All ELFAY students, regardless of whether they have an EL Growth value, are included in the denominator. Schools are encouraged to test every student, as required by law.

To earn EL Growth points, the school's ELG score is compared to the statewide ELG mean (μ_{ELG}). The statewide ELG mean is calculated based on the combined values of all school ELGs with at least 20 ELFAY students. The following formula is used to calculate the statewide EL Growth mean:

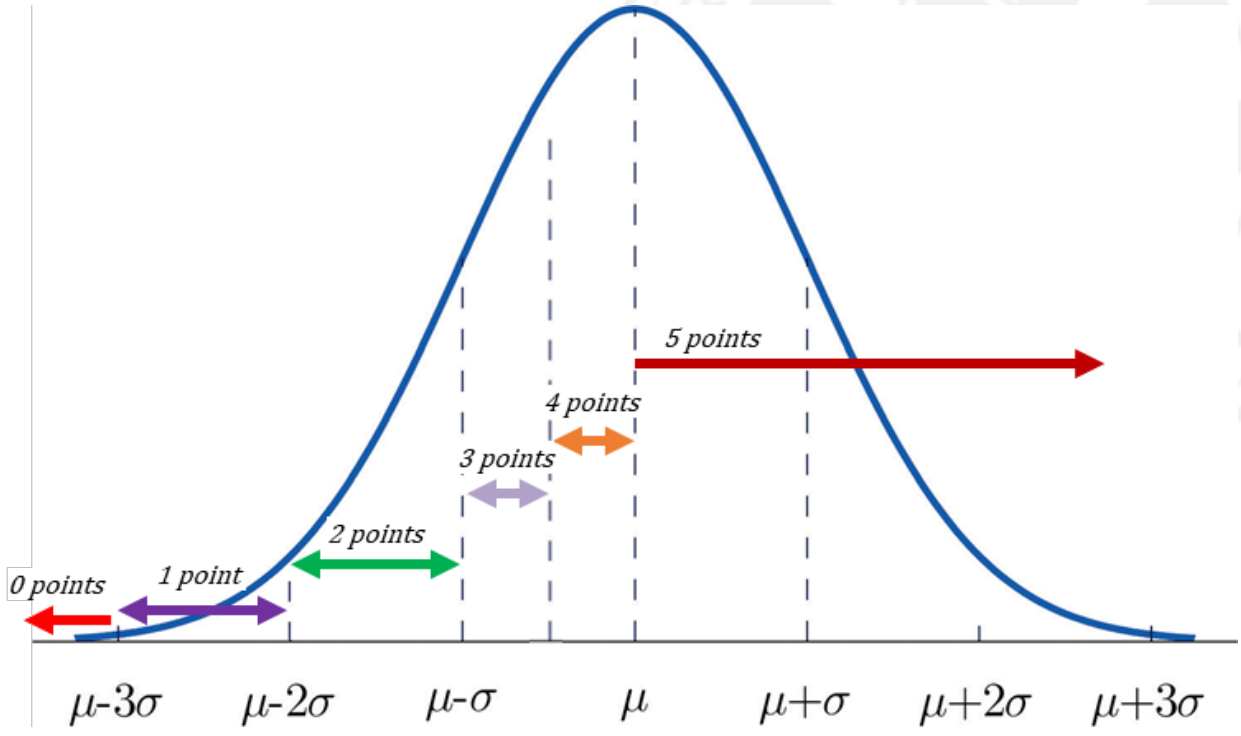
$$Statewide\ EL\ Growth\ Mean\ (\mu_{ELG}) = \frac{\sum EL\ School\ Growth\ \%}{\#\ Eligible\ Schools}$$

Once the statewide ELG mean is calculated, the statewide ELG standard deviation (σ_{ELG}) of values in the distribution is calculated. The following formula is used to calculate a year's statewide ELG standard deviation:

$$Statewide\ ELG\ Standard\ Deviation\ (\sigma_{ELG}) = \sqrt{\frac{\sum(ELP - \mu_{ELG})^2}{\#\ of\ Eligible\ Schools}}$$

▪ EL Points Calculation

A population is awarded up to five ELP points and up to five ELG points. Points are earned by comparing the population's ELP and ELG with the statewide values, which is banded by standard deviation ranges. While the distribution of statewide data is not expected to be Normal, the following distribution curve illustrates the scoring model for EL points. Any population that scores at or above the adjusted statewide mean will earn the full five points for the ELP or ELG indicator. Populations scoring below the statewide mean earn a diminishing point value based on the score and distance from the mean.



ELP and ELG points are awarded by comparing the ELP value or the ELG value with the ranges determined by the associated mean and standard deviation. The following system illustrates the EL point target ranges:

EL Point Target Ranges	Range	Points
ELP/ELG is greater than or equal to the statewide ELP/ELG mean.	TBD	5
ELP/ELG is 0.01 to 0.50 standard deviations below the statewide ELP/ELG mean.	TBD	4
ELP/ELG is 0.51 to 1.00 standard deviations below the statewide ELP/ELG mean.	TBD	3
ELP/ELG is 1.01 to 2.00 standard deviations below the statewide ELP/ELG mean.	TBD	2
ELP/ELG is 2.01 to 3.00 standard deviations below the statewide ELP/ELG mean.	TBD	1
A population value is 0%, due to no reclassification (ELP) or no EL Growth (ELG).	TBD	0

The annual statewide means and standard deviations for ELP and ELG will be calculated and published after the release of the static file once analysis and data verification are complete.

▪ Final EL Indicator Value

The EL indicator is worth up to 10 points. The population EL indicator value is calculated by adding the earned ELP and ELG values. Provided the population has 20 ELFAY students, a combined score is produced out of 10 possible points.

Example:

Magnus K–8 earned an ELP of 24%, and an ELG of 0.49. The statewide results and the EL point target ranges are included in the tables below:

Statewide Values	ELP	ELG
Mean (μ)	32%	0.53
Standard Deviation (σ)	12%	0.16

Value Range	ELP	ELG	Point Value
At or above mean (μ)	≥32%	≥0.53	5
Above ($\mu - 0.5\sigma$)	≥26%	≥0.45	4
Above ($\mu - 1\sigma$)	≥20%	≥0.37	3
Above ($\mu - 2\sigma$)	≥8%	≥0.21	2
Above ($\mu - 3\sigma$)	>0%	≥0.05	1
Below ($\mu - 3\sigma$)	0%	<0.05	0

Magnus K–8's ELP value of 24% is above one full standard deviation below the statewide ELP mean. Magnus earns three points for ELP.

Their ELG value of 0.49 is above ½ of a full standard deviation below the statewide ELG mean. Magnus earns four points for ELG.

Those scores are combined, and Magnus K–8 earns seven EL points.

▪ SY 2022–2023 ELG Caveat

For the spring 2023 reclassification window, the AZELLA and Alt-ELPA exams are new. It may be statistically invalid to compare student Growth based on movement from the 2022 (old) AZELLA test to the 2023 (new) AZELLA or Alt-ELPA exams. Once scores are available and analysis is completed, the ADE Accountability, the Federal School Improvement, and the ADE Assessment units convene to determine the best methodology to represent those values.

Further, norm-referencing and cut-score settings may not be available for the various Alt-ELPA exams. If Alt-ELPA details are not available, the EL components will be modified to adjust the ELFAY denominators so as not to include potential Alt-ELPA students from being counted as untested for EL Proficiency and EL Growth. Any population that sees a negative result due to this change may petition a recalculation once the Alt-ELPA details are finalized and available.

▪ Hybrid School Models, K-11 & K-12

The English Learner Proficiency and Growth calculations mirror the Arizona State A–F Letter Grade calculations, which handle K–8 and 9–12 separately. Schools in the K–11 and K–12 federal models use a weighted formula to determine a final score. ELFAY students in grades K–8 are used to determine the K–8 values, and ELFAY students in grades 9–12 determine the 9–12 values. The proportions of ELFAY students in the static file in grades K–8 and 9–12 are then used to weight the points to assign the school one overall percentage.

Example:

A K–12 school has 65 ELFAY students enrolled in kindergarten through eighth grade, and 35 EL students enrolled in high school, meaning 65% of the ELFAY students in the school are K–8, and 35% are in grades 9–12. If the K–8 population earns seven points in the EL indicator, and the high school earns six points in the summary EL indicator, the final score will be weighted by the proportion of the ELFAY student population:

$$\left(0.65 \times 7(K\text{–}8\ EL\ points) + 0.35 \times 6(HS\ EL\ points)\right) = 4.55 + 2.1 = 6.65\ points$$

ATSI and English Learner Calculation – Each subgroup needs to meet the required ELFAY 20 N-count to be calculated as a separate subgroup calculation.
For example, if there are less than 20 ELFAY Asian students, the Asian student subgroup will not qualify for EL points. Subgroups will be compared to the same cut-scores shown in the tables above.

Chronic Absenteeism

Chronic Absenteeism (CA) is recognized as an important indicator of students' long-term success and is included as a measure of School Quality and Student Success (SQSS) for students in first through eighth grades. Chronically absent students are those who are absent 10% or more of the school year. For instance, 18.0 or more days for five-day calendar year, or more than 14.4 days for a four-day calendar year qualifies as chronically absent. Note the CA Threshold is static, and not dependent on the number of days a student is enrolled.

Kindergarten students are not included in CA calculations. Student absences for a documented chronic illness are not included in the count of absences. Otherwise, all absences reported for a student are considered whether excused or unexcused. The CA calculation includes students enrolled in first through eighth grades, regardless of FAY status.

Individual student attendance is measured on a quarter-day basis, as reported via ADM and verified in AzEDS. The sum of a student's absences is compared to the calendar model for each student's school. If the student is above the calendar-year attendance requirement for their school, the student is flagged for Chronic Absenteeism (CA) in the static file.

Further, students who transfer between schools will have their attendance tracked at each individual school, exclusive of their attendance at the other school(s). The CA indicator for students in a school's static file will only reflect their attendance at that specific school. In other words, if a student transfers the student could be chronically absent at neither school, either school, or both schools, depending on their school attendance record.

Examples:
Assume Parvus MS and Magnus MS are 180-day calendar-year schools.

If Tommy misses 19 days at Parvus MS, he is in the Parvus MS static file and is flagged for Chronic Absenteeism.

If Tommy then transfers to Magnus MS and then misses 17 days at Magnus before the end of the school year, he will be:

- In both static files;
- Flagged for Chronic Absenteeism in the Parvus MS static file; and,
- NOT flagged for Chronic Absenteeism in the Magnus MS static file *even though this is more than 10% of the remaining school year*.

Schools evaluated on the K–2 and K–8 models have Chronic Absenteeism (CA) weighted at 10%. Schools evaluated on the K–12 and K–11 models have CA weighted at 5%, and their CA score is based solely on their students in first through eighth grades. Schools evaluated on the 9–12 model do not receive points for this component. An N-count of 20 students in grades first through eighth is required to be eligible for these points.

In the achievement calculations, schools receive points based on the percent of students who are *not* chronically absent. Below is the formula used to calculate points for the CA indicator:

$$Chronic\ Abenteeism = \left(1 - \frac{\#\ Chronically\ Absent\ Students}{Grades\ 1-8\ Student\ Population}\right)$$

Example:

Parvus MS has 1300 students in the static file. Of these students, 184 are in kindergarten (Grade = 88), 26 are in preschool (Grade = 77), and 14 students are other ungraded elementary students (Grade = 66). Of the remaining 1076 students in the static file, 386 are flagged for Chronic Absenteeism.

Parvus MS earns a CA value of $\left(1 - {}^{386}/_{1076} = 1 - 0.3587 = 0.6413\right) = 64.13\%$. Parvus MS is a K–8 model, with CA weighted as 10% of the model. Parvus will earn $(0.6413 \times 0.10 = 0.06413)$ or 6.41 points for the CA component.

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

Graduation Rate

A population's Graduation Rate (GR) is used in both the Low Achievement identifications (CSI-LA, ATSI, and TSI) and the Low Graduation identification (CSI-G), measuring how many students in a Graduation Cohort complete their High School studies in a timely manner. As a model component for CSI-LA, ATSI, and TSI, the Graduation Rate indicator is based on the four-year Graduation Rate for a cohort. CSI Low Graduation (CSI-G) identification relies on the five-year Graduation Rate for a cohort.

To ensure that graduation data is complete, all Graduation Rate calculations are performed on cohorts one year removed from the calculation year. The four-year Graduation Rate is not finalized until September 1 of the cohort's graduation year. This occurs after the creation of the static file, so a current-year four-year Graduation Rate would be incomplete. The five-year Graduation Rate is finalized on July 1 of the year following the cohort's graduation year. For instance, the 2025 FSI calculations will rely on the results of the 2024 Graduation Cohort. The CSI-LA, ATSI, and TSI Graduation Rate indicators will rely on the 2024 cohort's four-year Graduation Rate, while the CSI-G identification will rely on the 2024 cohort's five-year Graduation Rate.

A student's graduation status is not in the static file. All GR calculations rely on the *Grad Rate Report*, available in ADECONNECT, which is governed by the Graduation, Dropout & Persistence Rate Technical Manual. Generally, a "Graduate" is a student who has either graduated (exit code G) or withdrew with a diploma (exit codes W7 or S7). Students who exit the cohort are not included in the calculations. All other students in the cohort are included in the denominator. For specific codes for students exiting the cohort for the calculation, and a description of the Graduation exit codes, refer to the technical manual.

Graduation Rates do not rely on FAY status of students: all students for whom a school is responsible are included regardless of their attendance and FAY status. Schools evaluated on the 9–12 model have Graduation Rate weighted at 20%. Schools evaluated on the K–12 model have Graduation Rate weighted at 5%.

Below is the formula used to calculate the Graduation Rate:

$$Graduation\ Rate\ = \frac{\#\ Graduating\ Students}{\#\ Students\ in\ Cohort}$$

Example:

Magnus HS has 356 students in the 2024 Cohort. In that cohort, 328 students graduated (G) or withdrew with a diploma (W7/S7) within four years, and 333 graduated in five years.

Magnus has a four-year Graduation Rate of $\left({}^{328}/_{356} = 0.9213\right) = 92.13\%$.

Magnus HS will earn $(0.9213 \times 0.20 = 0.1843)$ 18.43 of the 20 Graduation component points available for the High School (9–12) model.

Magnus HS's five-year Graduation Rate is $\left({}^{333}/_{356} = 0.9354\right)$ is 93.54% and will not be identified for CSI-Low Graduation Rate.

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/TSI and Graduation – Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation.

For example, if there are fewer than 20 Asian students, the Asian student subgroup will not qualify for Graduation.

Graduation Rates for Students with Disabilities (SWD), Income Eligible (IE12), and/or English Learner (ELFEP14) students are measured using the cohort populations in the Graduation report.

Dropout Rate

Dropout Rates are recognized as an important indicator of students' long-term success and are included as a measure of School Quality and Student Success (SQSS) for students in ninth through twelfth grades. In CSI Identification, schools receive points based on the percent of students who did *not* drop out. The state Dropout report is designed to track students in seventh through twelfth grades. Federal identification calculations only include students enrolled in ninth through twelfth grades, regardless of FAY status.

Schools are responsible for every student enrolled. Any student who is no longer enrolled at the end of the school year who did not transfer, graduate, or die, is considered a "dropout." A list of dropout codes is included below: however, the official list is subject to the published state guidelines. Students who withdraw due to a chronic illness are excluded from Dropout calculations. Calculation relies on year-end or exit codes to determine the ratio of students who dropped out, and then converted to a ratio of students who did *not* drop out.

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

Students who dropout are counted from among the following year-end or exit codes: W3, W4, W5, W11, W12, W13, W41, W51, S3, S4, S5, S11, S12, S13, S41, and S51.

Below is the formula used to calculate points:

$$Dropout\ Rate = 1 - \frac{\#\ Dropouts}{Student\ Population}$$

More details on how Dropout Rates are calculated, and the associated exit or year-end codes, can be found by reading the State of Arizona Department of Education Graduation, Dropout & Persistence Rate Technical Manual.

ATSI/TSI and Dropout– Each subgroup needs to meet the required 20 N-count to be calculated as a separate subgroup calculation.

For example, if there are less than 20 Asian students, the Asian student subgroup will not qualify for Dropout.

Dropout Rates for Students with Disabilities (SWD), Income Eligible (IE12), and/or English Learner (ELFEP14) students are measured using the cohort populations in the Dropout report.

Final Score

Schools receive points for each indicator using the model weights for these indicators. Points from all eligible indicators are added together to calculate the total number of points schools received, referred to as the school's raw achievement score (RAS). Each model allows for schools to receive up to 100 points. While every school receives a RAS and CAS value, a school *must* qualify for the Proficiency indicator to have their score qualify for identification.

$$Raw\ Acheivement\ Score\ (RAS) = Total\ \#\ of\ Points\ Earned$$

All schools have their RAS converted to a comprehensive achievement score (CAS) to ensure that all schools are on the same unit scale. Schools that are eligible for less than 100 points, usually based on a low N-count for a component indicator, have their score adjusted by dividing the school's RAS 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 students with Growth scores is not eligible for Growth points. Once every eligible school in the state receives a final CAS, identification can occur.A school's CAS is calculated with the following formula:

$$Comprehensive\ Acheivement\ Score\ (CAS) = \frac{RAS}{Eligible\ Points}$$

The following table illustrates how calculations will be handled when an indicator does not meet the N-count and cannot be included in a school's calculation.

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

Identification

Under ESSA legislation, schools can be identified for any of four types of improvement: CSI-Low Graduation Rate (CSI-G), CSI-Low Achievement (CSI-LA), ATSI, and TSI. As a school may be identified for any of 10 subgroup populations within ATSI *and* TSI, a school may be identified for improvement for any combination in up to 22 areas. This section details the identification process for each type of school improvement, starting with an overview of the data required for identification, a note on N-counts and the Proficiency indicator, and a brief review of the statistics used for comparison and identification calculations.

Then, as CSI-G is the most straightforward of the calculations, the calculation and identification process for Low Graduation Rate schools is explained.

This is followed by a comprehensive overview of the various Low Achievement identifications (CSI-LA, ATSI, and TSI).

Data Used for Identification

▪ Data Duration

One year of data, every three years: CSI-G, CSI-LA, and ATSI are each "snapshot" calculations based on one year of data, and such schools are identified every three years. During an identification year, any eligible school with a sufficiently low school (CAS), population (SAS), or Graduation Rate value will be identified for CSI-LA, ATSI, and/or CSI-G.

Three years of data, every year: TSI identification is an indicator of *chronic underperformance* and may happen in any year. Rather than relying on a snapshot, TSI identification is based on a longitudinal analysis of subgroup performance over three consecutive years. A school may be identified in any year.

▪ N-counts

Achievement results are dependent on a large enough population to provide analytic validity. For CSI-LA, ATSI, and TSI identification, the Federal Government determined a population must meet an N=20 population count to generate valid statistics. If a population does not meet the N-count for an indicator, a statistically invalid indicator value may be produced but will not be used to determine identification eligibility.

▪ Proficiency and the N-count

Proficiency is the largest component of each school model. Without a valid Proficiency score based on 20 or more FAY students, it is unreasonable to use any remaining indicators for identification. To ensure that the school type models accurately reflect academic achievement, a population must meet the N-count requirement for the *Proficiency indicator* to produce a valid comprehensive or subgroup achievement score. Only school populations with sufficient students to produce a valid Proficiency indicator will be eligible for CSI-LA, ATSI, or TSI identification.

Statewide statistics used for statewide comparisons are determined regardless of whether a school meets the N-count for Proficiency. If a population does not meet the N-count for the Proficiency indicator, a statistically invalid CAS or SAS value may be produced but will not be used to determine identification eligibility.

▪ Graduation Rate N-count Exception

All schools serving students in grade 12 are included in the CSI-G calculation process (only), even if they do not meet the N=20 requirement for the number of students in the graduating cohort. CSI-LA and ATSI/TSI subgroup indicators for Graduation Rate still require N=20.

▪ Low N-count Populations

Schools that have *already been identified* in a prior identification year may experience a subsequent year of lower enrollment in the target population, resulting in the FAY count for the population under consideration slipping below the N=20 requirement. For such schools, a tentative Proficiency indicator may be calculated based on the extant population. No school population will be identified based on a low N-count calculation, but a low N-count calculation may provide some insight into the school's performance.

▪ Statewide Achievement Scores

All schools earn a comprehensive achievement score (CAS) based on the components of their school model for which they qualify. These CAS values are combined to create a statewide mean (μ_{CAS}) and statewide standard deviation (σ_{CAS}) of the CAS values. These statistical measures are used for annual TSI identification, but for comparison only within the confines of CSI-LA and ATSI.

▪ Population Achievement Scores

In addition to the CAS values each school earns, populations within each school also earn similar achievement performance scores for each subgroup. Subgroup achievement scores (SAS) are based on the same components as the CSI-LA CAS values but treat subgroups as entire school populations.

▪ Graduation Rate Timing

A school's Graduation Rate is used in two ways. First, schools may receive component points within their school model for the four-year Graduation Rate performance indicator. Second, schools receive a stand-alone Graduation Rate based on their five-year cohort performance. In each case, the cohort year is one year removed from the calculation year; for instance, the 2024 CSI-G identification will use the 2023 cohort's five-year Graduation Rate, whereas the 2024 CAS (for CSI-LA) and SAS (for ATSI and TSI) values will use the 2023 cohort's four-year Graduation Rate.

CSI Low Graduation Rate Identification

ESSA requires all schools failing to graduate two-thirds (66.7%) of their graduating senior cohorts to be identified for CSI due to Low Graduation Rate. Arizona has elected to identify schools for CSI-G using the most recent five-year Graduation Rate, calculated as the number of students that graduated from an Arizona school within five years. Note, the Graduation Rate used for CSI-G identification *will not* be rounded, as the two-thirds identification target is set by federal statute. Therefore, a school with a 66.70% Graduation Rate will not be identified, but a school with a 66.69% will be identified for Low Graduation Rate.

$$Graduation\ Rate_{5Y} = \frac{\#\ Graduating\ Students}{\#\ Students\ in\ 5\ year\ Cohort}$$

Any school serving students in grade 12 may be identified for CSI due to Low Graduation regardless of Title I status. CSI-Low Graduation identification occurs every three years. CSI-G schools were identified in the fall of 2021 using Cohort 2020's five-year Graduation Rate. *All schools are included in the CSI-G calculation process, even if they do not meet the N=20 requirement for the number of students in the graduating cohort.*

▪ Small Schools Option for CSI-G Participation

If an identified school has a total enrollment of less than 100 students, the LEA may elect to participate in Federal School Improvement (FSI) activities related to CSI-G identification. Whether a school elects to receive CSI-G support does not change the school's identification as a CSI Low Graduation Rate (CSI-G) school. Small schools are identified by the number of students in a school's October 1 report that coincides with the identification year. Identification in fall 2021 used the 2020 October 1 report.

Low Achievement Identifications: CSI-LA, ATSI, and TSI

The three achievement identifications, CSI-LA, ATSI, and TSI, are each based on the school models and expectations explained throughout this document. CSI-LA is based on a school's comprehensive achievement score (CAS) and ATSI is based a population's subgroup achievement score (SAS). TSI relies on population SAS values but compares them to statewide mean and standard deviation of CAS values over time, rather than the CSI-LA Threshold. This section includes an overview of each identification process and is followed by a review of the values for each is described below.

▪ CSI-LA

Only Title I schools may be identified as CSI-LA schools. Such schools qualify for CSI-LA identification due to Low Achievement on the Federal Accountability indicators. Title I schools with a CAS below the 5% statewide Achievement Threshold of all Title I schools will be identified for CSI-LA. Note, the statewide Achievement Threshold is a *minimum* of 5%, and may be higher than the 5% mark for all Title I CAS values. CSI-LA schools progress to More Rigorous Options if they fail to exit CSI-LA after four years.

▪ ATSI

All schools, regardless of Title I status, may be identified for ATSI based on subgroup population performance. A subgroup population that scores below the 5% Threshold set by the CSI-LA calculation in an identification year qualifies the school for ATSI identification. ATSI identification can be for one or more subgroups. ATSI schools who receive funding from Title I, Part A progress to CSI-LA identification if they fail to exit ATSI after four years.

▪ TSI

All schools, regardless of Title I status, may be identified for TSI in any school year. TSI identification is conducted every year. Any consistently underperforming subgroups may qualify a school for TSI identification. If a subgroup's score is below two standard deviations below the statewide mean ($SAS < -2\sigma$) for three consecutive measurement years, the school will be identified for TSI.

CSI Low Achievement

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

All Title I schools with a CAS value are ordered by score. Federal School Improvement determines the *statewide Achievement Threshold* for the lowest performing Title I schools in the state, capturing no less than 5% of the eligible Title I schools. All Title I schools with a score below the statewide Achievement Threshold are identified for Comprehensive Support and Improvement-Low Achievement.

CSI-LA schools must exit identification within four years of identification. Schools that fail to exit CSI-LA in time may be transitioned to MRO status.

ATSI Identification

States are required by ESSA to identify schools, regardless of Title I status, with underperforming subgroups as compared to the statewide Achievement Threshold set forth in the CSI-LA process. ATSI identification occurs every three years, in conjunction with CSI-LA identification. The most recent ASTI identification occurred in fall of 2022, using data from SY 2021–2022. The next ATSI identification is scheduled for fall of 2025, using data from SY 2024–2025.

Subgroup achievement scores (SAS) are calculated for every subgroup in every school in the state, as if the population in the subgroup were a school unto itself. Only subgroups meeting the N=20 requirement to receive points for the Proficiency Indicator during an identification year are eligible for Additional Targeted Support and Improvement. Any school with an eligible subgroup with a SAS value below the statewide Achievement Threshold is identified for Additional Targeted Support and Improvement.

A subgroup population's subgroup achievement score (SAS) is calculated with the following formula:

$$Subgroup\ Achievement\ Score\ (SAS) = \frac{Subgroup\ Total\ Points}{Subgroup\ Eligible\ Points}$$

ATSI schools who receive funding from Title I, Part A must exit within four years. Such schools will progress to be identified for CSI-LA if they fail to exit a subgroup from ATSI after four years. Any Additional Targeted Support and Improvement school identified in 2018–2019 that does not exit after four years, will be identified as a Comprehensive Support and Improvement school in fall of 2024, using data from the 2023–2024 school year.

ATSI schools may exit in the same manner as CSI-LA schools: by showing two years of improving SAS values for their identified subgroups and finishing above the achievement target.

Examples:

In the fall of 2022, an identification year, Magnus K–12 received a CAS value of 30.26 and was not identified for CSI-LA. However, the Asian population at Magnus earned a SAS value of 20.23. Magnus K–12 was identified as an ATSI school for their Asian population. Magnus needs to work to raise achievement among their Asian population to improve their SAS value above 21.99, the statewide Achievement Threshold for 2022 identifications.

In the fall of 2023, Parvus K–12 earned a CAS value of 45.92, but their Asian population earns a SAS value of 12.36. As 2023 is *not* an ATSI/CSI-LA identification year, Parvus is not identified for ATSI.

TSI Identification

The Federal School Improvement unit, in conjunction with input from the ADE Accountability unit, based the first true TSI identification (Fall 2022) on a comparison between subgroup performance and the statewide mean and standard deviation, regardless of school model. Data from every subgroup in every school are treated as if they come from a unique school population. For instance, a school will receive a school-wide CAS value, but then the Asian students within that school will also receive an Asian-students-only subgroup achievement score (SAS) as if those students comprised a school unto themselves. A population's SAS value is the same for ATSI and TSI.

TSI uses the statewide CAS mean (μ_{CAS}) and standard deviation (σ_{CAS}) as the comparators, rather than the minimum 5% statewide Achievement Threshold used for CSI-LA and ATSI. Each year, the statewide mean and standard deviation are calculated from all CAS values, regardless of Title I status and eligibility for the Proficiency indicator. The statewide mean and standard deviation determine the TSI cutoff, currently set at any value below two standard deviations below (-2σ) the statewide mean.

$$Statewide\ Comprehensive\ Acheivement\ Score\ (\mu_{CAS}) = \frac{\sum Statewide\ CAS\ Values}{\#\ Eligible\ Schools}$$

The statewide CAS standard deviation (σ_{CAS}) includes the statewide CAS mean, calculated above, and is calculated using all values used in the μ_{CAS} calculation. The following formula is used to calculate a year's statewide ELP standard deviation:

$$Statewide\ CAS\ Standard\ Deviation\ (\sigma_{CAS}) = \sqrt{\frac{\sum(CAS - \mu_{CAS})^2}{\#\ of\ Eligible\ Schools}}$$

The statewide standard deviation is used to identify the SAS score that is two full standard deviations below the statewide mean ($\mu_{CAS} - 2\sigma_{CAS}$): this is the TSI Threshold score. Each SAS value for every eligible subgroup (using the same N-count requirements used for ATSI) is compared to the TSI Threshold, and any population with a SAS value below that year's TSI Threshold is flagged for TSI identification.

This process is repeated every year. Any school with one or more consistently underperforming subgroups will be identified for Targeted Support and Improvement (TSI). *Consistently underperforming subgroups* are defined as those subgroups with SAS values below each year's TSI Threshold in each of the prior three years of most current data. The most recent TSI Thresholds are included below.

Historic TSI Achievement Thresholds $(\mu_{CAS} - 2\sigma_{CAS})$

SY 2017–2018	SY 2018–2019	SY 2021–2022	SY 2022–2023
17.31471	18.9112147	11.27778105	TBD

Examples:

The Achievement Threshold for the 2018 identification was 17.315. The Achievement Threshold for the 2019 identification was 18.911. The Achievement Threshold for the 2022 identification was 11.278.

The Magnus K–8 White subgroup received a SAS of 16.33 in 2018, an 18.90 in 2019, and a 10.625 in 2022. Magnus K–8 is identified for TSI for their White subgroup.

The Parvus K–8 White subgroup received a SAS of 15.92 in 2018, a 19.26 in 2019, and a 10.95 in 2022. Parvus was above the TSI Threshold in 2019, does not have three consecutive years below the threshold, and is not TSI identified.

The Medius K–8 White subgroup received a SAS of 18.31 in 2018, a 17.29 in 2019, and a 9.46 in 2022. Medius only has two consecutive years below the TSI Threshold. However, if in the next year Medius is below the 2023 threshold, they will be identified for TSI.

All schools may be identified for TSI, regardless of Title I status, and may be identified for more than one subgroup population. It is possible to be identified for ATSI and TSI for a subgroup (or any combination of ATSI/TSI for any combination of subgroups). It is also possible to be identified for TSI *and* be identified for CSI-G and/or CSI-LA.

Exit Criteria

A school may exit one or more areas of identification by showing sufficient improvement in achievement of the populations identified. In most cases, this requires statistically valid CAS or SAS scores that show:

- Evidence of implementation of school improvement goals, strategies, and action steps relative to achievement in state required Integrated Action Plan;
- Two years of improvement over the score used to identify the population; and,
- The score must exceed the target threshold for their identification.

CSI-G Exit Criteria

Schools identified for a low Graduation Rate remain in CSI-G identification until their Graduation Rate shows two years of improvement over their identification score, and finish above 66.7%.

CSI-LA and ATSI Exit Criteria

CSI-LA and ATSI schools are identified based on the CAS and/or SAS values earned in an identification year. While the statewide Achievement Threshold changes from year to year, a population's achievement target remains stable at the level that qualified the population for identification. To exit identification, the population must produce a statistically valid CAS and/or SAS value showing two years of improvement over their identification score, and finish with a score above the Achievement Threshold.

Examples:

The Achievement Threshold for the Fall 2022 identification was 21.99.

Magnus HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. To exit, Magnus HS must show two years of CAS improvement over their identification score and finish above the 21.99 target. In 2023, Magnus HS earns a 20.16 CAS, showing improvement. In 2024, Magnus HS earned a CAS of 22.36 (2nd year of improvement) and qualifies to exit CSI-LA identification because that score is above the 21.99 threshold under which they qualified for CSI-LA.

Medius HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. In 2023, Medius HS earns a CAS of 23.95 (one year of improvement). In 2024, Medius HS earn a CAS of 22.41 (slipping, but above the 16.85 they started with and above the Achievement Threshold). Medius HS exits CSI-LA.

Parvus HS earns a 2022 CAS of 16.85 and is identified for CSI-LA. In 2023, Parvus HS earns a CAS of 19.63 (one year of improvement). In 2024, Parvus HS earns a CAS of 21.50 (improvement, but below the Achievement Threshold). Parvus HS needs a CAS above 21.99 in 2025 to exit, or risk being identified for More Rigorous Options.

A school may be identified for CSI-LA and for multiple ATSI subgroups. If a school has multiple identifications, any identification may be exited individually.

Example:

The 2022 Achievement Threshold was 21.99. Any score at or below this was eligible for identifications. Magnus K–8 was identified for CSI-LA with a CAS

value of 18.65, ATSI for Income Eligible Students (ATSI-IE in table below) with a SAS value of 19.26, and ATSI for White (ATSI-W in table below) students with a SAS value of 13.35. The following table shows Magnus K–8's progression during improvement.

Year	CSI-LA	ATSI-IE	ATSI-W	Notes
Threshold	22.00	22.00	22.00	
2022	18.65	19.26	13.65	Identification year
2023	23.45	19.21	22.15	CSI-LA & ATSI-W Improvement
2024	21.65	20.18	26.45	CSI-LA & ATSI-IE improvement, ATSI-W exits
2025	21.14	23.86		ATSI-IE exits, CSI-LA still improving

- In the above example, the White population at Magnus HS improved over their identification value for two consecutive years, and that second year was above the target threshold.
- ATSI-IE did not improve in the first year, but then showed two years of improvement (each over their identification score) and finished above the threshold.
- CSI-LA exceeded the target in 2023, but in 2024 slipped below the threshold, yet remained above the identification score. In 2025, the score is still improved above their identification score, even though it is lower than the prior year. Magnus has shown CSI-LA improvement for three years but has not reached the threshold and would be eligible for More Rigorous Options.

Title I ATSI schools that fail to exit their identified subgroup(s) in four years become CSI-LA schools based on their ATSI indicators. This changes the level of support for the identification (from LEA-based for ATSI to site-based for CSI) but does not change the exit criteria from a SAS value for the subgroup population to the school's CAS value. Such a school must meet the original exit criteria set for the population targeted when identified for ATSI.

CSI-LA schools that fail to exit in four years become eligible for more rigorous options (MRO). The requirements for MRO services are pending, as the first schools to be eligible will not be identified prior to the publication of this document.

▪ 2022 Identification Exit Waiver

Due to the impact of the COVID-19 pandemic, data from SY 2019–2020 and SY 2020–2021 was not included in any achievement calculations. Schools identified or reidentified in the Fall 2022 cycle for CSI-LA and ATSI do not have evidence of whether their Fall 2022 CAS and SAS values are reflective of achievement issues, or of diminishing effects of the pandemic. Assuming populations may have received a poor CAS or SAS value due to pandemic issues rather than systemic issues, a one-year exit waiver has been approved for schools identified in CSI-LA and ATSI. For the 2022 identification cohort only, if a population's Fall 2023 CAS or SAS value shows improvement and exceeds the Fall 2022 identification value of 21.99, the population may exit identification with one year of results, rather than the normal two years of improvement.

Exit Waiver Example:

Magnus is identified for CSI-LA with a score of 18.22 in the Fall 2022 identification. In the Fall 2023 calculation, Magnus earns a 22.01. Magnus may exit CSI-LA identification.

If a population does not improve above their identification score in the Fall 2023 calculation, they need to show two years of improvement and exceed the identification threshold.

Exit Waiver Example:

Parvus is identified for ATSI-IE12 with a score of 18.22 in the Fall 2022 identification. In the Fall 2023 calculation, Parvus earns an 18.22, showing no improvement over their identification score. Parvus would need to post two scores in successive years above 18.22 and finish above 21.99 to exit.

If a population shows improvement in the Fall 2023 calculation, and then exceeds the threshold in the 2024 calculation, they will exit identification.

Exit Waiver Example:

Medius is identified for ATSI-ELFEP14 with a score of 18.22 in the Fall 2022 identification. Medius earns a 18.23 in the Fall 2023 calculation (showing improvement) and earns a 22.00 in the Fall 2024 calculation, qualifying to exit ATSI identification for the ELFEP14 population.

▪ TSI Exit Criteria

While TSI identification is similar to ATSI identification, identification is based on an annual determination of the mean (μ_{CAS}) and standard deviation (σ_{CAS}) of all schools. The TSI Threshold is set at two standard deviations below the statewide mean ($\mu_{CAS} - 2\sigma_{CAS}$). Each of these values change based on a year's statewide performance, so the TSI Threshold is different every year. An identified TSI school population may exit identification if their SAS value is above the next TSI Threshold. If an identified population's SAS value is not above the TSI Threshold, that population will be reidentified for TSI.

Example:

In 2022, the TSI Threshold was 11.278. Magnus K–8's Asian student SAS value was 10.66 and followed two immediate prior years (2018 and 2019) of consistent underperformance. The Asian population at Magnus was identified for TSI.

In 2023, the TSI Threshold was calculated at 14.26. Magnus K–8's Asian subgroup produced a SAS value of 13.54. This value is above the 2022 threshold which qualified them for TSI but is still below the 2023 TSI Threshold. Magnus is *reidentified* for TSI in 2023.

In 2024, the TSI Threshold was calculated at 12.89. Magnus's Asian subgroup produced a 13.16 SAS value and exits TSI. Magnus's Asian subgroup cannot be identified for TSI again until there are three years of data below the associated TSI Thresholds.

Note: a TSI-identified population is likely eligible for ATSI (with dual-identification). If a school is dual-identified for ATSI and TSI, the identified population would remain in ATSI until the ATSI exit requirements are met.

▪ Low N-count Identified Schools

A school may be identified for CSI-LA, ATSI, or TSI, and then in subsequent years slip below the N-count requirement for CAS and/or SAS calculation. In such cases, schools may apply to exit identification by providing sufficient evidence of improvement. Such applications will be considered on a case-by-case basis.

Appendix

Glossary of Acronym/Abbreviations

Acronym/Abbreviation	Meaning
ADM	Average Daily Membership
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
CAS	Comprehensive Achievement Score
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
P	Proficient Performing on Statewide Assessment
PP	Partially Performing on Statewide Assessment
PY	Previous Year
RAEL	Recently Arrived English Learner
SAS	Subgroup Achievement Score
SG	Subgroup
SPED	Special Education
SGP	Student Growth Percentile
SY	School Year