Beyond A–F:
Arizona Federal Accountability

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Legal Differences

- State Accountability
  - ARS §15-241 (A-F Letter Grades)
  - State Board of Education
  - No appropriation

- Federal Accountability
  - ESSA (2015)
    - ESEA (20 USC 6301) - 1965
    - Title I Part A, Section 1111
  - State Education Agency
  - ~$20M in FY24

Federal Accountability

- Every Student Succeeds Act – 2015
  - Comprehensive Support and Improvement (CSI)
    - Low Achievement (CSI-LA)
    - Low Graduation Rate (CSI-G)
  - Targeted Support and Improvement (TSI)
  - Additional Targeted Support and Improvement (ATSI)
- Arizona's Federal Accountability system is *separate* from the state's Letter Grade system.

Achievement Scores

Comprehensive Achievement Score (CAS):

A *school population's* final score, weighted by points possible from each available performance indicator.

Subgroup Achievement Score (SAS):

A *subgroup population's* final score, weighted by points possible from each available performance indicator.
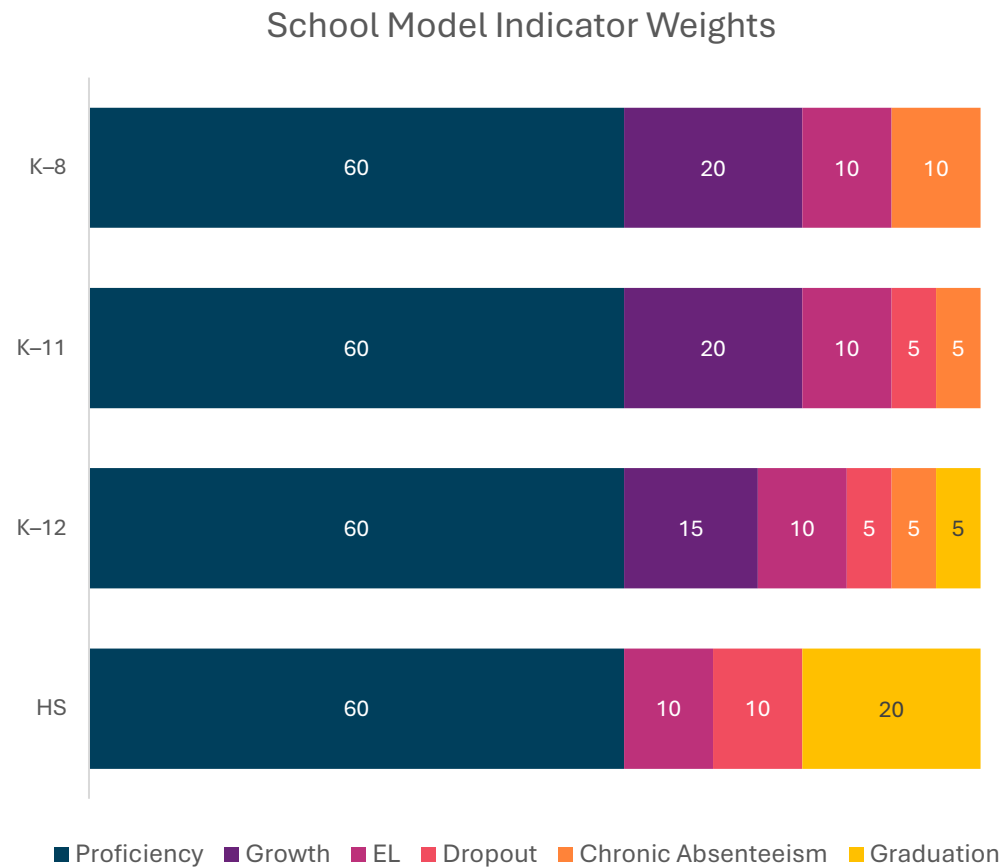
What is Measured?

Performance Indicators

- Proficiency (P)

- Growth (G)

- English Learner Proficiency and Growth (EL)

- Dropout Rate (D)

- Chronic Absenteeism (CA)

- Graduation Rate (GR)
  - 4-year cohort rate for CSI-LA
  - 5-year cohort rate for CSI-G

Models and Metrics

School Model Indicator Weights

	Proficiency	Growth	EL	Dropout	Chronic Absenteeism	Graduation
K–8	60	20	10		10	
K–11	60	20	10	5	5	
K–12	60	15	10	5	5	5
HS	60		10	10		20

4 models based on the grades your organization services

- K–8 (P, G, EL, CA)
- K–11 (P, G, EL, CA, D)
- K–12 (P, G, EL, CA, D, G)
- 9–12 (P, EL, D, G)

Proficiency - what counts?

- 60% in all models

- Exam depends on grade:
  - State Assessments
    - 3-8: AASA ELA and Math
    - *5, 8, 11: AzSCI**
    - Alternative State Assessments - MSAA
  - National Assessments
    - *9th graders: ACT Aspire*
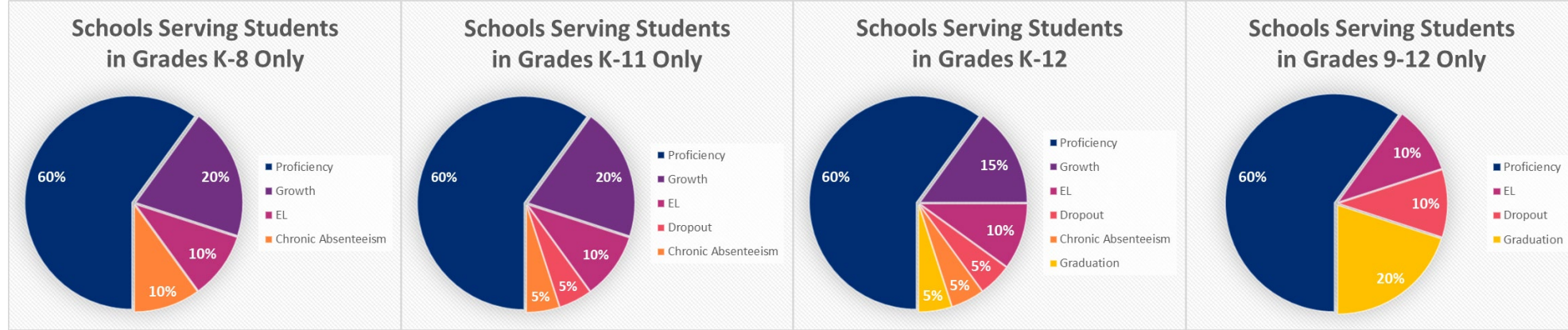   - 11th graders: ACT

Fed/State Proficiency

- Common
  - 95% tested*
  - ELA and Math
- Federal
  - Binary
  - $N \geq 20$
  - No impact from Science
- State
  - Sliding scale
  - $N \geq 11$

State	Proficiency Level	Federal
0	Minimally	0
0.6	Partial	0
1.0	Proficient	1
1.3	Highly	1

*95% tested component is required to match Federal Law in a slightly different process from State 95% rule (so far).

Models

Schools Serving Students in Grades K-8 Only
- Proficiency 60%
- Growth 20%
- EL 10%
- Chronic Absenteeism 10%

Schools Serving Students in Grades K-11 Only
- Proficiency 60%
- Growth 20%
- EL 10%
- Dropout 5%
- Chronic Absenteeism 5%

Schools Serving Students in Grades K-12
- Proficiency 60%
- Growth 15%
- EL 10%
- Dropout 5%
- Chronic Absenteeism 5%
- Graduation 5%

Schools Serving Students in Grades 9-12 Only
- Proficiency 60%
- EL 10%
- Dropout 10%
- Graduation 20%

Student Growth

- 15–20% in schools that serve **middle-school-age** students
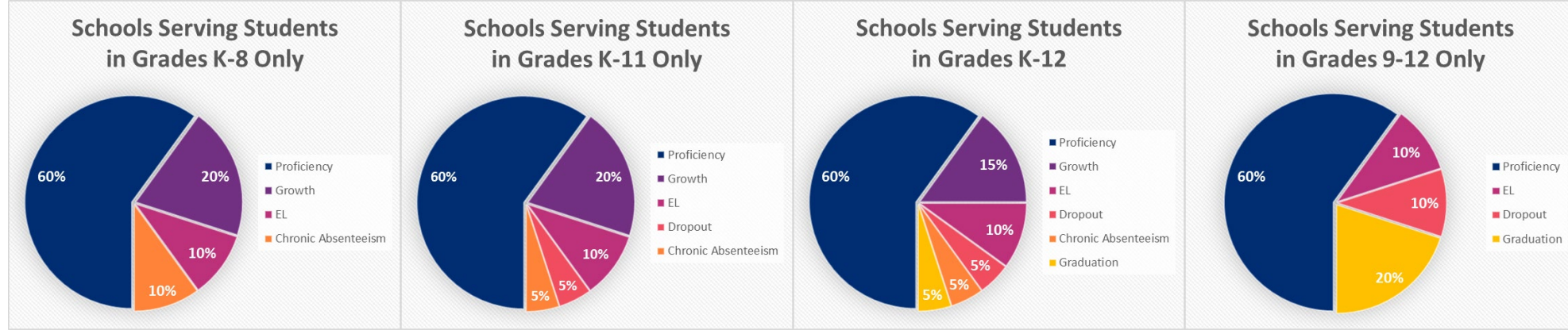- No Growth measured for high school aged students

Fed/State Growth

- Federal
  - $n \geq 20$
  - Growth: only students in 4-8
  - AASA only
  - Median SGP
- State
  - $n \geq 11$
  - All students with growth score
  - AASA, Aspire, ACT
  - SGP Growth Points (low/med/high)

Models

Schools Serving Students in Grades K-8 Only
- 60% Proficiency
- 20% Growth
- 10% EL
- 10% Chronic Absenteeism

Schools Serving Students in Grades K-11 Only
- 60% Proficiency
- 20% Growth
- 5% EL
- 5% Dropout
- 10% Chronic Absenteeism

Schools Serving Students in Grades K-12
- 60% Proficiency
- 15% Growth
- 10% EL
- 5% Dropout
- 5% Chronic Absenteeism
- 5% Graduation

Schools Serving Students in Grades 9-12 Only
- 60% Proficiency
- 10% EL
- 10% Dropout
- 20% Graduation

English Learners (EL)

- 10% in all models

- Score is split between EL proficiency and EL growth
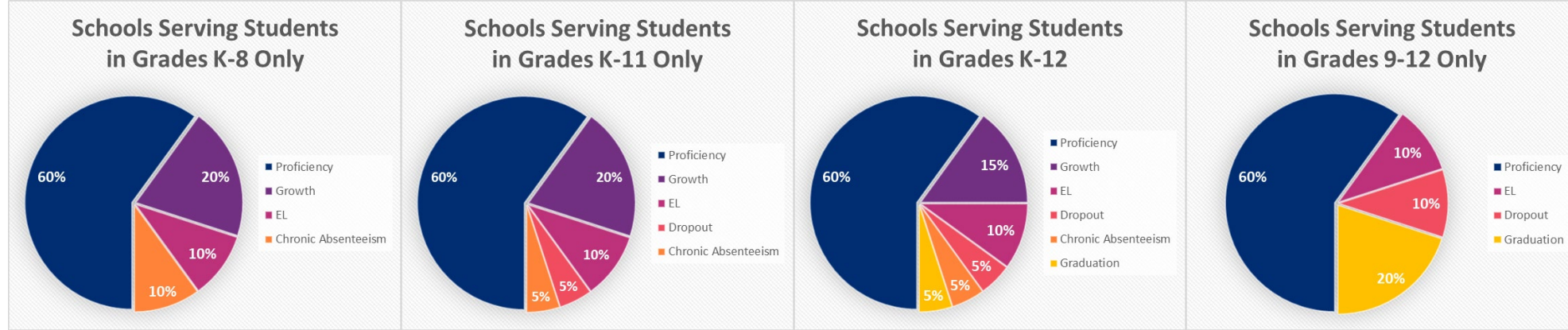
Fed/State EL

- Federal
  - $n \geq 20 \; for \; all \; x, \mu, \, and \; \sigma$
- State
  - $n \geq 11 \, for \; all \; x, \mu, \, and \; \sigma$

Models

Schools Serving Students in Grades K-8 Only
- Proficiency 60%
- Growth 20%
- EL 10%
- Chronic Absenteeism 10%

Schools Serving Students in Grades K-11 Only
- Proficiency 60%
- Growth 20%
- EL 10%
- Dropout 5%
- Chronic Absenteeism 5%

Schools Serving Students in Grades K-12
- Proficiency 60%
- Growth 15%
- EL 10%
- Dropout 5%
- Chronic Absenteeism 5%
- Graduation 5%

Schools Serving Students in Grades 9-12 Only
- Proficiency 60%
- EL 10%
- Dropout 10%
- Graduation 20%

Chronic Absenteeism

- 10% for K–8

- 5% for K–11 and K–12
  - Based only on K–8 kids

Fed/State Chronic Absenteeism

- Common:
  - 10% of school calendar
  - FAY doesn't matter
  - Students in grades 1–8
- Federal
  - $n \geq 20$
  - 5–10% model component (K–8 kids)
- State
  - $n \geq 11$
  - Buried in Acceleration/Readiness

Models

Schools Serving Students in Grades K-8 Only
- 60% Proficiency
- 20% Growth
- 10% EL
- 10% Chronic Absenteeism

Schools Serving Students in Grades K-11 Only
- 60% Proficiency
- 20% Growth
- 10% EL
- 5% Dropout
- 5% Chronic Absenteeism

Schools Serving Students in Grades K-12
- 60% Proficiency
- 15% Growth
- 10% EL
- 5% Dropout
- 5% Chronic Absenteeism
- 5% Graduation

Schools Serving Students in Grades 9-12 Only
- 60% Proficiency
- 10% EL
- 10% Dropout
- 20% Graduation

Graduation Rate

- 5% in K–12

- 20% in 9–12

- *Not reported in the static file*

Fed/State Graduation Rate

- Common
  - Any 12th grader at last place of enrollment
- Federal
  - CSI-G: 5-year cohort, $\boldsymbol{n > 20}$
  - LA: 4-year cohort, $n \geq 20$
- State
  - $n \geq 11$
  - Best of 4, 5, 6, 7-year cohort

Models

Schools Serving Students in Grades K-8 Only
- 60% Proficiency
- 20% Growth
- 10% EL
- 10% Chronic Absenteeism

Schools Serving Students in Grades K-11 Only
- 60% Proficiency
- 20% Growth
- 10% EL
- 5% Dropout
- 5% Chronic Absenteeism

Schools Serving Students in Grades K-12
- 60% Proficiency
- 15% Growth
- 10% EL
- 5% Dropout
- 5% Chronic Absenteeism
- 5% Graduation

Schools Serving Students in Grades 9-12 Only
- 60% Proficiency
- 10% EL
- 10% Dropout
- 20% Graduation

Dropout Rate

- 5% in K–11 and K–12
- 10% in 9–12
- *Not reported in the static file*

Fed/State Dropout

- Common
  - Applied to the *last* place of enrollment
- Federal
  - $n \geq 20$
  - Students in grades 9–12
- State
  - Not in A-F
  - Report is grades 7–12

Final Points → Achievement Score

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

$$\frac{Total\ of\ Points}{Eligible\ Points} = Achievement\ Score$$

Schools Serving Students in Grades K-8 Only

- Proficiency
- Growth
- EL
- Chronic

60%
10%
10%

Adjusted Weights K-8

- Proficiency
- EL
- Chronic Absenteeism

75%
12%
13%
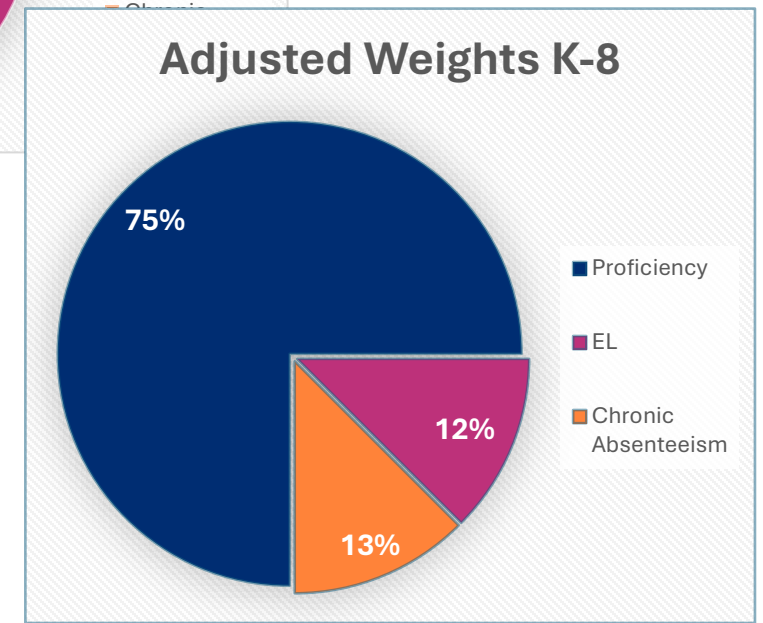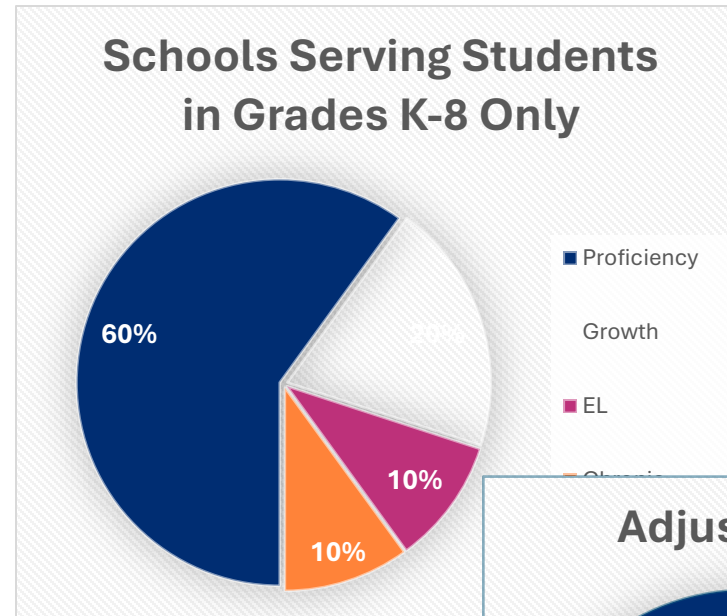
Score Results

Total Points (CSI-LA): **Comprehensive Achievement Score (CAS)**

Schools ordered by CAS

At least **the lowest 5% of Title I schools are identified for CSI-LA:** **Statewide Low Achievement Threshold (SLAT)**

Note – Achievement Scores represent a percent of the population's eligible points, not a percent of every measure.

Subgroup ID Process: ATSI with SAS

1. Pretend ONLY the students in a subgroup exist, $n \geq 20$

2. Do the math to get a *Subgroup Achievement Score (SAS)*

3. Compare to *Statewide Low Achievement Threshold (SLAT)*

4. Repeat for all 10 subgroups

5. If TSI in prior year, may be ATSI

6. ATSI is now every 6 years

NEW TSI Process: Indicator Thresholds

1. Generate *individual indicator values for the SAS.*

2. Compare to the statewide **Subgroup Indicator Threshold**

3. If is *consistently* low in each of the prior 3 years, ID for TSI
    - *Bottom 5% for Proficiency, AND*
    - *Bottom 5% for any* other indicator*
        - ** other indicator does not need to be the same each year.*

4. Repeat for all 10 subgroups

ATSI/TSI changes

- 2022 ATSI IDs need to exit by 2028 (was 2026)

- CSI>ATSI>TSI Hierarchy
  - CSI>ATSI
    CSI-LA, CSI-T, MRO-LA, or MRO-T schools: informed of subgroup status but not identified for ATSI.
  - ATSI>TSI
    ATSI schools: informed of but not identified for TSI *for the same subgroup.*
  - CSI>TSI
    CSI-LA, CSI-T, MRO-LA, or MRO-T schools: informed subgroup status but not identified for TSI. (But eligible for future ATSI...)

Additional Identification Models

Schools not exiting CSI in 3 years are identified for more rigorous options (MRO).

- CSI-G → MRO-G (2023)
- 2017 CSI-LA → MRO-LA (2024)
- 2022 CSI-LA → MRO-LA (2025)
- CSI-T → MRO-T (2028)

Title 1 Schools not exiting ATSI in 6 years are identified for CSI

- ATSI → CSI-T (2028)

Schools not exiting TSI remain TSI. TSI is annual.

- TSI → ...TSI
- A continuous TSI identification may result in ATSI identification

CAS Alternate Methodology

- Required for any school for which an accountability determination cannot be made using the 'standard' model.

- Any school not receiving a CAS value shall be evaluated based on one or more of:
  - Qualitative analysis using extant school-level data to determine comparable performance for the subject population
  - Quantitative alternatives
    - Indicator scoring
    - Low-N worst-case analysis
    - Mixed-methods
  - Other evidence methodology, provided evidence illustrates sufficient improvement in academic achievement.

- Also applies to SAS values for identified ATSI subgroups.

CSI-G Alternate Methodology

- If an *initial* accountability determination cannot be made based on the N-count for the Grad Rate Cohort, use one or more of:
  - Pool three years of graduation cohort data to determine a longitudinal rate
  - A longitudinal trend with valid confidence intervals for comparison
  - Low-N worst-case analysis
  - Mixed methodology based on variables such as credits at time of enrollment, time to graduation, or other indicators
  - Other evidence-based methodologies as necessary

Exit Criteria – All Identifications

Changes all exit criteria to meet two of three requirements

- Implementation Requirement
    - Do the SIAP and stuff to address the issues

- Exception Criteria: Appeal by 'qualitative review' to exit
    - Fail to meet N-count
    - Change in model or status

- Quantitative Criteria
    - Or just meet the 'standard exit numbers'

Exit Criteria (CSI-LA, MRO-LA)

- **Shortens duration to three years**, aligned with the ID cycle.
  - 2022 CSI-LA IDs are expected to exit *this fall* (one year early)

- It is possible (and not cumulative) to be identified immediately upon exit.

- Quant Options:
  - Beat the original identification SLAT in the next ID year (after three years – 2025, 2028); or,
  - Two increasing CAS above the ID SLAT, with the 2nd score above the original identification SLAT. (Exit after two years)

Exit Criteria (CSI-G, MRO-G)

- Changes exit window to three years, aligned with identification.
  - Transition to MRO-G would occur after three years
- Quant. Criteria Options
  - Two years of consecutive improvement over *initial* identifying grad rate, with the most recent year above the 2/3rds mark (early exit); or,
  - Two years of improvement with an exit-year grad rate above the target.

Exit Criteria (CSI-T, MRO-T)

- Only Title-1 ATSI schools are eligible for the elevated T-sequence identifications
- CSI-T is identified every six years, for three years
- MRO-T is then identified from CSI-T schools
- Exit criteria based on the *original* ATSI SLAT criteria *for the subgroup(s) identified*
- Quant. Criteria Options
    - Post a valid SAS in an identification year, above the original SLAT resulting in the ATSI identification that led to CSI-T identification; or,
    - Two increasing SAS, with the 2nd score above that original identification SLAT from ATSI. (Early exit)

Exit Criteria (ATSI)

- Changes identification frequence AND exit requirement to *every six years*. Next would be in 2028

- Requires identification *from schools eligible for TSI in the prior year (2027)*

- Exit Targets are based on original identification values

- Quant. Criteria Options
  - Two increasing SAS values above original ATSI score, with 2nd above the original identification SLAT; or,
  - An identification-year (every three years) SAS above the original ID SLAT

More Rigorous Interventions/Options (MRO)

- All Title-I schools are eligible for MRO from CSI-LA and CSI-T
- All schools are eligible for MRO from CSI-G
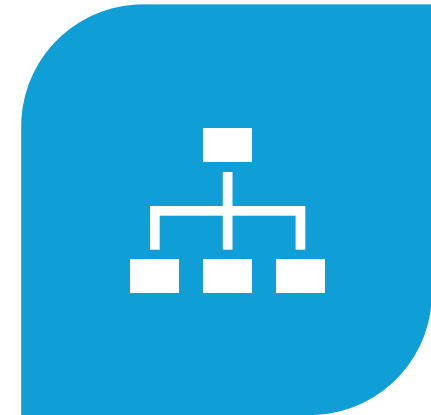- MRO ID window is set to three years after CSI identification

Big Idea

ENDS WITH THE MOVING BAR: IDENTIFIED POPULATIONS RETAIN THEIR IDENTIFICATION THRESHOLD

SCHOOLS MAKING PROGRESS MAY EXIT AND BE REIDENTIFIED UNDER HIGHER THRESHOLDS WITHOUT BEING TRAPPED IN AN ATSI→CSI-T→MRO-T CYCLE

HIERARCHY CSI-LA IS 'MORE' THAN ATSI ATSI IS 'MORE' THAN TSI

Questions

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