



Student Learning Results



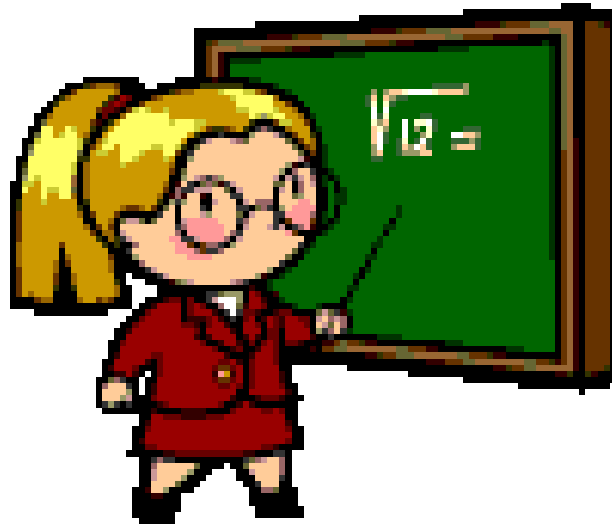
**Engage, Educate and Empower Every
Student, Every Day.**

David McNeil Mitch von Gnechten

August 13, 2013

Education and Accountability in the year 2013

- “When we strive to become better than we are, everything around us becomes better, too.” — Paulo Coelho, *The Alchemist*



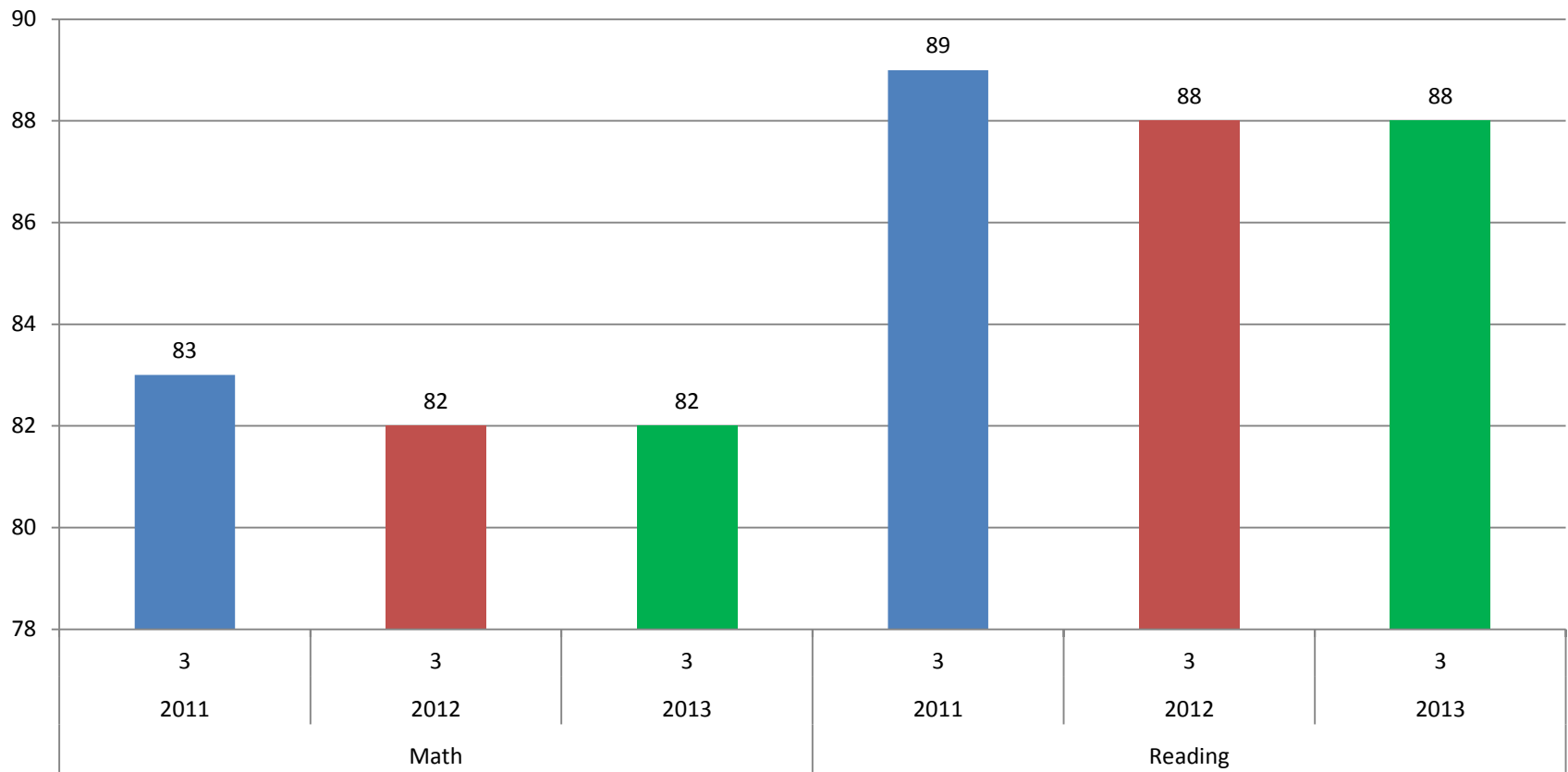
Did we get there?

- 2013 District AIMS Results
- AYP/AMOs
- A-F Letter Grades

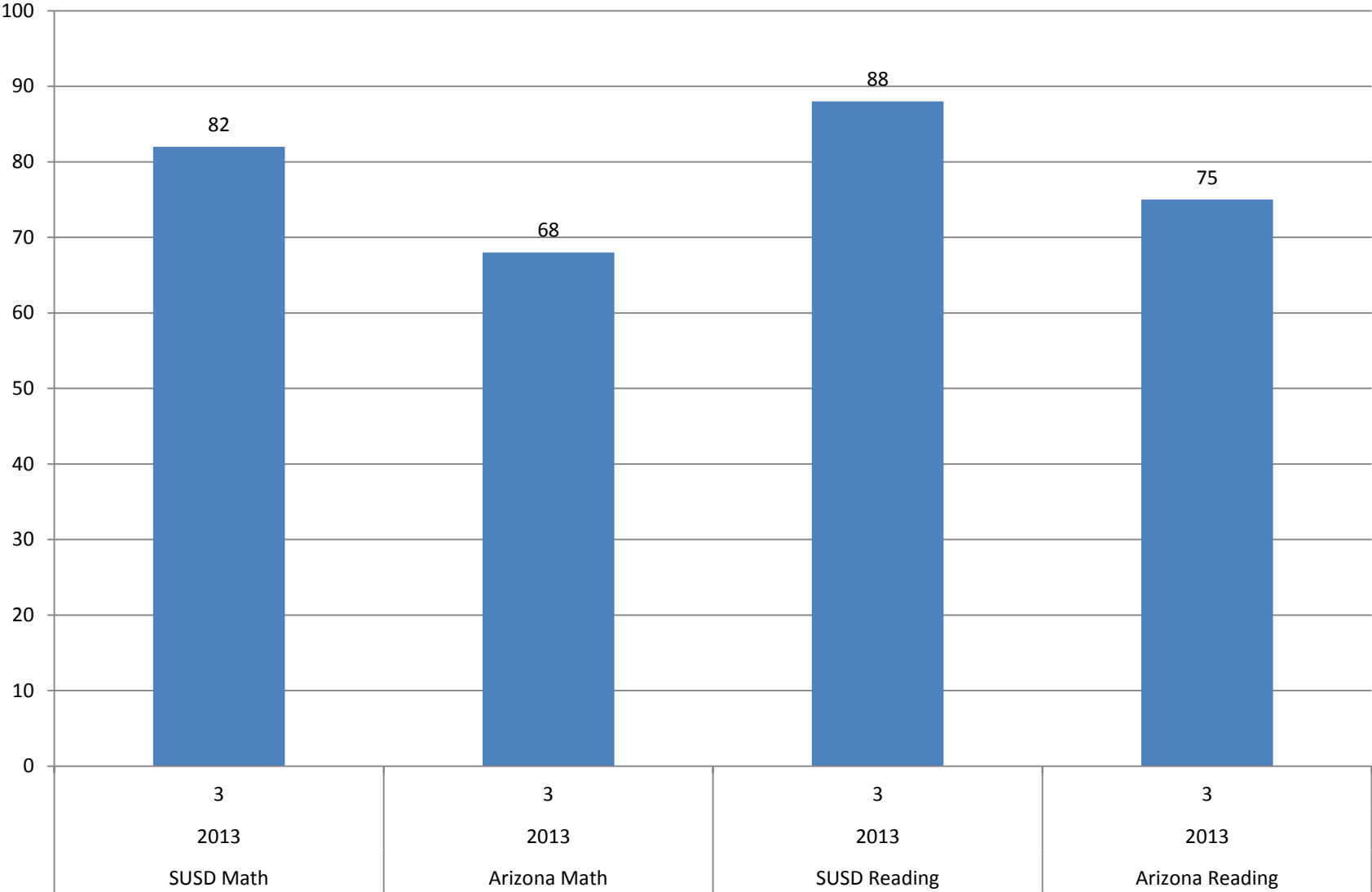


3rd Grade

District 3rd Grade Percent Meet/Exceed

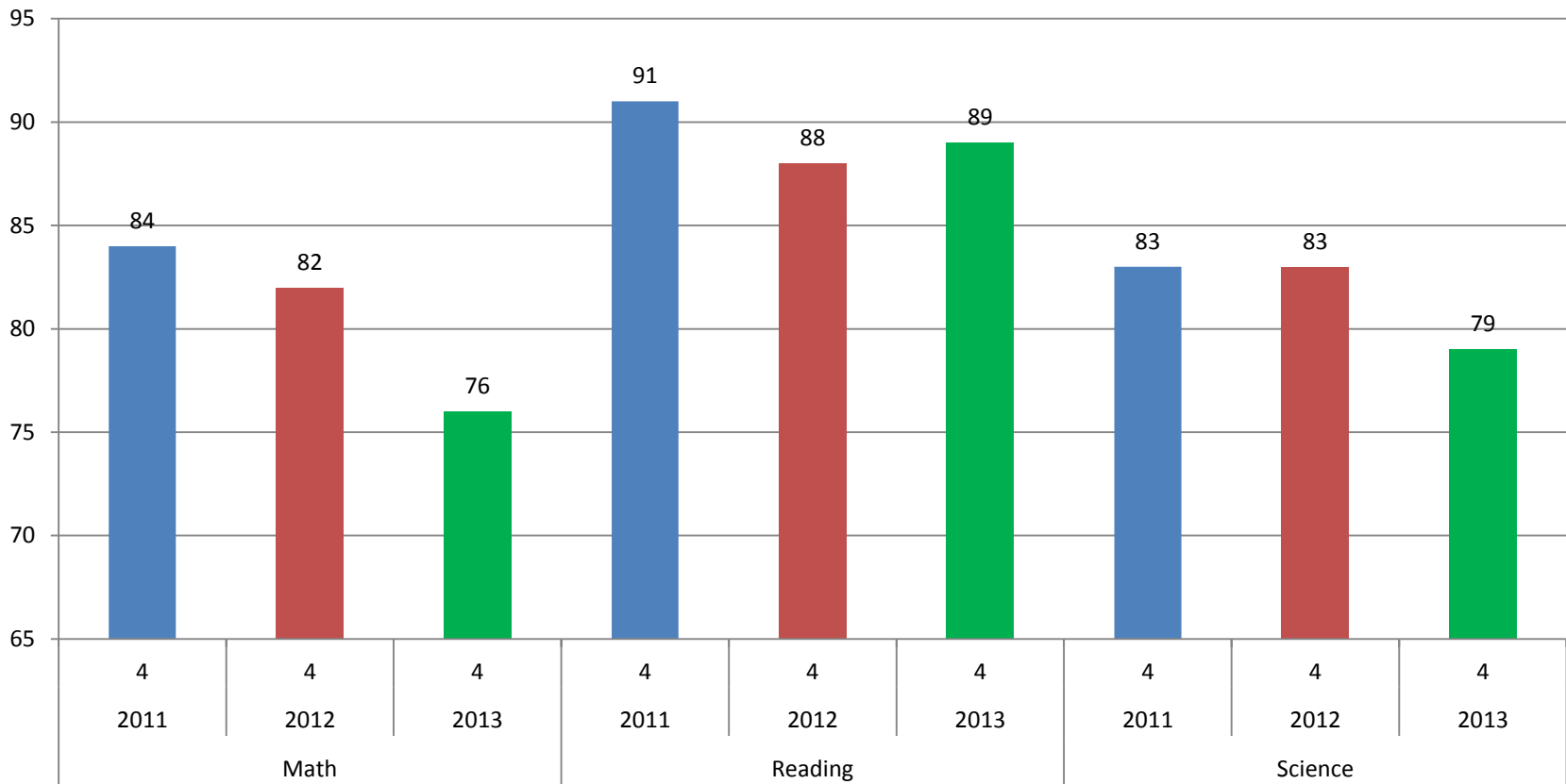


District vs Arizona Grade 3

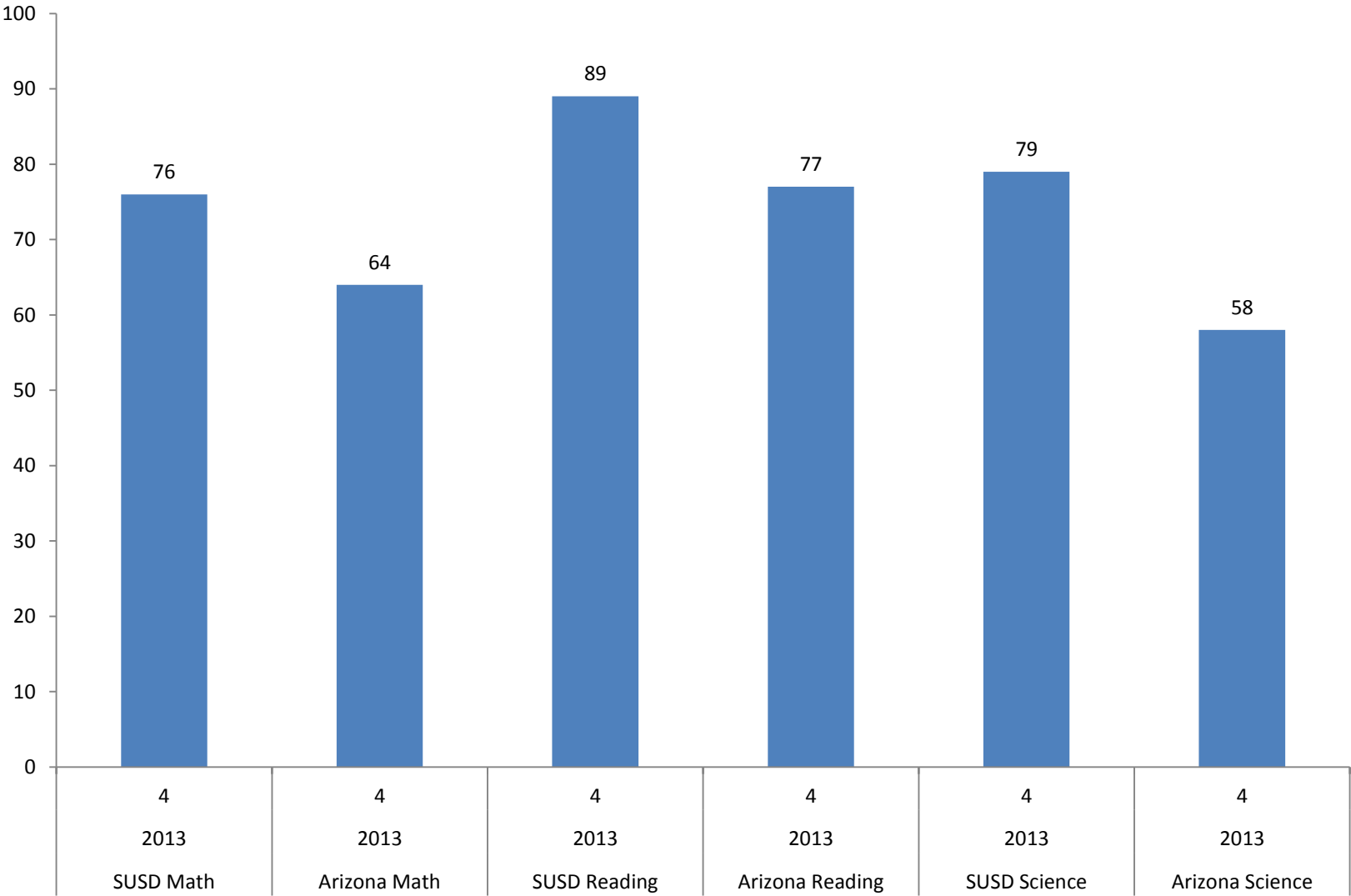


4th Grade

District 4th Grade Percent Meet/Exceed

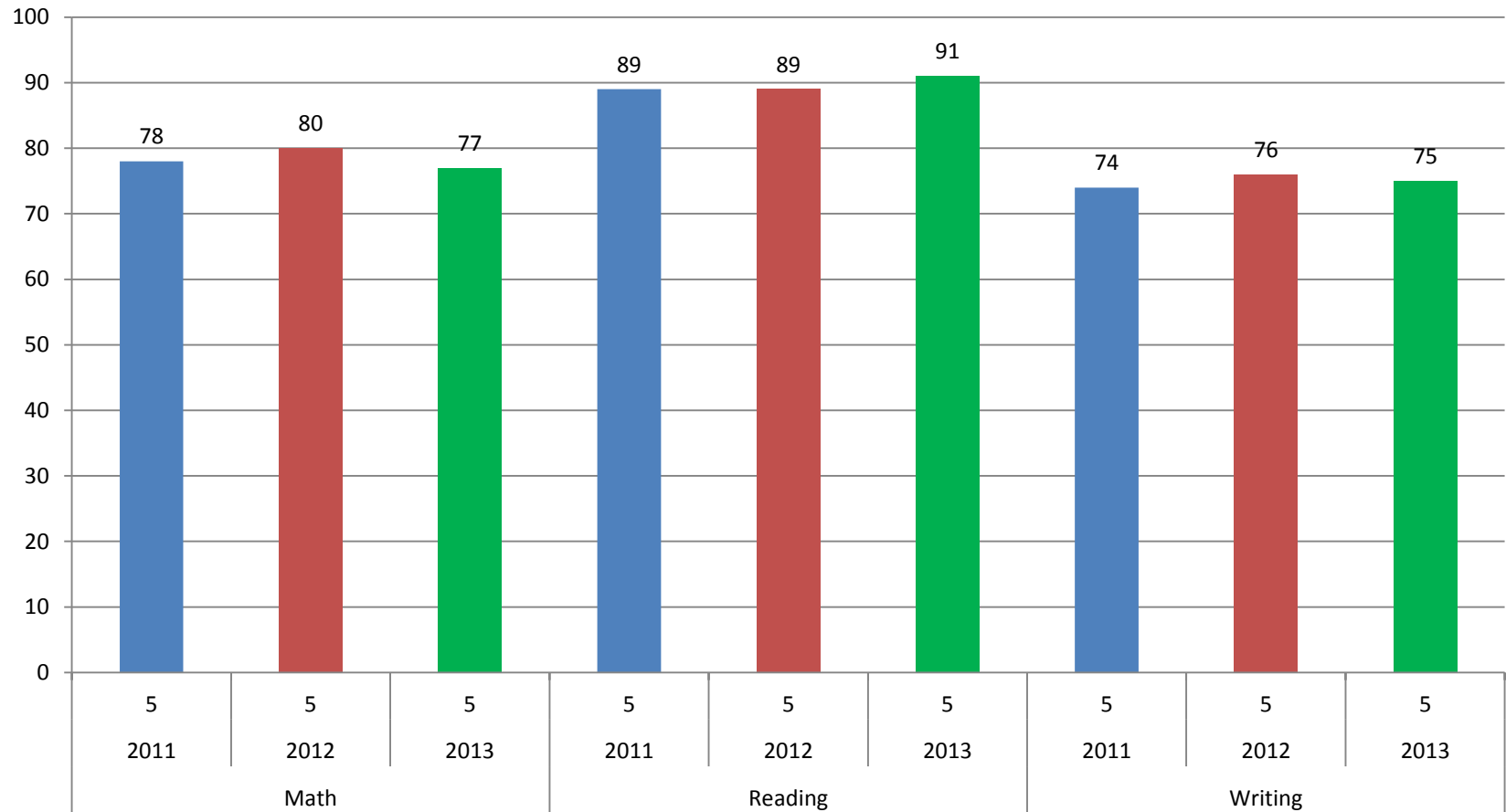


District vs Arizona Grade 4

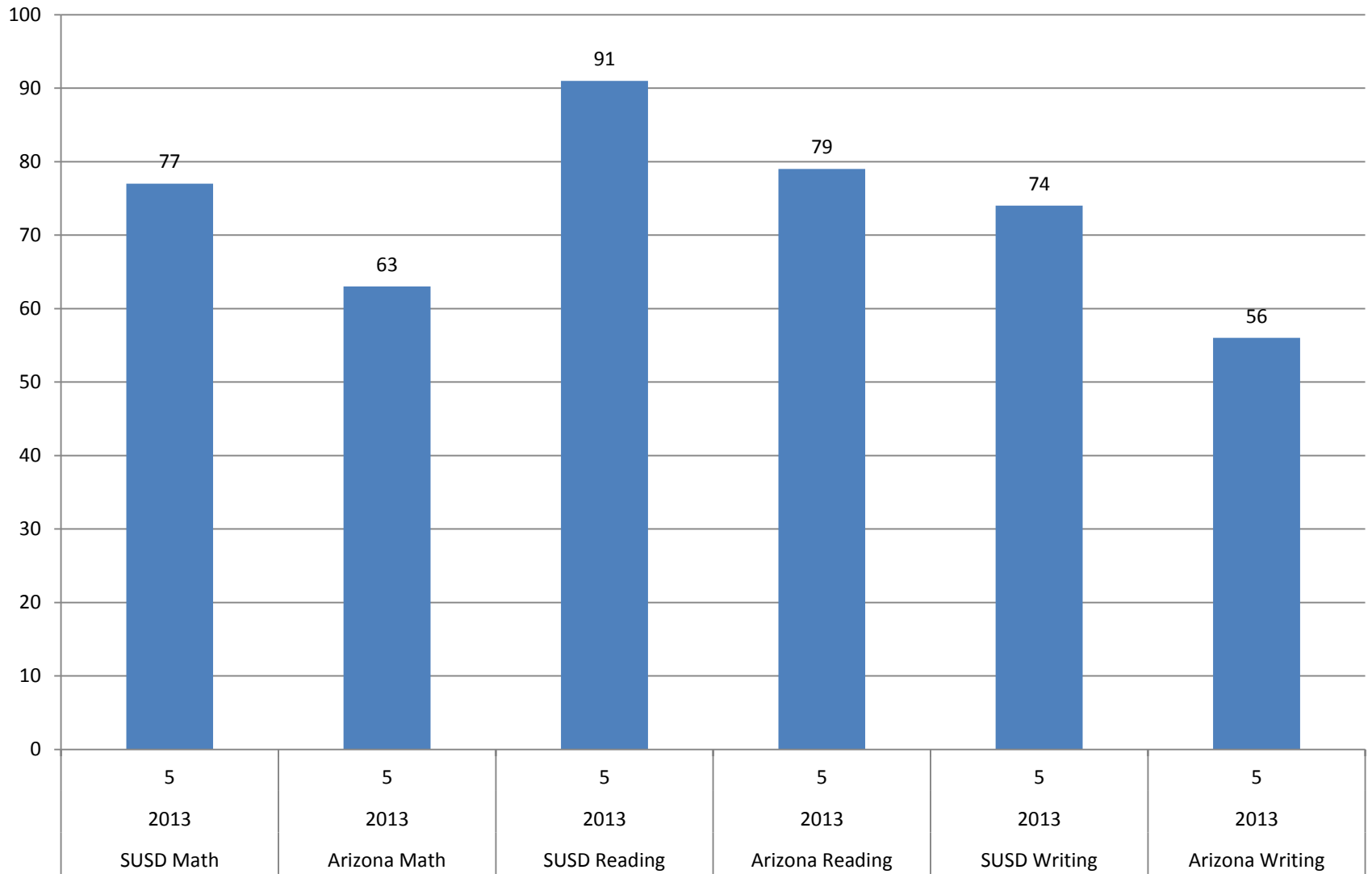


5th Grade

District 5th Grade Percent Meet/Exceed

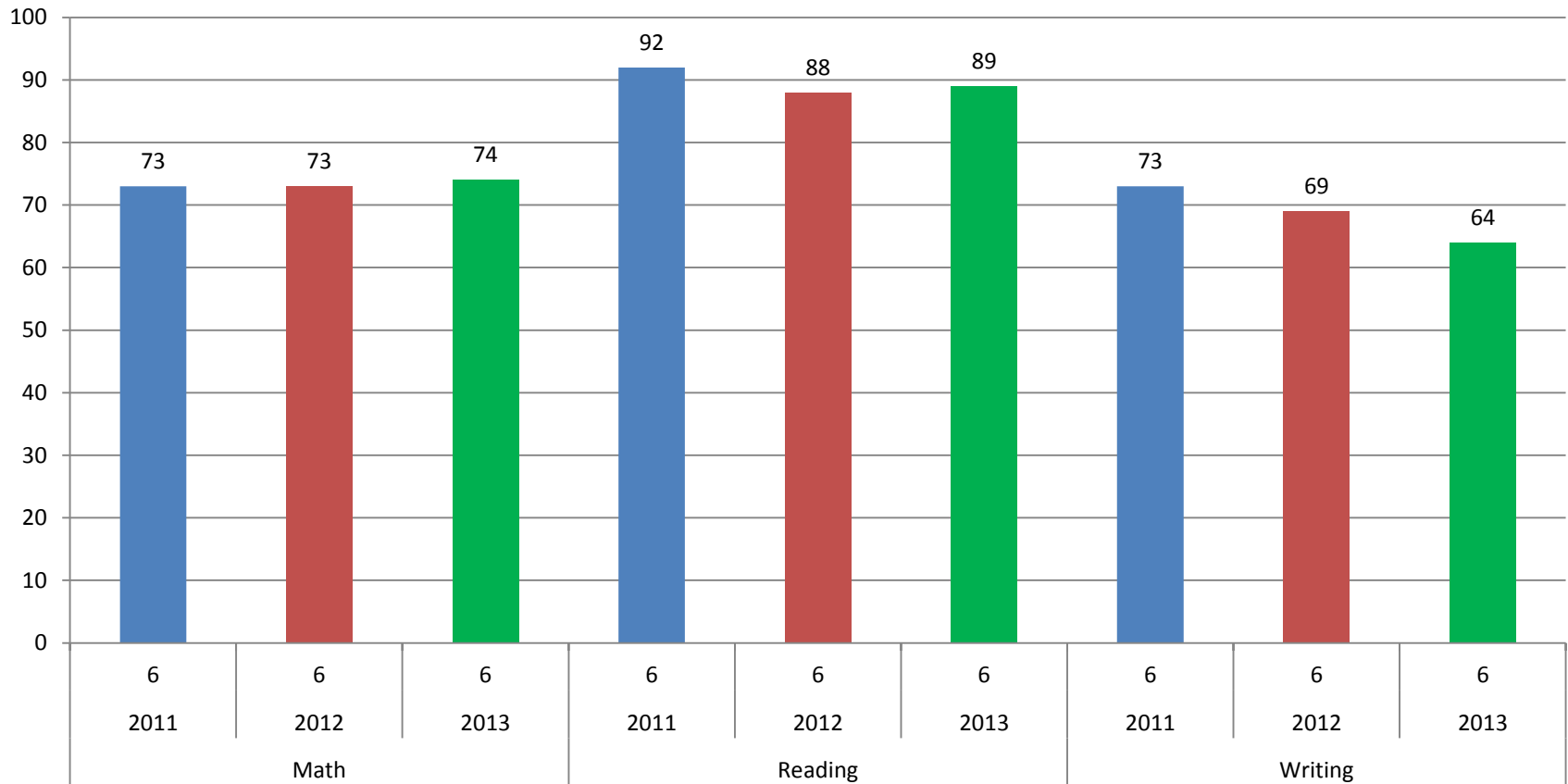


District vs Arizona Grade 5

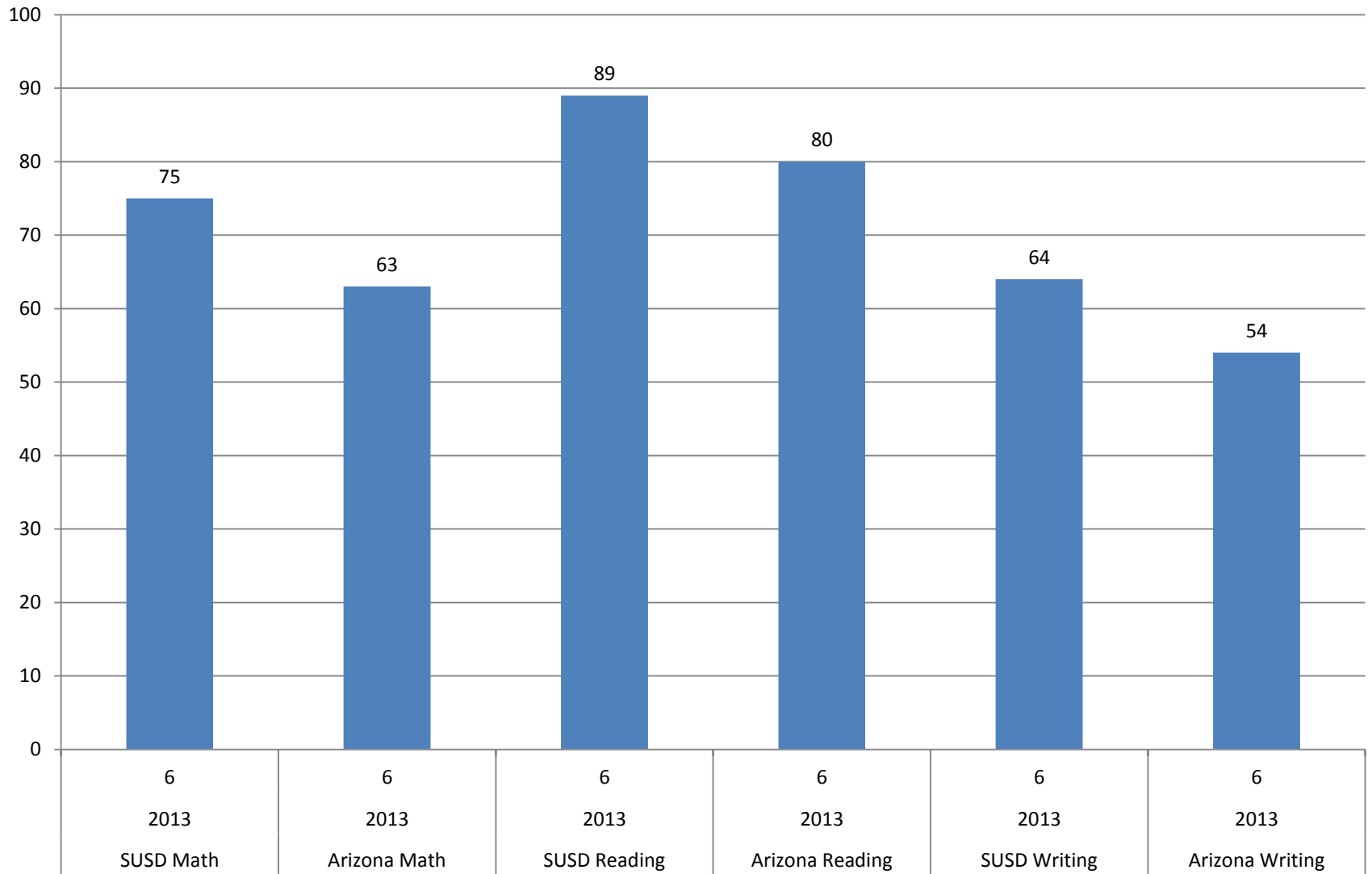


6th Grade

District 6th Grade Percent Meet/Exceed

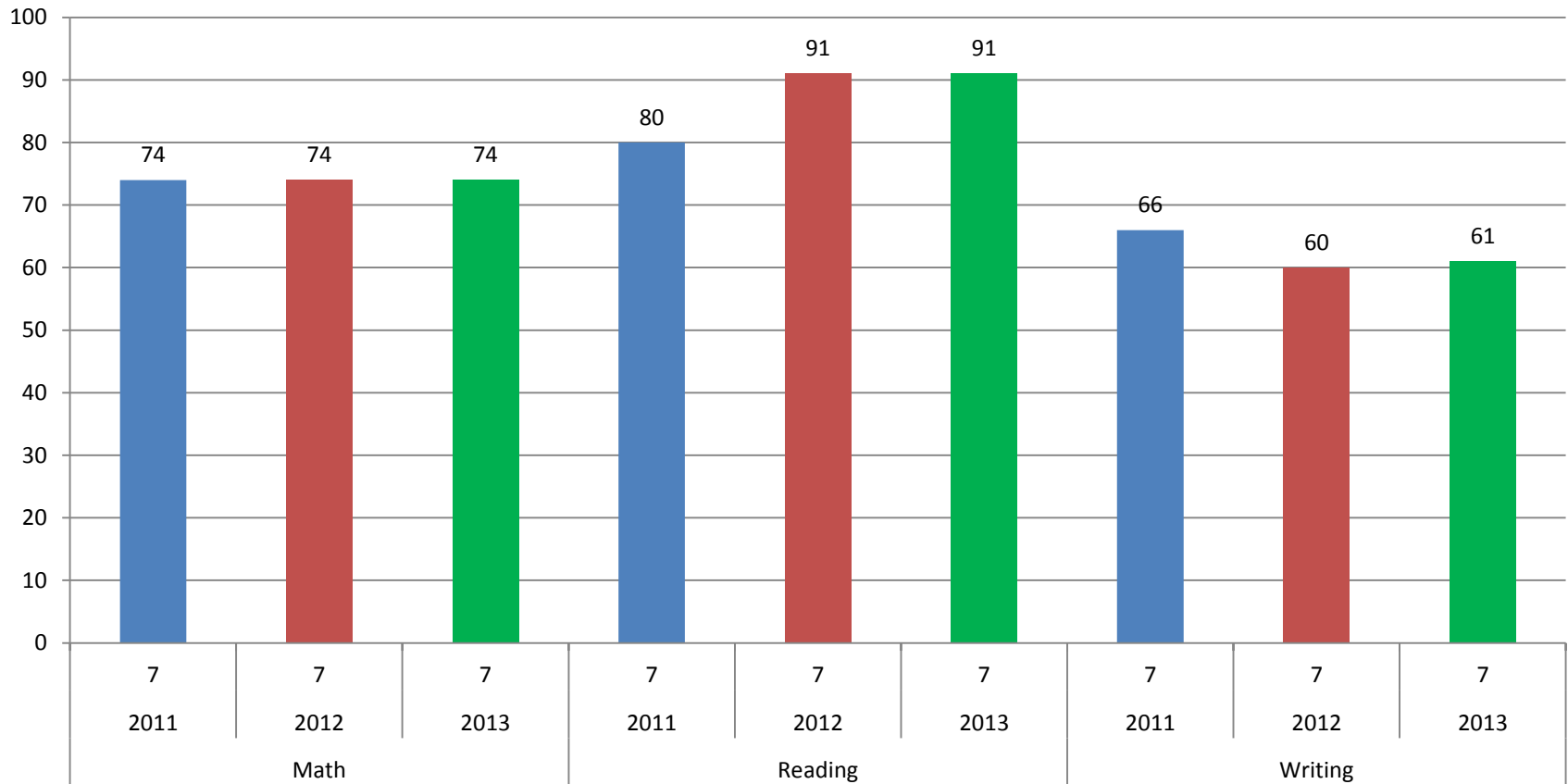


District vs Arizona Grade 6

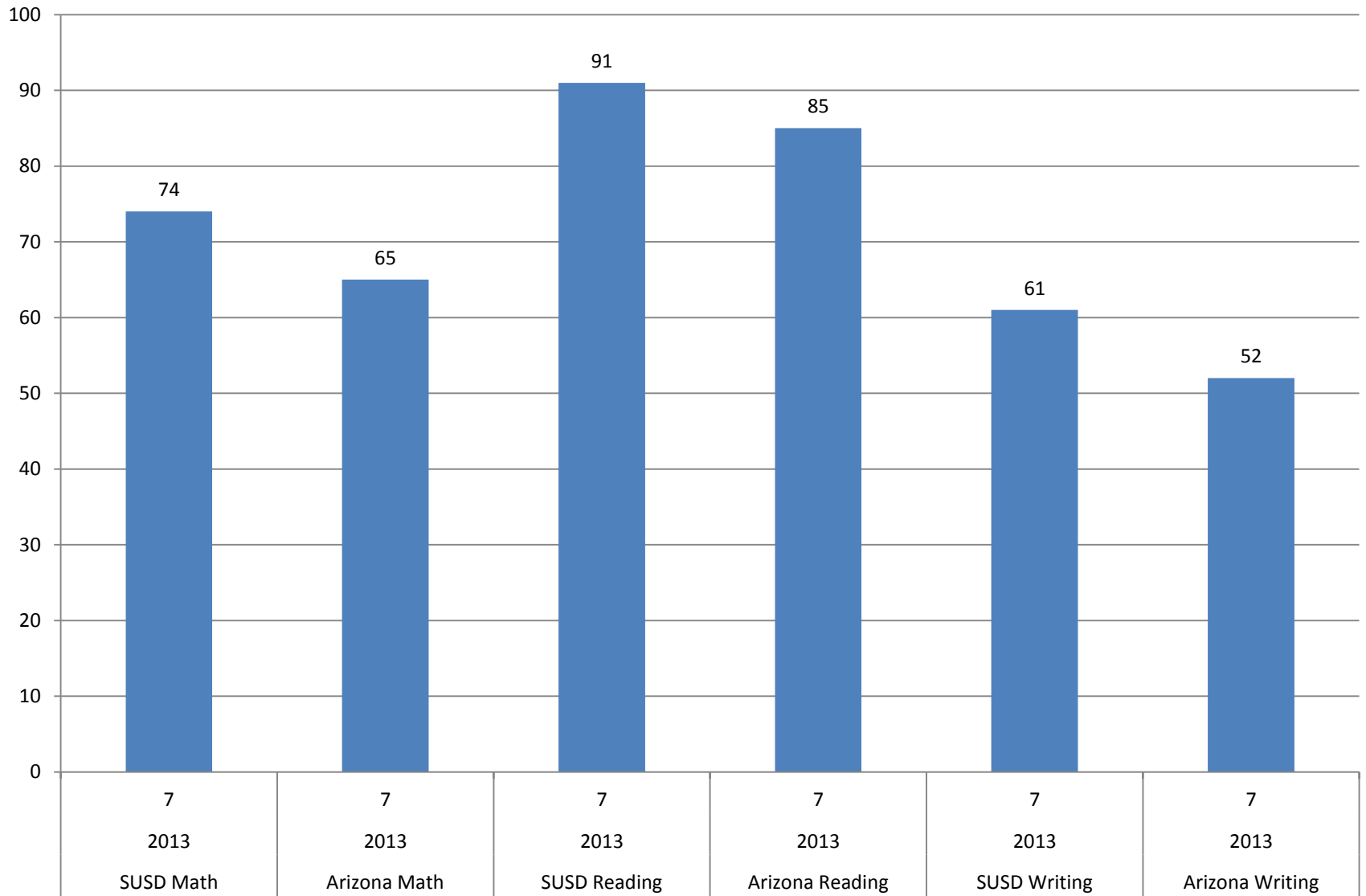


7th Grade

District 7th Grade Percent Meet/Exceed

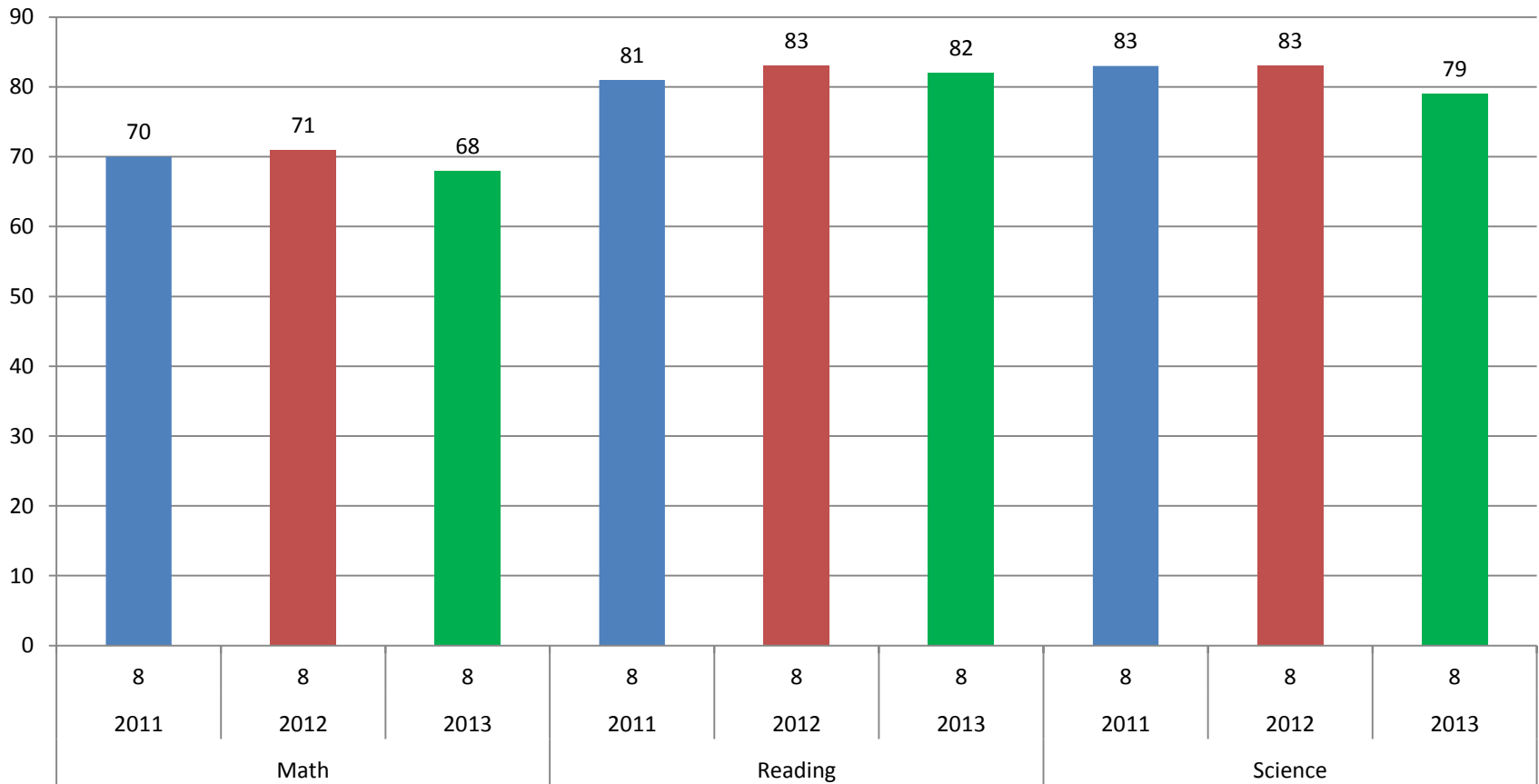


District vs Arizona Grade 7

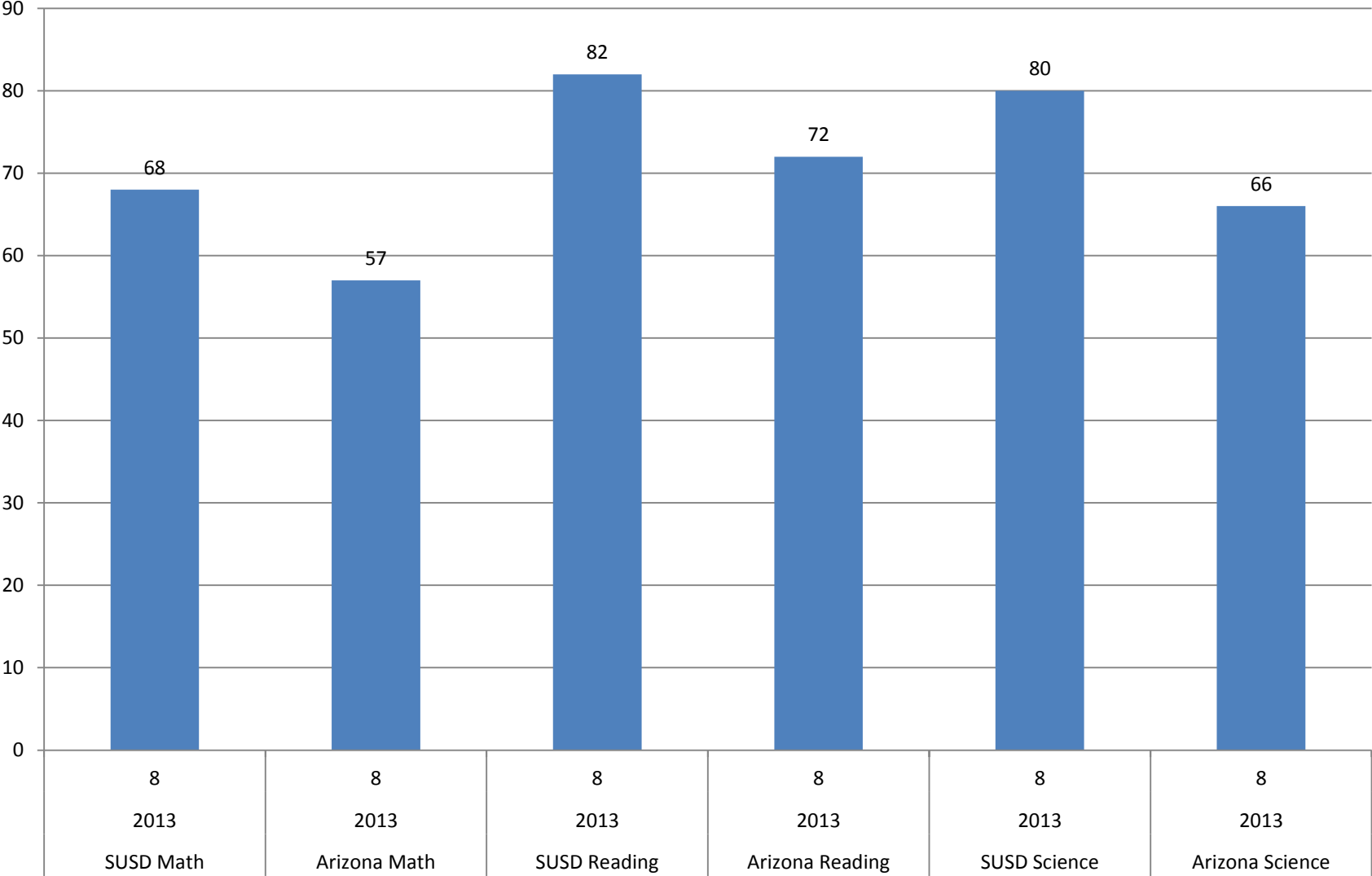


8th Grade

District 8th Grade Percent Meet/Exceed

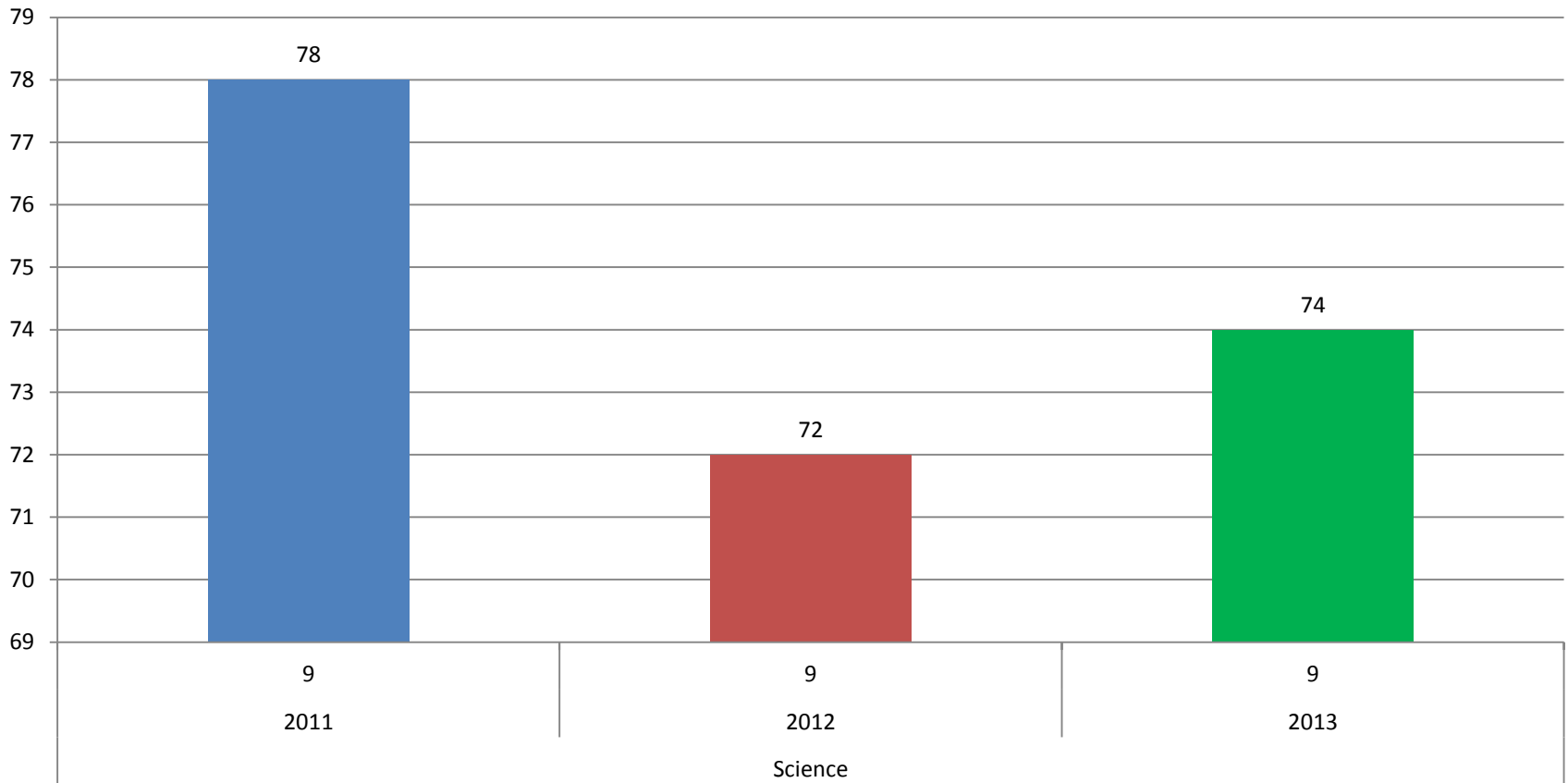


District vs Arizona Grade 8

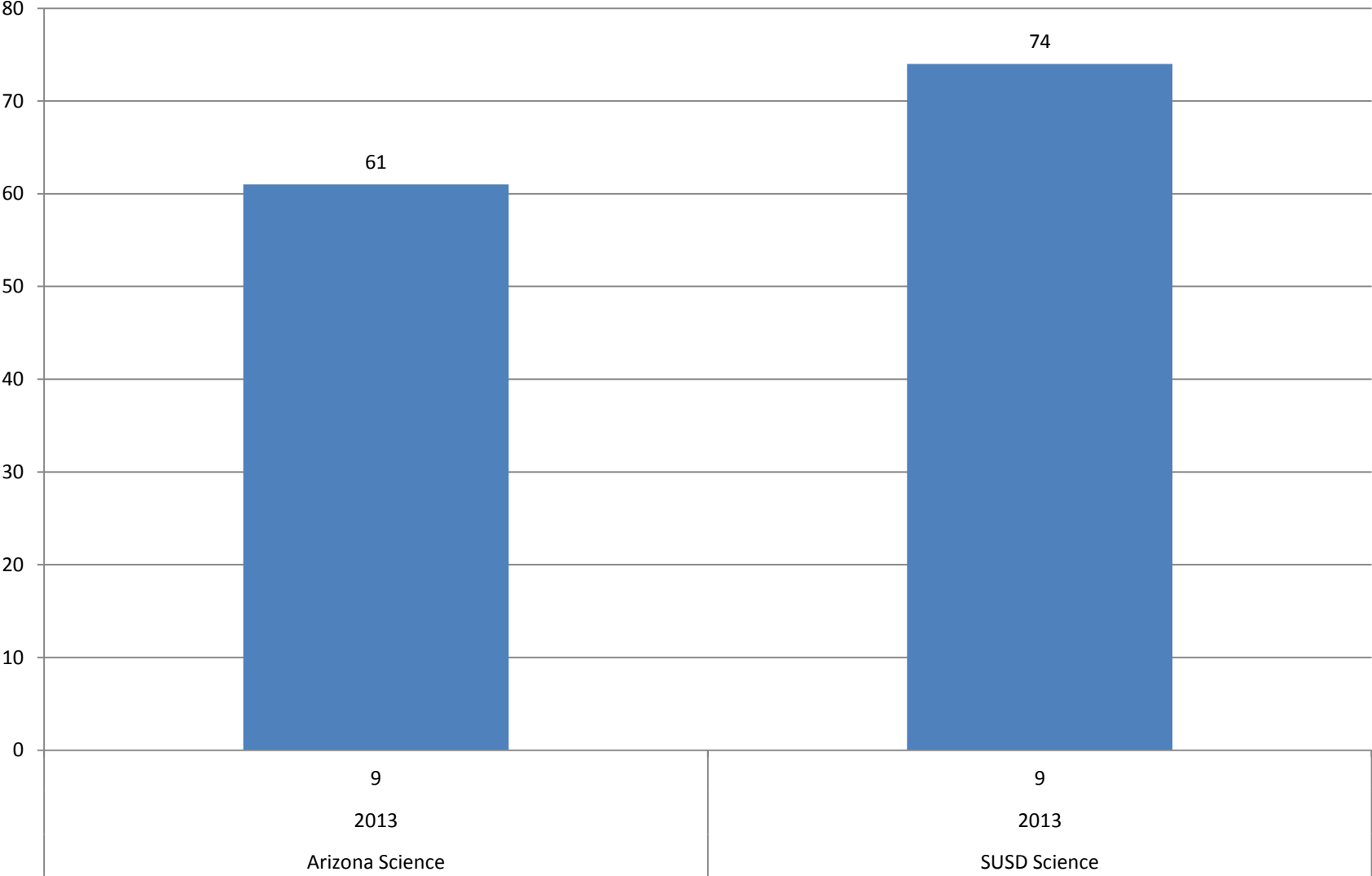


9th Grade

District 9th Grade Percent Meet/Exceed

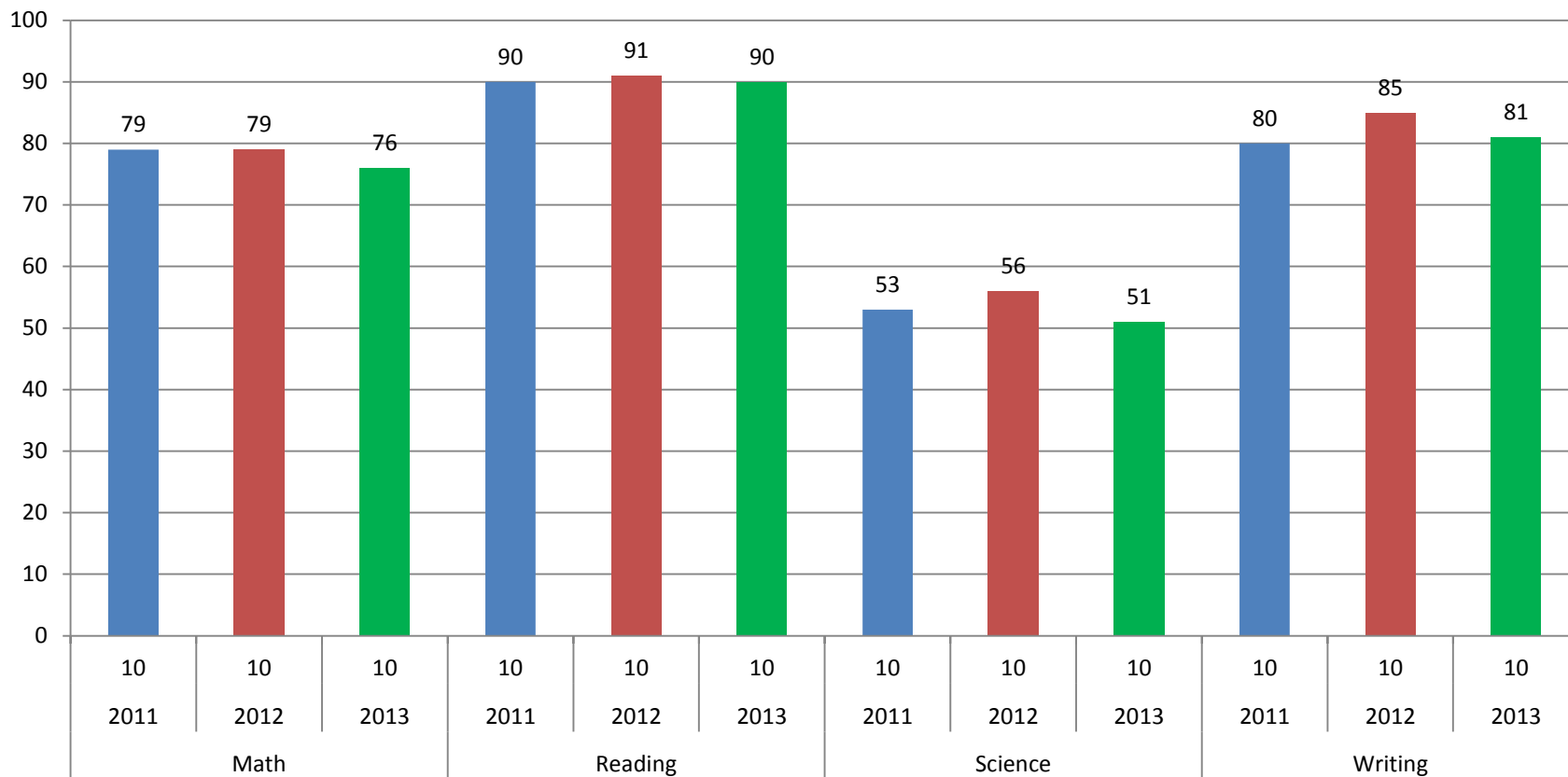


District vs Arizona Grade 9

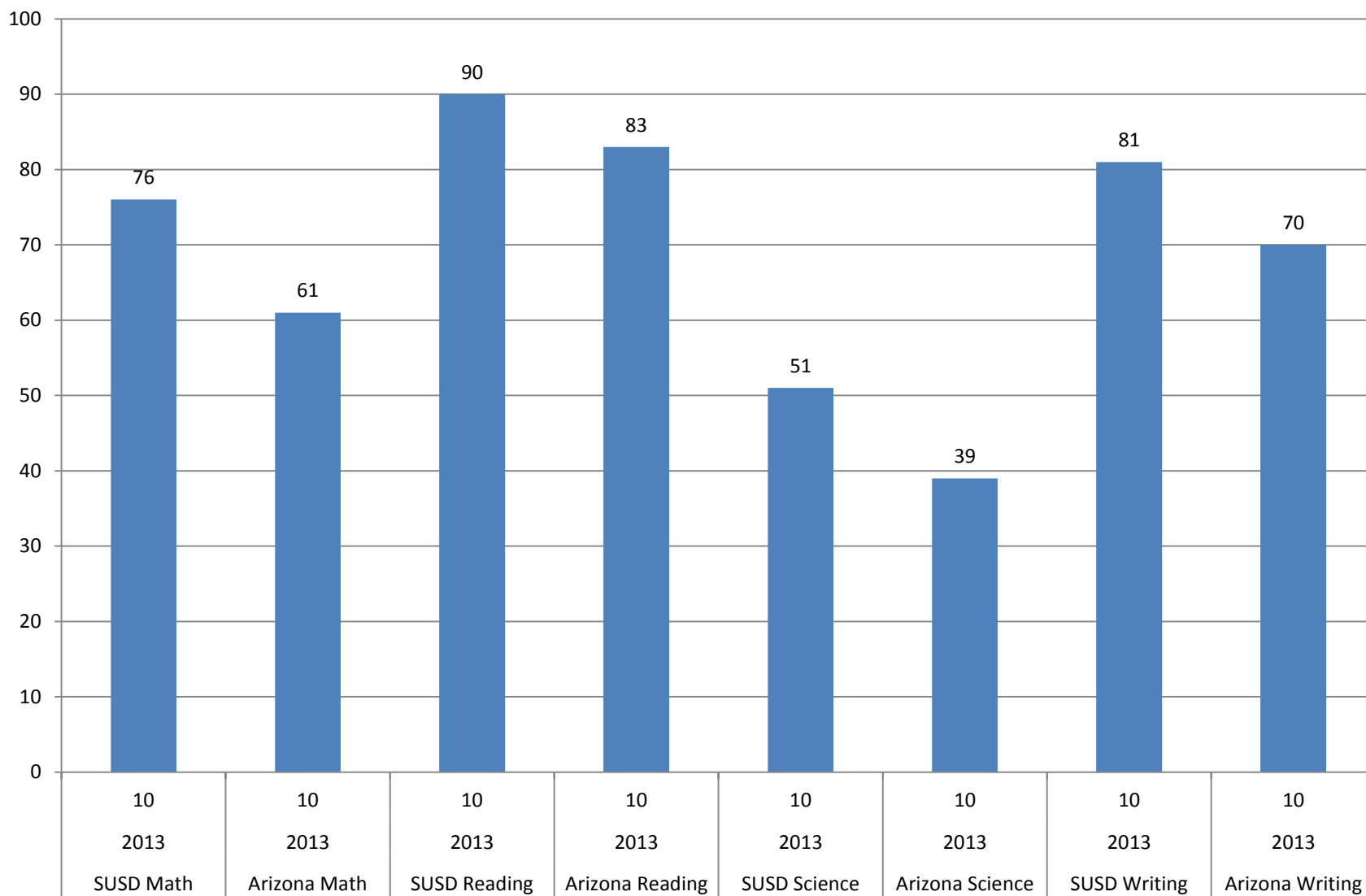


10th Grade

District 10th Grade Percent Meet/Exceed



District vs Arizona Grade 10



2013 A-F Letter Accountability System

- What's new for 2013-2014
 - AMOs
 - 95% Tested Rules
 - ELL Reclassification Criteria
 - Fall Far Below (FFB) reduction
 - Additional Data provided to schools

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	2		
	Tardy	1		
<small>A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Incomplete / Incomplete</small>				
Student:	Grade:		Year:	

ESEA Flexibility Wavier_(AYP?)

- Formal invitation by President Obama to invite states to apply in exchange for meeting in 4 key principles.₍₂₀₁₁₎
 - Adopt CCS and align assessments₍₂₀₁₀₎
 - Develop and implement an accountability system (A-F, SB 1286)
 - Develop and implement (new) teacher/Principal evaluation system (SB 1040)
 - ADOE restructure administrative requirements





New 2013 AMOs		
GRADE	Reading	Math
3	82	76
4	81	74
5	84	72
6	86	70
7	87	71
8	79	66
10	84	71

	2014 AMO's	
<u>Grade</u>	<u>Reading</u>	<u>Math</u>
3	85	79
4	84	77
5	87	76
6	88	74
7	89	75
8	82	71
10	86	75

New AMOs

Table 2.6b: 2012-2020 AMO for AIMS Percent Proficient by Grade and Subject

Grade	Subject	2011 Percent Proficiency on AIMS	2012 AMO	2013 AMO	2014 AMO	2015 AMO	2016 AMO	2017 AMO	2018 AMO	2019 AMO	2020 AMO
3	Math	69	72	76	79	83	86	90	93	97	100
	Read	77	80	82	85	87	90	92	95	97	100
4	Math	66	70	74	77	81	85	89	92	96	100
	Read	76	79	81	84	87	89	92	95	97	100
5	Math	64	68	72	76	80	84	88	92	96	100
	Read	80	82	84	87	89	91	93	96	98	100
6	Math	61	65	70	74	78	83	87	91	96	100
	Read	82	84	86	88	90	92	94	96	98	100
7	Math	63	67	71	75	79	84	88	92	96	100
	Read	83	85	87	89	91	92	94	96	98	100
8	Math	56	61	66	71	76	80	85	90	95	100
	Read	73	76	79	82	85	88	91	94	97	100
High School	Math	63	67	71	75	79	84	88	92	96	100
	Read	79	81	84	86	88	91	93	95	98	100

95% Tested Policy



- 95% Tested Policy implemented in 2012 will carry over for 2013 letter grades.
- A single, schoolwide measure based on:
 - AIMS & AIMS A for students in tested Grades 3-8 and Grade 10
 - Stanford 10 for students in tested Grade 2 (K-2 schools only)
 - ALL students enrolled (FAY & non-FAY) are included

$$\text{Percent Tested} = \frac{\text{No. of Students Tested}}{\text{No. of Students Enrolled}}$$

- **Tested** = Students with a valid test record AND an enrollment record showing enrollment on test date for high schools or the first day of the testing window for elementary schools.
 - **Enrolled** = Students enrolled in the school on test date or the first day of the testing window
-

Less Than 95% Tested Penalty



- This penalty applies to **ALL** A-F Accountability Models.
 - Penalty implemented after total points calculated.
 - Schools or districts may submit an appeal for students who were not tested for reasons outside of the school or district's control which will be evaluated by the Appeals committee.
- For 2013, Any school which tested less than 95% will be considered:
 - not met for AMOs.
 - ineligible for Reward status.

Percentage of Students Tested	Maximum Letter Grade Allowed	Eligible Points
95% or higher	A	200+
85-94%	B	139
75-84%	C	119
Less than 75%	D	99

ELL Points Criteria



1. Only LEAs with 10 or more ELL students are eligible for ELL additional points.
 - Schools must test all students with an ELL need regardless of *N*-count.
2. LEAs must have tested 95% of students with an ELL need on the new AZELLA.
 - A.R.S §15-756(B) mandates the assessment of English language proficiency of all students with a primary or home language other than English.
3. **23% or more of FAY ELL students across all grades must be reclassified as proficient on the new AZELLA.**
 - The Arizona State Board of Education adjusted ELL reclassification rate criteria on May 20, 2013.

FFB Reduction points



- Maximum of 3 points possible regardless of meeting multiple criteria
- Uses previous year as baseline for CY criteria

ELIGIBLE

- Traditional model
- Schools with Grade 3
- Schools with Grade 8
- Elementary districts or LEAs

NOT ELIGIBLE

- Alternative schools
- Unified, High school districts
- Schools eligible for dropout reduction points
 - High schools
 - K-12 schools

Criteria to receive FFB points



- 3 points awarded for meeting **any ONE** of these criteria.
- Average of three years includes current year and two prior years.
 - For 2013, FFB rate calculation includes 2013, 2012, and 2011.

Grade 3 Reading

"Falls Far Below" Criteria to Meet the Target

3-Year Average $\leq 3\%$ Points

Current Year $\leq 5\%$ 1% Point Annual Decrease

Current Year $> 5\%$ 2% Point Annual Decrease

Grade 8 Mathematics

"Falls Far Below" Criteria to Meet the Target

3-Year Average $\leq 25\%$ Points

Current Year $\leq 30\%$ 1% Point Annual Decrease

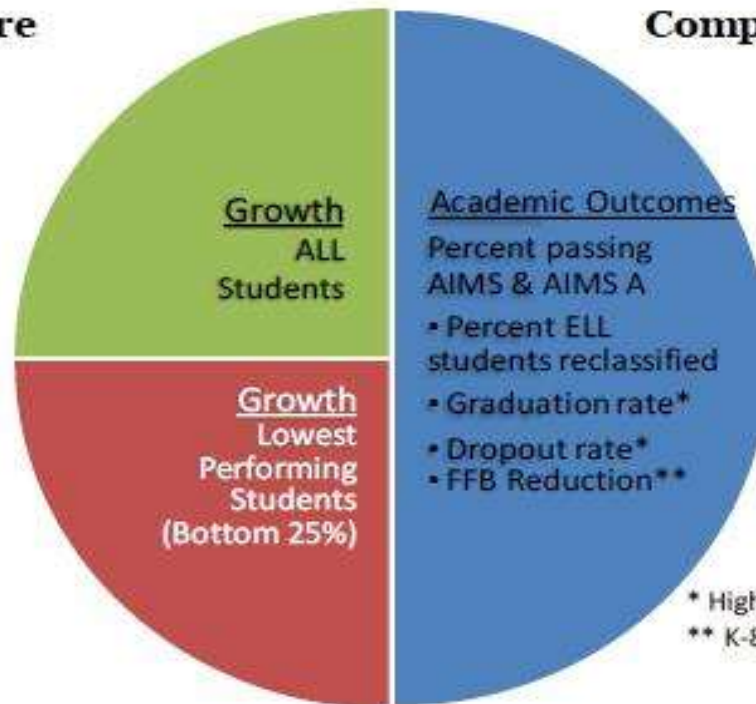
Current Year $> 30\%$ 2% Point Annual Decrease

2013 Traditional Model



**Growth Score
50%**

**Composite Score
50%**



* High School only

** K-8 Only

Growth Score + **Composite Score** = **A-F Letter Grade**
(100 points possible) + (100 + 3 + 3 + 3 points possible) = 200+ points possible

Composite Score

Percent Passing (- Year)		<i>View Passing Data</i>
Grade	Reading	Math
3	88 %	82 %
4	89 %	82 %
5	91 %	80 %
6	90 %	74 %
7	92 %	76 %
8	84 %	72 %
10	91 %	80 %
11	66 %	36 %
12	38 %	24 %
Percent Passing -- All Students		81 %

Composite Score Components	Points
Percent Passing AIMS and AIMS A	82
ELL Reclassification Additional Points	3
Graduation Rate Additional Points	3
Drop Out Rate Additional Points ³	3
FFB Rate Additional Points ⁴	
Total Composite Points	91

Growth Model

Median Percentile Rank (- Year)		View Percentile Rank Data
Grade	Reading	Math
3	54	51
4	55	51
5	56	50
6	50	41
7	42	44
8	46	46
10	52	51
All Students	51	48
Median Growth Percentile -- All Students		49
Median Growth Percentile -- Bottom 25%		51
Overall Growth		50

Final Calculations

Total Scores	
Composite Score	91
Growth Score (+ 1 point)	49
Total Points (Composite + Growth Scores)	140
Percent Tested (FAY + Non-FAY students)	99 %
Final A-F Letter Grade	A

Purpose of the Growth Model



Student Growth Percentiles (SGP) & Median SGP help answer questions such as:

- *“How well are our students scoring in relation to the performance of other students in the state with similar academic achievement history?”*
- *“How have our lowest performing students improved over the past school year?”*

How did we do?

2011

17 A

6 B

7 C

2012

15 A

10 B

5 C

2013

15 A

10 B

5 C



Now...where are we (still) going?

RTTT	PLC's	SGP	AZELLA	RTI
CCSS	ESEA	SEI	Move on When Ready	
SB1040	SB1286	FAY vs. Non FAY Students		
HB 2823	MCESA	AIMS A	Accountability	
SB 1458	PLA	Pay for Performance		
Move on When Reading		2.0 No Pass No Play		
PARCC	Bottom 25 percent	Grading Practices		