



State Accountability

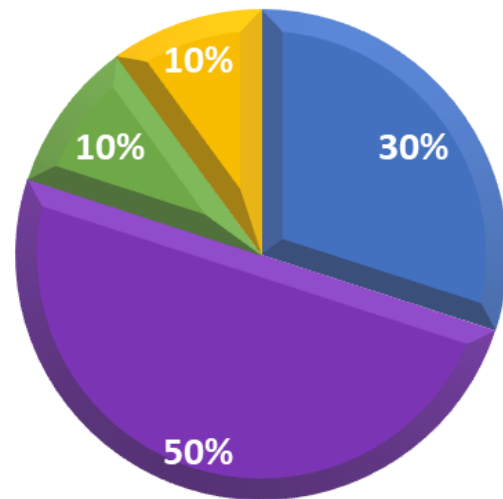
Arizona State Board for Charter Schools
September 9, 2019

K-8 Traditional

K-8 Traditional Model

K-8 INDICATOR WEIGHTS

■ Student Proficiency ■ Student Growth
■ Acceleration/Readiness ■ EL Growth/Proficiency



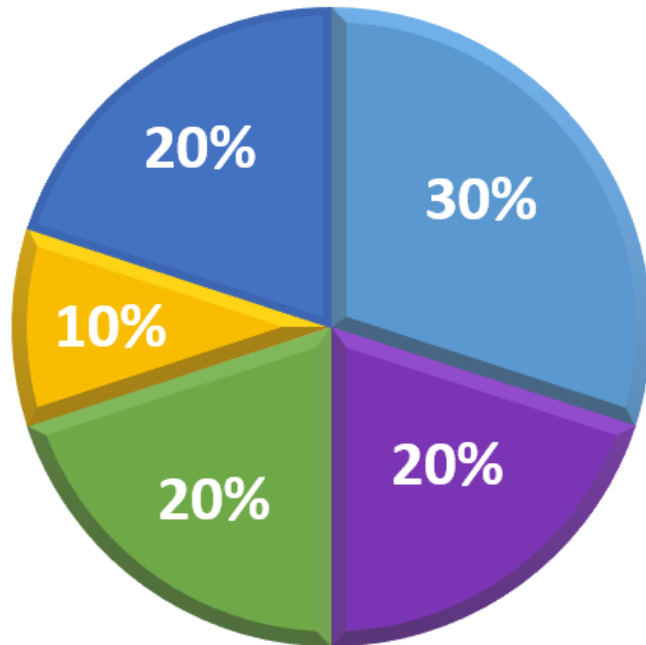
- Current Model
- FY20 Model proposed changes and considerations

9-12 Traditional

9-12 Traditional Model

9-12 INDICATOR WEIGHTS

■ Student Proficiency ■ Subgroup Improvement ■ Graduation Rate
■ EL Growth/Proficiency ■ College and Career Readiness



- Current Model
- FY20 Model proposed changes and considerations

Non-Typical

Final calculations are weighted by the enrollment in grades K-8 and 9-12 to determine a final grade for a non-typical school.

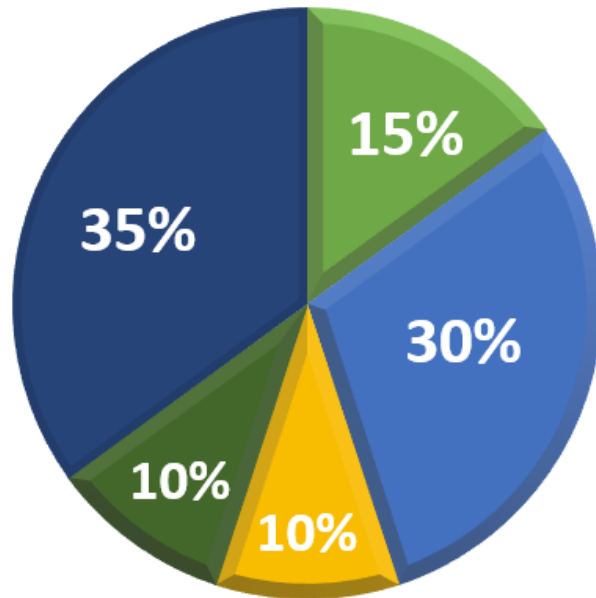


9-12 Alternative

9-12 Alternative Model

9-12 ALTERNATIVE SCHOOLS INDICATOR WEIGHTS

■ Student Proficiency ■ Growth to Graduation ■ Graduation Rate
■ EL Growth/Proficiency ■ College and Career Readiness



- Current Model
- FY20 Model proposed changes and considerations

The Data – It belongs to the Field

- All data from the district/school student management system is submitted to ADE through AzEDS
 - Data is collected and then run through integrity checks
 - Students who are shown in AzEDS reports as failing integrity are excluded from Accountability
 - If data does not pass integrity, districts and schools should correct the data and resubmit
 - There is a hard date to meet to have data included

Data Roadmap with Multiple Points of Failure

SCHOOLS, LEAs, VENDORS

Schools & LEAs with errors in data input, missing data, mis-interpretation, instability of data requested



SIS & Vendor template data capture – input errors, multiple SIS systems, mis-interpretation, instability of data requested, system change lead time; interim data capture approaches

ADE

Errors related to data integrity or other controls, data processing failures, bugs, changing data needs with unachievable timelines / resource shortages; build vs buy introducing risk



Data collection tools as short term fixes resulting from time constraints; requirements with flawed analytical approaches; inconsistent role of business as data owner with IT as enabler



AUDIENCES

Conflicting communications; not understanding context of data



Interpretation errors (e.g., conflicts with definitions of variant data); data that is similar but created for different purposes with intentionally different business rules



The Questions that Arise

- General themes:
 - Individual student data questions (FAY, SPED, ethnicity, etc.)
 - Assessment questions
 - Business rule questions/concerns
 - CCRI spreadsheet and submission questions
 - Miscellaneous

Technical Guide/Business Rules

[Traditional K-8 Schools](#)

[Traditional 9-12 Schools](#)

[Alternative Schools](#)



Timeline

- Week of September 3
 - Release of 9-12 final static file
 - Release of aggregated score for review K-8 model
- Week of September 9
 - Release of aggregated scores for review 9-12 model
 - Release of aggregated scores for review 9-12 Alternative and Non-typical models
- September Board Meeting – Cut Score proposals
- October Board Meeting – Cut Scores adopted
- Prior to November 1 – A-F Letter Grades released
- November – Appeals
- December – Appeals and Grades Finalized

Question and Contacts

State Board of Education

- Main Phone Line: (602) 542-5057
- <https://azsbe.az.gov/contact-us>
- <https://azsbe.az.gov/f-school-letter-grades>

Arizona Department of Education

- Main Phone Line: (602)542-5151
- Main Email: Achieve@azed.gov
- <http://www.azed.gov/accountability-research/a-f-resources/>
- <http://www.azed.gov/accountability-research/newslettersmemos/>