

AGENDA ITEM EXECUTIVE SUMMARY: School-Specific Academic Goals

Request

Kaizen Education Foundation dba Colegio Petite Arizona (“Charter Holder”) operates Colegio Petite Arizona (“School”) which serves a special population that does not have an achievement profile for state accountability. The School is petitioning the Board for the use of the School-Specific Academic Goals for FY 2018 and beyond. On March 29, 2019, the Charter Holder submitted a petition to the Board to adopt school-specific academic performance goals for FY 2018 and FY 2019.

See Appendix A: School Specific Academic Goals

School-Specific Academic Goals

School Name	Colegio Petite Arizona
Mission Statement	The mission of Colegio Petite Arizona is to provide a rich, bilingual K-8 environment that offers a robust program of academics steeped in arts, multi-cultural experiences, and technology.
Grade Levels Served	K-5
Population	Colegio Petite Arizona operates a Spanish-English dual language program in Nogales. The population served by the School is 97% Free and Reduced Lunch and 99% Hispanic or Latino. 76% of students enrolled at the School are identified as English Language Learners.

Summary of Proposed Goals	
Goal	Staff Analysis
<p>Student Growth – Reading <i>25% of students will meet growth goal on NWEA benchmark assessment.</i> Exceeds: 26% or more Meets: 20% to 25% Does Not Meet: 15% to 19% Falls Far Below: 14% or less</p>	<p>The Charter Holder proposes growth targets for all students measured using the projected growth goals from the beginning to the end of the year as determined by the NWEA MAP assessment. These growth goals are based on the student’s grade level and mean Rasch UnIT (“RIT”) score, and are set by the NWEA assessment system. NWEA assessments are conducted three times yearly.</p> <p>NWEA does not take into account the English proficiency level of the student when setting the growth goal; therefore, a target of 20–25% of students meeting the goal was set based on trends in the School’s data.</p>
<p>Student Growth – Math <i>25% of students will meet growth goal on NWEA benchmark assessment.</i> Exceeds: 26% or more Meets: 20% to 25% Does Not Meet: 15% to 19% Falls Far Below: 14% or less</p>	<p>The Charter Holder proposes growth targets for all students measured using the projected growth goals from the beginning to the end of the year as determined by the NWEA MAP assessment.</p> <p>NWEA does not take into account the English proficiency level of the student when setting the growth goal; therefore, a target of 20–25% was set based on trends in the School’s data.</p>
<p>Student Achievement – Reading Goal 1:</p>	<p>Goal 1: The Charter Holder proposes targets for non-ELL students measured using the RIT scores as determined by the NWEA MAP assessment.</p>

<p><i>50% of non-ELL students score at or above the norm level mean RIT score for their grade level.</i></p> <p>Exceeds: 60% or more Meets: 40% to 59% Does Not Meet: 20% to 39% Falls Far Below: 19% or less</p> <p>Goal 2: <i>20% of ELL students move one proficiency level on the AZELLA.</i></p> <p>Exceeds: 25% or more Meets Standard: 15% to 24% Does Not Meet: 10% to 15% Falls Far Below: 9% or less</p>	<p>The Charter Holder reviewed data trends over the years to develop these targets. The goal was set using the percentage of students meeting the normed grade level mean RIT score.</p> <p>Goal 2: The Charter Holder proposes targets based on moving from one of the four proficiency levels of the AZELLA test to another. Students are scored using four proficiency levels: Pre-Emergent/Emergent, Basic, Intermediate, and Proficient.</p> <p>The targets were set using the state average for moving a proficiency level in 2017-2018. The Charter Holder indicates that the state average is 46.2%, as confirmed by ADE. However, this percentage does not take into account the School’s percentage of ELL students compared to other schools. Therefore, the targets were set below the state average.</p>
<p style="text-align: center;">Student Achievement – Math</p> <p>Goal 1: <i>7% of students scoring in the “average” range or higher on NWEA assessment.</i></p> <p>Exceeds: 10% or more Meets: 5% to 9% Does Not Meet: 3% to 4% Falls Far Below: 2% or less</p> <p>Goal 2: <i>45% of non-ELL students score at the district RIT average.</i></p> <p>Exceeds: 60% or more Meets: 40% to 59% Does Not Meet: 20% to 39% Falls Far Below: 19% or less</p>	<p>Goal 1: The Charter Holder proposes targets based on students’ scoring in the “average” range of the five possible ranges on the NWEA assessment. Students’ overall performance can be sorted into the following ranges: Low, Low Average, Average, High Average, and High. NWEA assessments are conducted three times yearly.</p> <p>The goal was set based on the number of students in the average to high percentile range. Exemplar data provided by the Charter Holder demonstrates that the majority of students at the school fall in the “Low Achievement” category, indicated by the Low and Low/Average ratings. This goal includes both ELL and non-ELL students, so the target has been set taking this into account.</p> <p>Goal 2: The Charter Holder proposes targets for non-ELL students measured using the RIT scores from the beginning to the end of the year as determined by the NWEA MAP assessment district score RIT average. The “district” average takes into account all students served in schools operated by the Leona Group.</p> <p>The goal for the non-ELL students was determined by using the percentage of students meeting the district normed grade level RIT score. According to the Charter Holder’s narrative, “This goal was set to show we could follow the attainment of mathematical grade level skills to ensure that our native English speakers were obtaining grade level mathematical language and skills.”</p>

<p>Student Engagement</p> <p>Goal 1: <i>FAY students will demonstrate 87% or higher attendance rate.</i> Exceeds: 92% or more Meets: 86% to 91% Does Not Meet: 80% to 85% Falls Far Below: 79% or less</p> <p>Goal 2: <i>50% reduction of chronic absenteeism for Kindergarten students.</i> Exceeds: 51% or more Meets: 40% to 50% Does Not Meet: 30% to 39% Fall Far Below: 29% or less</p>	<p>Goal 1: The Charter Holder proposes increasing its attendance rate to 87% or higher for all FAY students, as measured by attendance data in its Student Information System.</p> <p>The Charter Holder uses Synergy to report attendance data to the Arizona Department of Education. In FY 2018, the school’s overall attendance rate was 88%. The Charter Holder states in its narrative that “Consistent attendance is key to closing the achievement gap and helping our students learn English to increase student outcomes.”</p> <p>Goal 2: The Charter Holder proposes decreasing its chronic absenteeism rate by 50% for all Kindergarten students, as measured by its Student Information System.</p> <p>The Charter Holder reported a 48% chronic absentee rate for FY 2017, and 53% for FY 2018, with the majority of these students being at the Kindergarten level. The Charter Holder states that tackling absenteeism at the Kindergarten level will improve its overall attendance rates.</p>
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Profile

Governance

Corporate Board Members
Jessica Brown
Gina Conflitti
Theodore Frederick
Janna Wiseman

School Profile

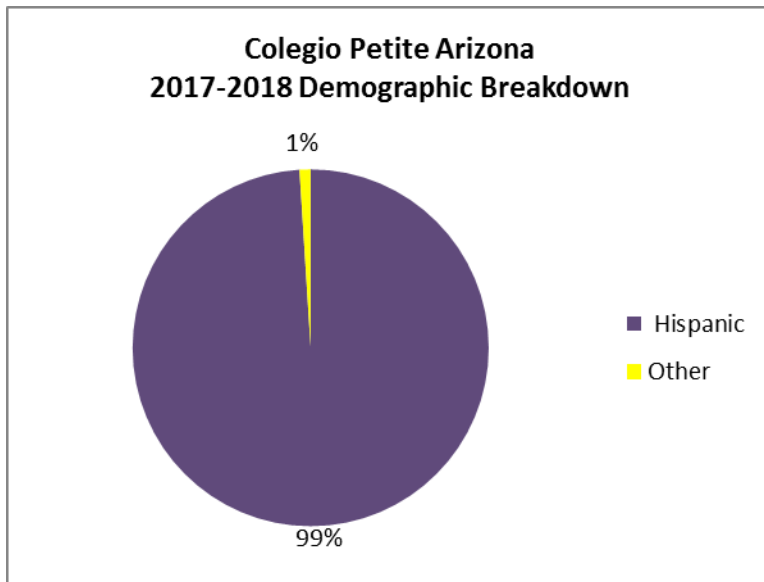
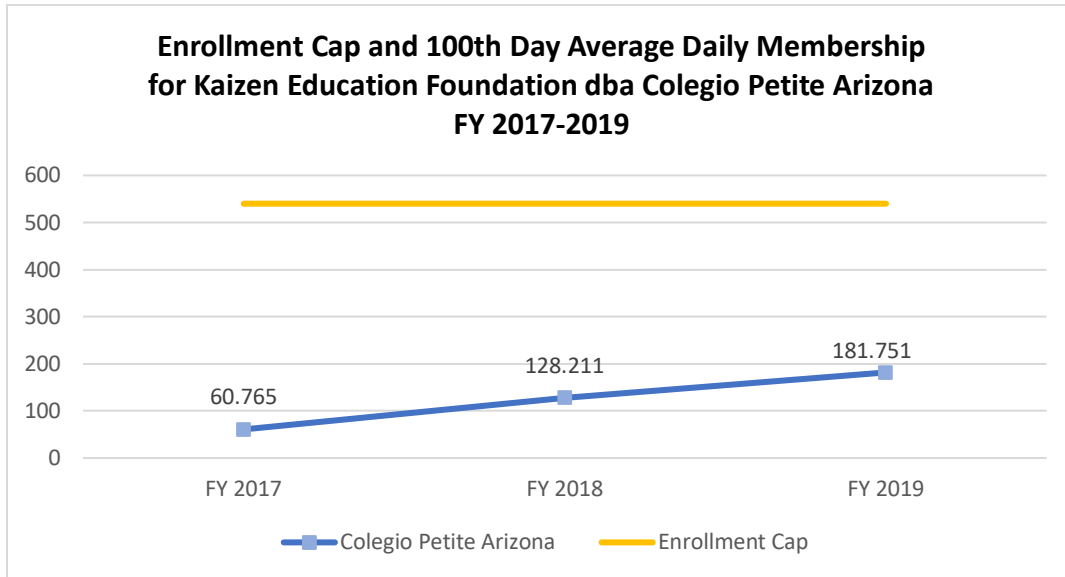
The Charter Holder was granted a new charter in 2014.

School Name	Colegio Petite Arizona		
Date Open	August 2016		
Location	Nogales		
FY 18 Letter Grade	F		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% ⁺)	N/A	13%	6%
Math AzMERIT (41% ⁺)	N/A	29%	8%
Science AIMS (52% ⁺)	N/A	*	8%

⁺FY 18 State Average Passing

^{*}If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.

Enrollment and Demographic Data



2017-2018 Subgroup Data	
Free and Reduced Lunch	97%
English Language Learners	76%
Special Education	*

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

APPENDIX A

SCHOOL SPECIFIC ACADEMIC GOALS



SCHOOL-SPECIFIC ACADEMIC GOALS

CHARTER INFORMATION

Charter Holder Name	Kaizen Education Foundation	School	Colegio Petite
Charter Holder Entity ID	92989	Eligibility Based On	Choose an item.
Submission Date	March 29, 2019	At Least 70% ELL	

Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the “Goal” and “Narrative” tables.

Indicator: Student Growth - Reading

Student growth is academic improvement over time in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>By June 2018, 25% of the students in grades K-4 will meet their growth goal as measured by the NWEA benchmark assessment in Reading.</p> <p>By June 2019, 25% of the students in grades K-5 will meet their growth goal as measured by the NWEA benchmark assessment in Reading.</p>	<p>Exceeds Standard: An average of 26% or more of the students reached their growth goal.</p> <p>Meets Standard: An average of 20 to 25% of the students reached their growth goal.</p> <p>Does Not Meet Standard: An average of 15 to 19% of the students reached their growth goal.</p> <p>Falls Far Below Standard: An average of less than 15% of the students reached their growth goal</p>	<p>The NWEA has established test norms for students based on their RIT score. Each student’s observed growth is compared to this normed expected growth to determine if students met their growth goal.</p>	<p>Exhibit A: NWEA Measures of Academic Progress Normative Data/ NWEA MAP Growth Normative Data</p> <p>Exhibit B: Assessment Flow Charts</p> <p>Exhibit C: NWEA MAP Achievement Status and Growth Summary Report (redacted)</p> <p>Exhibit D: AZELLA Roster Report (redacted)</p>

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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Narrative

Rationale for Goal and Targets

The NWEA assessment sets RIT (Rasch UNIT) score goals from the beginning of the year to the end of the year based on normed data. Each student's growth goal is based on his/her grade level and his/her RIT score. The RIT score measures each student's progress at each student's individual level. It is not based on grade level proficiency. Our goals and targets are based on the percentage of students who met their RIT score growth goal.

How the Goal was Determined

After reviewing trends in our data and looking at the growth students were able to make during the 17-18 school year, we determined that 25% of our students meeting their growth goal was a rigorous and achievable goal. Their goals are calculated by comparing students across the nation in the same grade level with similar scores and determining the average growth among students with the same scores. Our students have a limited grasp of the English language. In the 2017-2018 school year, 64 % scored at the Pre-Emergent/Emergent or Basic English level as measured by AZELLA. Currently in the 2018-2019, 74% scored at the Pre-Emergent/Emergent or Basic English level as measured by AZELLA. NWEA compares growth of students regardless of the student's English proficiency level. Therefore, our students meeting the growth goal on a norm referenced assessment demonstrates their improvement/growth in their ability to read in English.

How the Goal Aligns to the Mission and Philosophy of the Charter

The goal of our school is to provide an environment that integrates linguistic development and the development of academic skills. To do this, it is important to meet the students where they are in their English language development and ensure each student is meeting individual growth goals. Colegio Petite invests in students as a whole and strives to create an environment where students are able to grow throughout the year and teachers are able to target their instruction to help students increase their English language proficiency.

How the Goal is appropriate for the Students Served at the School

Colegio Petite serves students who are growing daily both academically and linguistically. A high number of our students are also working against the added stress of coming to a new school in the middle of their elementary career and even, at times, in the middle of an academic year. This creates a unique set of challenges that students must overcome even before they demonstrate their grade level knowledge as it pertains to state standards. For our students to be successful, they must continually and consistently show growth. This goal is appropriate for both ELL students and non-ELL students as growth is set at individual levels based on students with similar initial scores.

Student growth is academic improvement over time in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>By June 2018, 25% of the students in grades K-4 will meet their growth goal as measured by the NWEA benchmark assessment in math.</p> <p>By June 2019, 25% of the students in grades K-5 will meet their growth goal as measured by the NWEA benchmark assessment in math.</p>	<p>Exceeds Standard: An average of 26% or more of the students reached their growth goal.</p> <p>Meets Standard: An average of 20 to 25% of the students reached their growth goal.</p> <p>Does Not Meet Standard: An average of 15 to 19% of the students reached their growth goal.</p> <p>Falls Far Below Standard: An average of less than 15% of the students reached their growth goal</p>	<p>The NWEA has established test norms for students based on their RIT score. Each student's observed growth is compared to this normed expected growth to determine if students met their growth goal.</p>	<p>NWEA Benchmark Summary Reports</p>

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Rationale for Goal and Targets

The NWEA assessment sets RIT (Rasch UnIT) score goals from the beginning of the year to the end of the year based on normed data. Each student's growth goal is based on his/her grade level and his/her RIT score. The RIT score measures each student's progress at each student's individual level. It is not based on grade level proficiency. Our goals and targets are based on the percentage of students who met their RIT score growth goal.

How the Goal was Determined

After reviewing trends in our data and looking at the growth students were able to make during the 17-18 school year, we determined that 25% of our students meeting their growth goal was a rigorous and achievable goal. Their goals are calculated by comparing students across the nation in the same grade level with similar scores and determining the average growth among students with the same scores. Our students have a limited grasp of the English

language. In the 2017-2018 school year, 64 % scored at the Pre–Emergent/Emergent or Basic English level as measured by AZELLA. Currently in the 2018-2019, 74% scored at the Pre–Emergent/Emergent or Basic English level as measured by AZELLA. NWEA compares growth of students regardless of the student’s English proficiency level. Therefore, our students making a growth goal on a norm referenced assessment demonstrates their improvement/ growth in their math ability and their understanding of English.

How the Goal Aligns to the Mission and Philosophy of the Charter

The goal of our school is to provide an environment that integrates linguistic development and the development of academic skills. To do this, it is important to meet the students where they are in their English language development and ensure each student is meeting individual growth goals. Colegio Petite invests in students as a whole and strives to create an environment where students are able to grow throughout the year and teachers are able to target their instruction to help students increase their English language proficiency.

How the Goal is appropriate for the Students Served at the School

Colegio Petite serves students who are growing daily both academically and linguistically. A high number of our students are also working against the added stress of coming to a new school in the middle of their elementary career and even, at times, in the middle of an academic year. This creates a unique set of challenges that students must overcome even before they demonstrate their grade level knowledge as it pertains to state standards. For our students to be successful, they must continually and consistently show growth. This goal is appropriate for both ELL students and non-ELL students as growth is set at individual levels based on students with similar initial scores.

Indicator: Student Achievement - Reading

Student achievement is academic proficiency in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
By June 2018, 50% of the non-ELL students in grades K-4 will score at or above the norm grade level mean RIT score as measured by the NWEA benchmark assessment in Reading.	Exceeds Standard: 60% or more Meets Standard: 40-59% Does Not Meet the Standard: 20-39% Falls Far Below the Standard: less than 19%	The % of non- ELL grade K-4 students whose RIT scores exceed the national average as measured by the NWEA benchmark assessment in Reading.	Exhibit E : NWEA MAP Grade Report (redacted)
By June 2018, 20% of our English Language Learners will move one proficiency level as measured by the AZELLA Assessment using the	Exceeds Standard: Advancement in Proficiency Rate 25% or higher Meets Standard: 15-24%	The AZELLA assessment measures English proficiency using the following levels. Pre-Emergent/Emergent Basic	Exhibit F: ADE DATA from Achievement for 2017-2018

transformed proficiency as calculated by the ADE.	Does Not Meet the Standard: 10-14% Falls Far Below the Standard: 9% or lower	Intermediate Proficient	
By June 2019, 50% of the non-ELL students in grades K-5 will score at or above the norm grade level mean RIT score as measured by the NWEA benchmark assessment in reading.	Exceeds Standard: 60% or more Meets Standard: 40-59% Does Not Meet the Standard: 20-39% Falls Far Below the Standard: 19% or lower	The % of non- ELL grade K-5 students whose RIT scores exceed the national average as measured by the NWEA benchmark assessment in Reading. The state then calculates the % of movement of students on AZELLA levels.	Exhibit G: NWEA MAP Grade Reports
By June 2019, 20% of our English Language Learners will move one proficiency level as measured by the AZELLA Assessment using the transformed proficiency as calculated by the ADE.	Exceeds Standard: Advancement in Proficiency Rate 25% or higher Meets Standard: 15-24% Does Not Meet the Standard: 10-14% Falls Far Below the Standard: 9% or lower	The AZELLA assessment measures English proficiency using the following levels. Pre-Emergent/Emergent Basic Intermediate Proficient The state then calculates the % of movement of students on AZELLA levels.	We will use ADE DATA from Achievement for 2018-2019

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Rationale for Goal and Targets

Colegio Petite faces some unique challenges that affect students' academic achievement. In 2017-18 school year, 88% of the students were classified as English Language Learners (ELL) with 64% of the students at the Pre-Emergent/Emergent or Basic level. In the 2018-2019 school year, 91% of the students were classified as English Language Learners (ELL) with 74% of the students at the Pre-Emergent/Emergent or Basic level. The school also faces a high mobility rate as students enroll and withdraw throughout the school year. In order to calculate stability rates, we used students who were with us for the full year versus the total number of enrollments during the year. Our stability rates have steadily increased from 2017 to 2019 from 51% to 65% and we are

currently at 71% of our students stay enrolled at our school. This means, this year so far 29% of our students were not stable (they started after the start of the year and/or left during the year). These rates impact what is happening in the classroom. Stability data will be provided as source data. Another factor that hinders English Language Learners development is the limited exposure to English. The primary language spoken at home of 88% of our students is Spanish.

To measure student proficiency in Reading for our non-ELL students, we have chosen to use data from the NWEA MAP assessment. This benchmark assessment is administered three times a year and we are using the end of year data. Using our NWEA data, as opposed to AZ Merit data, allows us to see how our students are performing compared to national averages.

For our ELL students, we used the AZELLA assessment. This assessment measures English Language Proficiency in speaking, listening, reading and writing within the English language. Since most of our student population is learning the English language, this assessment measures their progress and proficiency increase in English. The AZELLA goal was determined by looking at the number of students moving achievement categorical levels. We used the same levels recognized by the state of Arizona Pre-Emergent/Emergent, Basic, Intermediate, and Proficient. The state uses the average number of students who obtain a new proficiency level to set the state's goal. Our goal for mastering ELL standards was based off of looking at student progress and also recognizing some of the challenges that are students face: attendance, mobility, exposure to English and an evolving school model. We are addressing attendance, exposure to English and our school model and expect that we will need to increase our goals in the future. We have increased the exposure to English from 50% during the school day to 90% and have added a summer school program. We have also hired a national expert on English language acquisition to work with our teachers and staff. We set the targets based on the transformed data that the state uses for accountability. The state transformed average average for moving levels was 63.87 % for 2017-2018. When checking with the state to confirm this average we were given the average of 46.2%. Given both pieces of information we set our target at 20%.

How the Goal was Determined

NWEA is a nationally recognized norm- referenced benchmark assessment. The goal for our non-ELL students was determined by using the percentage of students meeting the normed grade level mean RIT score. The targets are based on five categories of percentile ranges which are Lo (<21%), LoAverage (21%-40%), Average (41%-60%), HiAverage (61%-80%) and Hi (>80%)

The AZELLA goal was determined by looking at the number of students moving achievement categorical levels and recognizing some of the challenges that our students face: attendance, mobility, exposure to English and an evolving school model. The goal was set at 20%.

How the Goal Aligns to the Mission and Philosophy of the Charter

Colegio Petite serves students who are growing daily both academically and linguistically. To do this, it is important to meet the students where they are and set goals that are attainable. Colegio Petite is dedicated to helping students increase their proficiency in English and to increase grade level proficiency for all students.

How the Goal is appropriate for the Students Served at the School

For the non-ELL students, we believe the goal is appropriate as they are measured against normed averages for proficiency. For ELL students, the goal is appropriate because our students must first master the English Language Proficiency standards as measured by AZELLA before being measured against grade level proficiency standards. Our goal is for students to continually be moving toward English proficiency by demonstrating the movement of proficiency levels.

Indicator: Student Achievement - Math

Student achievement is academic proficiency in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
By June 2018, 7% of our students in grades K-4 will be in the average range or higher when measured by the NWEA benchmark assessment in math.	Exceeds Standard: 10% or more Meets Standard: 5-9% Does Not Meet the Standard: 3-4% Falls Far Below the Standard: 2% or lower	<i>Percentage of students measuring in the average to high percentile range as measured by the NWEA.</i> Hi: Greater than 80% Hi/Average: 61-80% Average: 41-60% Low/Average: 21-40% Low: Less than 21 %	Exhibit E : NWEA MAP Grade Report (redacted)
By June 2018, 45% of the non-ELL students in grades K-4 will score at or above the district RIT score average as measured by the NWEA benchmark assessment in math.	Exceeds Standard: 60% or more Meets Standard: 40-59% Does Not Meet the Standard: 20-39% Falls Far Below the Standard: 19% or lower	The % of non- ELL grade K-4 students whose RIT scores exceed the district average as measured by the NWEA benchmark assesment in math.	Exhibit E : NWEA MAP Grade Report (redacted)
By June 2019, 7% of our students in grades K-5 will will be at the average range or higher when measured by the NWEA benchmark assessment in math.	Exceeds Standard: 10% or higher Meets Standard: 5-9% Does Not Meet the Standard: 3-4% Falls Far Below the Standard: 2% or lower	<i>Percentage of students measuring in the average to high percentile range as measured by the NWEA.</i> Hi: Greater than 80% Hi/Average: 61-80% Average: 41-60% Low/Average: 21-40% Low: Less than 21 %	Exhibit E : NWEA MAP Grade Report (redacted)
By June 2019, 45% of the non-ELL students in grades K-5 will score at or above the district	Exceeds Standard: 60% or more	The % of non- ELL grade K-5 students whose RIT scores	Exhibit E : NWEA MAP Grade Report (redacted)

RIT score average as measured by the NWEA benchmark assessment in math.	Meets Standard: 40-59% Does Not Meet the Standard: 20-39% Falls Far Below the Standard: less than 19%	exceed the district average as measured by the NWEA benchmark assessment in math.	
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Rationale for Goal and Targets

Colegio Petite faces some unique challenges that affect students’ academic achievement. In 2017-18 school year, 88% of the students were classified as English Language Learners (ELL) with 64% of the students at the Pre-Emergent/Emergent or Basic level. In the 2018-2019 school year, 91% of the students were classified as English Language Learners (ELL) with 74% of the students at the Pre-Emergent/Emergent or Basic level. The school also faces a high mobility rate as students enroll and withdraw throughout the school year. In order to calculate stability rates we used students who were with us for the full year versus the total number of enrollments during the year. Our stability rates have steadily increased from 2017 to 2019 from 51% to 65% and we are currently at 71% of our students stay enrolled at our school. This means, this year so far 29% of our students were not stable (they started after the start of the year and/or left during the year). These rates impact what is happening in the classroom. Stability data will be provided as source data. Another factor that hinders English Language Learners development is the limited exposure to English. The primary language spoken at home of 88% of our students is Spanish. During the 2018-2019 school year this increased to 91%.

As with reading, the limited English Language Proficiency of our students and the compounding effects of our high mobility rate affect academic achievement in math. These two factors attribute to our students limited academic skill set. While it seems that math is a universal language, the inability to understand mathematical terms or comprehend word problems greatly impacts our students’ achievement. Students are doing twice the work, learning new material and growing their vocabulary simultaneously. This makes meeting the grade level proficiency a challenge.

To measure student proficiency in math for our non-ELL students, we have chosen to use data from the NWEA MAP assessment. This benchmark assessment is administered three times a year and we are using the end of year data. This is important as it helps to make sure that grade level academic math language and skills are being taught. This provides the opportunity to look at mathematical grade level skill attainment with minimal interference from language development.

How the Goal was Determined

The NWEA is a nationally recognized norm- referenced benchmark assessment. The goal for all students was determined by using reviewing the change in the number of students from fall to spring falling into the 5 percentile bands recognized by NWEA. We set the goal based on the number of students in the average to Hi percentile range. The numbers we chose are low due to the limited English proficiency of our students.

An additional goal for our non-ELL students was determined by using the percentage of students meeting the district normed grade level RIT score. The targets are based on four categories of percentage ranges. This goal was set to show we could follow the attainment of mathematical grade level skills to ensure that our native English speakers (non-ELL) were obtaining grade level mathematical language and skills.

How the Goal Aligns to the Mission and Philosophy of the Charter

Colegio Petite serves students who are growing daily both academically and linguistically. Colegio Petite is dedicated to helping students obtain English Language proficiency so they can demonstrate math proficiency and ensuring that all students are being exposed to grade level academic content.

How the Goal is appropriate for the Students Served at the School

These goals are appropriate as they take into account the needs of both ELL students as well as non-ELL students. The goals set for non-ELL students help the school monitor the exposure of students to grade level mathematical standards by measuring proficiency against district level proficiency. The goals set for ELL students help ensure that students are moving in proficiency bands despite the lack of English proficiency skills.

Indicator: Post-secondary Readiness (High School only)

Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Narrative

Indicator: Student Engagement

Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>By June 2018: FAY students in grades K-4 will demonstrate 87% or higher attendance rate as measured by attendance data in our student management system.</p> <p>By June 2019: FAY students in grades K-5 will demonstrate 87% or higher attendance rate as measured by attendance data in our student management system.</p>	<p>Exceeds Standard: FAY students in grades K-4 will demonstrate 92% or higher attendance rates.</p> <p>Meets Standard: FAY students in grades K-4 will demonstrate attendance rates from 86% to 91%</p> <p>Does Not Meet the Standard: FAY students in grades K-4 will demonstrate 80 - 85% attendance rates</p> <p>Falls Far Below the Standard: FAY students in grades K-4 will demonstrate attendance rates 79% or lower</p>	<p>Attendance rates calculated between the first and last day of school evidenced by attendance tracking in our school's management system, Synergy.</p>	<p>Exhibit H: Data from Average Daily Membership (ADM) student report in Synergy.</p>
<p>By June 2018: A 50% reduction in chronic absenteeism at the K level as measured by attendance data in our student management system. Chronic absentee rates will be calculated by using a threshold of 17 absences in the 180 day calendar year.</p> <p>By June 2019: Chronic absenteeism will be reduced by 50% as measured by a reduction in the total number of</p>	<p><i>Chronic Absenteeism 2017-2018:</i></p> <p>Exceeds Standard: Reduce kindergarten chronic absenteeism by 51% or greater</p> <p>Meet Standard: Reduce kindergarten chronic absenteeism rates by at least 40-50%</p>	<p>Chronic Absenteeism rates are calculated using Synergy by the number of students who accumulated 17 or more absences during the school year.</p>	<p>Exhibit I: Grade Level chronic absenteeism data chart with threshold set at 17 absences in Synergy run at the end of the school year.</p> <p>Exhibit J: School Level chronic absenteeism data chart with threshold set at 17 absences in Synergy run at the end of the school year.</p>

<p>chronically absent students from 2017-2018 compared to 2018-2019.</p>	<p>Does Not Meet Standard: Reduce kindergarten absentee rates by 30-39%</p> <p>Falls Far Below the Standard: Reduce kindergarten absentee rates 29% or lower.</p> <p><i>Chronic Absenteeism 2018-2019:</i></p> <p>Exceeds Standard: Reduce school-wide chronic absenteeism by 51% or greater</p> <p>Meet Standard: Reduce school-wide chronic absenteeism rates by at least 40-50%</p> <p>Does Not Meet Standard: Reduce school-wide chronic absentee rates by 30-39%</p> <p>Falls Far Below the Standard: Reduce school-wide chronic absentee rates 29% or lower</p>		
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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Narrative

Rationale for Goal and Targets

Consistent attendance is key to closing the achievement gap and helping our students learn English to increase student outcomes. We reviewed our attendance patterns for each quarter using our Average Daily Membership (ADM) reports. In the 2016-2017 school year, the first year of operation, we had 73 students enrolled in our school in grades kindergarten through third grade. Our daily attendance rate was 89%. In the 2017-2018 school year, we had

140 students in kindergarten through fourth grade and our attendance rate was 88%. Addressing our attendance pattern will improve student outcomes. We also chose to review individual chronic absenteeism as students who consistently do not attend school are placing their achievement at risk. When we reviewed this data, we saw a chronic absentee rate at 48% for 16-17. From this we looked for attendance patterns and quickly noted that the majority of the chronically absent students were at the kindergarten level. We decided to set a goal at the kindergarten level as we thought that if we could tackle the attendance problem at the individual level at kindergarten we could help to curb absenteeism. We decided a reasonable goal was to aim for a 50% reduction in chronically absent kindergarten students. In 2017-2018, we again looked at our data and noted that chronically absent students were problematic at higher percentages in first grade and so decided to concentrate school-wide. We set a school wide goal of reducing chronic absenteeism by 50%.

How the Goal was Determined

We reviewed our attendance data quarterly to review quarterly patterns. We noticed a dip in attendance as the school year progressed. Our goal range was determined by reviewing the student attendance report trends from Synergy, our student information system. Due to an increase in our enrollment; we accounted for new families adjusting to our school's culture and expectations. The school also faces a high mobility rate as students enroll and withdraw throughout the school year. In order to calculate stability rates we used students that were with us for the full year versus the total number of enrollments during the year. Our stability rates have steadily increased from 2017 to 2019 from 51% to 65% and we are currently at 71% of our students stay enrolled at our school. This means, this year so far 29% of our students were not stable (they started after the start of the year and/or left during the year). These rates impact what is happening in the classroom. Stability data will be provided as source data. In 2017-2018, 42% of our students were chronically absent in ADE reports but when we ran our reports and dropped our threshold to 17 days we were hitting 53% for chronic absenteeism so we decided to decrease the number of days absent that we used to measure chronic absenteeism.

Student Attendance Rate

Our first year in operation 2016-2017:

Quarter 1: 91%,
Quarter 2: 90%,
Quarter 3 : 89%
Quarter 4: 88%

Chronic Absenteeism 48% with 49% of those students in Kindergarten.

Our second year of operation 2017-2018:

Quarter 1: 93%,
Quarter 2: 87%,
Quarter 3 : 87%
Quarter 4: 85%

Chronic absenteeism of 53% with 24% of those students in Kindergarten.

How the Goal Aligns to the Mission and Philosophy of the Charter

In order to increase the amount of time that students spend in school we leverage our partnership with families, the community, and relationships that are formed within the school community. In order to increase academic proficiency and growth students must consistently attend school. Development of social emotional skills is enhanced when students are in school and can take advantage of this aspect of skill development.

Colegio Petite's Mission and Vision depends on students attending school on a regular basis so that students and families can take advantage of:

- Family Engagement
- Partnerships with Parents/Guardians
- Development of Positive Relationships among Students and Teachers
- Increasing Academic Proficiency and Growth
- Development of Linguistic Competency in the English and Spanish Language
- Development of Social Emotional Skills

How the Goal is appropriate for the Students Served at the School

Many of our students arrive at our doors with limited English proficiency, academic backgrounds, and skill sets. By improving our student attendance, students will be on campus for lessons where we can personalize instruction to meet their academic needs and offer academic support. This in turn will improve outcomes for growth and proficiency. The improvement of our student attendance will help emphasize the importance of school through the family-school connection. We will promote communication to help our families acclimate to our school's culture and expectations. By including chronic absenteeism we can also help focus on individual students who are missing inordinate amounts of time in school. Students need to be at school to be exposed to English Language proficiency standards in order to increase their English Language proficiency.

Exhibit A



2015 NWEA Measures of Academic Progress Normative Data

Looking for context to Measures of Academic Progress® (MAP®) normative percentiles? The 2015 NWEA Comparative Data One Sheet includes multiple College and Career Readiness (CCR) benchmarks, including those from ACT® and Smarter Balanced Assessment Consortium (Smarter Balanced).

By using carefully constructed measurement scales that span grades, MAP interim assessments from Northwest Evaluation Association™ (NWEA™) offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context.

To that end, 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students' performance in the same grade at a comparable stage of the school year. This contextualizing of student performance:

- helps teachers as they plan instruction for individual students or confer with parents
- supports school and district administrators as they focus on allocating resources
- empowers school staff as they work to improve all educational outcomes

For the research behind changes to the 2015 RIT Scale Norms, please see [page 6](#).

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. NWEA strongly advises educators to use the 2015 norms because they provide the current and most accurate reference for MAP scores.

Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences.

- Schools demographics changed between 2011 and 2015 and may have contributed to differences.
- Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate.
- The varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Well-constructed test score norms can inform many education-related activities. Educators find RIT Scale Norms especially useful in four key areas.

1. Individualizing instruction
2. Setting achievement goals for students or entire schools
3. Understanding achievement patterns
4. Evaluating student performance



MAP status and growth norms for students and schools

The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on each of the four RIT scales: Reading, Language Usage, Mathematics, and General Science. The study's results are based on K – 11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population.

Since MAP assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth. For example, the norms may be used to locate a student's achievement status (as a percentile rank) for any specified instructional week of the school year.

Similar adjustments are made to the norms when comparing student growth. Median growth conditioned on the student's initial score may be determined for any number of instructional weeks separating two test occasions. This allows educators to make appropriate norm-referenced interpretations of test results that are consistent with their chosen testing schedule. As an additional feature, the norms provide the percentile rank corresponding to a student's observed gain over an instructional interval of a specific length. That is, the norms tell educators what percentage of students made at least as much growth as a particular student for the same period of time, whatever its duration. Situating growth as relative to percentages of students nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth."

In order for the norms to take instructional days into account, school district calendars for each school represented in the study sample were retrieved. Using the instructional days data plus the dates of testing, NWEA created "periods or testing seasons" for beginning-of-year norms, middle-of-year norms, and end-of-year norms. Tests occurring at the center of these periods were used to construct the status and growth norms tables that appear below. However, if a school's testing calendar does not conform to the one used to construct these tables, the normative references provided through the NWEA reporting system still allow appropriate comparisons to be made.

Understanding standard deviation (SD): The columns labeled "SD" in the tables below contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences. For example, knowing the spread of the data can help identify students who fall well above or below the school average. When making determinations of relative effectiveness, the SDs linked to school norms can also help determine if schools have roughly the same range of scores.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding MAP RIT scores.

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

Using school norms: Just as references to performance at the student level are important, school-level references can provide important insights. Because student-level norms are inappropriate for understanding the performance and progress of groups of students—such as students from a specific grade level—the 2015 RIT Scale Norms Study includes norms for schools in addition to student norms for status and growth.

School-level norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- the same grade level of students in another specific school
- the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school-level norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school norms for growth. The important difference between student and school growth is in the SD (standard deviation) columns. As the tables show, the growth of students at any grade level is understandably more muted than the growth of the individual students.

2015 READING School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	1.73	6.8	1.29	17.1	3.02
1	10.8	1.59	6.0	1.20	16.8	2.79
2	9.5	1.43	4.5	1.07	14.0	2.50
3	7.3	1.17	3.0	0.88	10.3	2.05
4	5.4	0.96	2.3	0.72	7.8	1.68
5	4.2	1.02	2.0	0.77	6.1	1.78
6	3.2	1.10	1.5	0.82	4.8	1.92
7	2.5	1.05	1.3	0.79	3.7	1.83
8	1.9	1.29	1.0	0.97	2.8	2.25
9	1.1	1.33	0.6	1.00	1.7	2.32
10	0.6	1.59	0.2	1.19	0.7	2.78

2015 MATHEMATICS School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	1.77	7.7	1.32	19.1	3.09
1	11.4	1.71	7.0	1.28	18.4	2.99
2	9.5	1.52	5.7	1.14	15.2	2.66
3	7.8	1.26	5.2	0.94	13.0	2.20
4	6.8	1.30	4.8	0.97	11.6	2.27
5	5.8	1.54	4.1	1.16	9.9	2.70
6	4.4	1.33	3.3	1.00	7.7	2.33
7	3.5	1.22	2.5	0.92	6.0	2.13
8	2.9	1.26	1.8	0.94	4.6	2.20
9	2.0	1.36	1.2	1.02	3.1	2.38
10	1.5	1.53	0.9	1.15	2.3	2.67

2015 LANGUAGE USAGE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	1.49	4.7	1.12	15.2	2.61
3	7.4	1.29	3.1	0.97	10.6	2.26
4	5.6	1.02	2.3	0.77	7.9	1.79
5	4.1	0.98	1.8	0.74	5.8	1.71
6	3.2	1.04	1.3	0.78	4.5	1.82
7	2.5	1.07	1.1	0.81	3.6	1.88
8	1.9	1.09	1.0	0.82	2.9	1.90
9	1.4	1.25	0.7	0.94	2.0	2.18
10	0.8	1.44	0.4	1.08	1.2	2.52

2015 GENERAL SCIENCE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	1.24	2.9	0.93	8.0	2.16
4	4.2	1.07	2.3	0.80	6.4	1.87
5	3.5	1.07	2.0	0.80	5.5	1.87
6	2.8	0.91	1.6	0.68	4.3	1.58
7	2.3	0.79	1.4	0.60	3.7	1.39
8	2.0	0.99	1.2	0.74	3.2	1.72

MAP RIT Scale Norms Study Design/Method: Comparing 2015 to 2011

Design/Method	2011	2015	Benefit to Norms	Results and Reports
Time span	5 terms, Spring 2009- Fall 2011	9 terms, Fall 2011- Spring 2014	Improves results accuracy	Uses more data for curve fitting
Instructional time	High % of generic calendars	Lower % of generic calendars	Improves results accuracy	Uses better measures of instructional time
Growth Model	Regular polynomial	Additive polynomial	Improves results accuracy	Reduces seasonal bias
Weights	School Challenge Index 1.0	School Challenge Index 2.0	Improves results accuracy	Better-recognizes demographic differences between states
Growth Terms	Spring-Spring, Fall-Fall, Fall-Spring, Fall-Winter	Winter-Winter, Fall-Fall, Spring-Spring, Fall-Winter, Fall-Spring, Winter-Spring	Increases reports utility	Adds new term-to- term comparisons
Student and School Norms in the Same Study	Separate Studies	Same Study	Increases reports utility	Appropriately supports student and school grade- level comparisons

Thum & Hauser, 2015 Student and School RIT Norms Research Update 1; 4/9/2015

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3. Understanding achievement patterns
4. Evaluating student performance

MAP Growth Status and Growth Norms for Students and Schools

The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on each of the four RIT scales: reading, language usage, mathematics, and general science. The study's results are based on K-11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1,000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population.

Since MAP Growth assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth. For example, the norms may be used to locate a student's achievement status (as a percentile rank) for any specified instructional week of the school year.

Similar adjustments are made to the norms when comparing student growth. Median growth conditioned on the student's initial score may be determined for any number of instructional weeks separating two test occasions. This allows educators to make appropriate norm-referenced interpretations of test results that are consistent with their chosen testing schedule. As an additional feature, the norms provide the percentile rank corresponding to a student's observed gain over an instructional interval of a specific length. That is, the norms tell educators what percentage of students made at least as much growth as a particular student for the same period of time, whatever its duration. Situating growth as relative to percentages of students nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth."

In order for the norms to take instructional days into account, school district calendars for each school represented in the study sample were retrieved. Using the instructional days data plus the dates of testing, NWEA created "periods or testing seasons" for beginning-of-year norms, middle-of-year norms, and end-of-year norms. Tests occurring at the center of these periods were used to construct the status and growth norms tables that appear below. However, if a school's testing calendar does not conform to the one used to construct these tables, the normative references provided through the NWEA reporting system still allow appropriate comparisons to be made.

Understanding Standard Deviation (SD)

The columns labeled "SD" in the tables below contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences. For example, knowing the spread of the data can help identify students who fall well above or below the school average. When making determinations of relative effectiveness, the SDs linked to school norms can also help determine if schools have roughly the same range of scores.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for reading, grade 2 students in the middle of the "begin-year" period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be

subtracted from the mean and added to the mean to produce a range of about 159-190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63
9*	212.4	12.83	213.9	12.78	214.8	13.32
10*	213.4	13.76	214.5	13.72	215	14.29

*Only status norms are provided for grades 9 and 10 general science. These status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in typically differentiated high school science courses (e.g., biology, chemistry, physics).

Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's

starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding RIT scores.

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

Using School Norms

Just as references to performance at the student level are important, school-level references can provide important insights. Because student-level norms are inappropriate for understanding the performance and progress of groups of students—such as students from a specific grade level—the 2015 RIT Scale Norms Study includes norms for schools in addition to student norms for status and growth.

School-level norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- + the same grade level of students in another specific school
- + the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school-level norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school norms for growth. The important difference between student and school growth is in the SD columns. As the tables show, the growth of students at any grade level is understandably more muted than the growth of the individual students.

2015 READING School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	1.73	6.8	1.29	17.1	3.02
1	10.8	1.59	6.0	1.20	16.8	2.79
2	9.5	1.43	4.5	1.07	14.0	2.50
3	7.3	1.17	3.0	0.88	10.3	2.05
4	5.4	0.96	2.3	0.72	7.8	1.68
5	4.2	1.02	2.0	0.77	6.1	1.78
6	3.2	1.10	1.5	0.82	4.8	1.92
7	2.5	1.05	1.3	0.79	3.7	1.83
8	1.9	1.29	1.0	0.97	2.8	2.25
9	1.1	1.33	0.6	1.00	1.7	2.32
10	0.6	1.59	0.2	1.19	0.7	2.78

2015 MATHEMATICS School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	1.77	7.7	1.32	19.1	3.09
1	11.4	1.71	7.0	1.28	18.4	2.99
2	9.5	1.52	5.7	1.14	15.2	2.66
3	7.8	1.26	5.2	0.94	13.0	2.20
4	6.8	1.30	4.8	0.97	11.6	2.27
5	5.8	1.54	4.1	1.16	9.9	2.70
6	4.4	1.33	3.3	1.00	7.7	2.33
7	3.5	1.22	2.5	0.92	6.0	2.13
8	2.9	1.26	1.8	0.94	4.6	2.20
9	2.0	1.36	1.2	1.02	3.1	2.38
10	1.5	1.53	0.9	1.15	2.3	2.67

2015 LANGUAGE USAGE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	1.49	4.7	1.12	15.2	2.61
3	7.4	1.29	3.1	0.97	10.6	2.26
4	5.6	1.02	2.3	0.77	7.9	1.79
5	4.1	0.98	1.8	0.74	5.8	1.71
6	3.2	1.04	1.3	0.78	4.5	1.82
7	2.5	1.07	1.1	0.81	3.6	1.88
8	1.9	1.09	1.0	0.82	2.9	1.90
9	1.4	1.25	0.7	0.94	2.0	2.18
10	0.8	1.44	0.4	1.08	1.2	2.52

2015 GENERAL SCIENCE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	1.24	2.9	0.93	8.0	2.16
4	4.2	1.07	2.3	0.80	6.4	1.87
5	3.5	1.07	2.0	0.80	5.5	1.87
6	2.8	0.91	1.6	0.68	4.3	1.58
7	2.3	0.79	1.4	0.60	3.7	1.39
8	2.0	0.99	1.2	0.74	3.2	1.72

MAP Growth Norms Study Design/Method: Comparing 2015 to 2011

Design/Method	2011	2015	Benefit to Norms	Results and Reports
Time Span	5 terms, Spring 2009–Fall 2011	9 terms, Fall 2011–Spring 2014	Improves results accuracy	Uses more data for curve fitting
Instructional Time	High % of generic calendars	Lower % of generic calendars	Improves results accuracy	Uses better measures of instructional time
Growth Model	Regular polynomial	Additive polynomial	Improves results accuracy	Reduces seasonal bias
Weights	School Challenge Index 1.0	School Challenge Index 2.0	Improves results accuracy	Better recognizes demographic differences between states
Growth Terms	Spring-Spring, Fall-Fall, Fall-Spring, Fall-Winter	Winter-Winter, Fall-Fall, Spring-Spring, Fall-Winter, Fall-Spring, Winter-Spring	Increases reports utility	Adds new term-to-term comparisons
Student and School Norms in the Same Study	Separate studies	Same study	Increases reports utility	Appropriately supports student and school grade-level comparisons

Thum & Hauser, 2015 Student and School RIT Norms Research Update 1; 4/9/2015



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Exhibit B

2017-2018 K-8 Assessment Flow Chart

	Summer/Registration	Quarter 1	Quarter 2	Quarter 3	Quarter 4
NWEA Grades K-2	8/28-9/15	Weekly/Bi-monthly Progress Monitoring	11/27-12/15		4/30-5/11
NWEA Grades 3-8	8/28-9/15	Weekly/Bi-monthly Progress Monitoring	11/27-12/15		4/30-5/11
AzMERIT Grades 3-8					
AZELLA Grades K-12					

PBT Mar 26-Apr 10
CBT Mar 26-Apr 27

All non-English PHLOTE students are to be tested within federal guidelines. Results should be used to schedule LEP students appropriately. At the start of the year, PHLOTE students have 30 days to be tested; after the year has started, PHOLTE students must be given AZELLA within two weeks of enrollment. Re-assessment will occur between Feb 6 and Mar 24. AZELLA can be given mid-year for exiting or entering the program through teacher referral.

TEST:	WHO IS TESTED:	WHAT IT IS USED FOR:
AzMERIT for Grades 3-8	All students enrolled in Grades 3-8 ELA and Math	<ul style="list-style-type: none"> Achievement determinations for state accountability Growth determination for state accountability
AZELLA	All non-English PHLOTE students, all LEP students at the end of year, and any LEP student mid-year wishing to reclassify or re-enter the program	<ul style="list-style-type: none"> To identify LEP and IFEB students, measure growth and reclassification Growth and reclassification rates for state and federal accountability
NWEA (reading and math)	All enrolled students for Grades K-8	<ul style="list-style-type: none"> To predict how students will perform on the state test and provide targeted interventions to increase academic growth and achievement To measure state-normed student growth between two data points to measure the effectiveness of instruction and guide both coaching and interventions To show growth to the AZ Charter Board

2018-2019 K-8 Assessment Flow Chart

	Summer/Registration	Quarter 1	Quarter 2	Quarter 3	Quarter 4
NWEA Grades K-8		8/27- 9/14	11/26- 12/14		4/29- 5/10
AZELLA Placement Grades K-12		All non-English PHLOTE students are to be tested within federal guidelines. Results should be used to schedule LEP students appropriately. At the start of the year, PHOLTE students have 30 days to be tested; after the year has started, PHOLTE students must be given AZELLA within two weeks of enrollment			
AZELLA Reassessment Grades K-12				Feb. 4-Mar 23	
AIMS Science				Mar 25-Apr 19	
AZMERIT Grades 3-8					PBT Apr 1-Apr 9 CBT Apr 1-Apr 26
TEST: WHO IS TESTED:					
AZMERIT for Grades 3-8	All students enrolled in Grades 3-8 ELA and Math				
AZELLA	All non-English PHLOTE students, all LEP students at the end of year, and any LEP student mid-year wishing to reclassify or re-enter the program				
WHAT IT IS USED FOR:					
	<ul style="list-style-type: none"> Achievement determinations for state accountability Growth determination for state accountability To identify LEP and IFEB students, measure growth and reclassification Growth and reclassification rates for state and federal accountability 				

NWEA (reading and math)	All enrolled students for Grades K-8	<ul style="list-style-type: none">• To predict how students will perform on the state test and provide targeted interventions to increase academic growth and achievement• To measure state-normed student growth between two data points to measure the effectiveness of instruction and guide both coaching and interventions• To show growth to the AZ Charter Board
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Exhibit C



Achievement Status and Growth Summary Report

Term Tested: Winter 2018-2019

Norms Reference Data: 2015

Term Rostered: Winter 2018-2019

Growth Comparison Period: Fall 2018 - Winter 2019

District: Leona Group

Weeks of Instruction: Start - 3 (Fall 2018)

School: Colegio Petita

End - 20 (Winter 2019)

Optional Grouping: None

Small Group Display: No

Reading

ID	Name	W19 Grade	W19 Date	Achievement Status				Growth									
				Fall 2018		Winter 2019		Student					Comparative				
				RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile		
1		1	11/29/18	146-148-152	14-20-28	148-151-154	4-6-10	161	12	2	4.5	-10	No	-1.7	4		
1		1	12/3/18	125-128-131	1-1-1	131-134-137	1-1-1	142	14	8	4.5	-8	No	-1.3	9		
1		1	11/29/18	136-139-142	3-5-9	133-136-139	1-1-1	152	13	-3	4.5	-16	No	-2.7	1		
1		1	11/29/18	163-166-169	59-68-76	166-169-172	34-43-52	177	11	3	4.5	-8	No	-1.4	9		
1		1	11/29/18	141-144-147	7-11-17	154-157-160	9-14-20	157	13	13	4.5	0	Yes ‡	0.0	52		
1		1	11/29/18	131-134-137	1-2-4	138-141-144	1-1-2	147	13	7	4.5	-6	No	-1.1	14		
1		1	11/29/18	144-147-150	11-16-23	156-159-162	12-18-25	160	13	12	4.6	-1	No ‡	-0.1	46		
1		1	11/29/18	137-140-143	4-6-10	145-148-151	2-4-7	153	13	8	4.5	-5	No	-0.9	20		
1		1	11/29/18	138-141-144	4-7-12	180-183-166	19-28-35	154	13	22	4.6	9	Yes	1.5	93		
1		1	11/29/18	144-147-150	11-16-23	157-160-163	14-20-27	159	12	13	4.5	1	Yes ‡	0.1	53		
1		1	11/29/18	137-140-143	4-6-10	148-151-154	4-6-10	153	13	11	4.5	-2	No ‡	-0.3	37		
1		1	11/29/18	131-134-137	1-2-4	138-141-144	1-1-2	147	13	7	4.4	-6	No	-1.1	14		
1		1	11/29/18	150-153-156	22-30-38	153-156-159	8-13-18	165	12	3	4.5	-9	No	-1.5	6		
1		1	11/29/18	***	***	135-138-141	1-1-1	134	14	6	4.5	-8	No	-1.4	8		
1		1	11/29/18	117-120-123	1-1-1	123-126-129	1-1-1	166	12	5	4.5	-7	No	-1.2	12		
1		1	12/6/18	151-154-157	24-33-42	156-159-162	12-18-24	133	15	13	4.7	-2	No ‡	-0.3	39		
1		1	11/29/18	115-118-121	1-1-1	128-131-134	1-1-1	168	12	14	4.5	2	Yes ‡	0.4	64		
1		1	11/29/18	153-156-159	29-38-48	167-170-173	36-45-55										

Explanatory Notes

Due to statistical variability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

*** Student did not have a valid growth test entered in this term.

† SE on Observed Growth is greater than normal. Use metric with caution.
 * SE or SEM greater than normal. Use metric with caution.
 ‡ Indicates that projected growth falls within standard error of observed growth. Click here for more information on Met Projected Growth.

Exhibit D

Alphabetical Roster Report

School: Colegio Polite Arizona

Overall Proficiency Level	Number	Percent
Proficient	0	0%
Intermediate	3	9%
Basic	8	24%
Pre-Emergent / Emergent	22	67%

Total Number of Students = 33 Median Scale Score = 2218

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

Student	Overall Proficiency Level	*Total Combined Scale Score	*Reading Scale Score	*Writing Scale Score	Listening Scale Score	Speaking Scale Score	Language Scale Score	Oral Scale Score	Comprehension Scale Score
	Pre-Emergent/Emergent	2165	195	144	169	171	180	170	184
	Pre-Emergent/Emergent	2218	204	144	197	218	203	209	201
	Pre-Emergent/Emergent	2218	204	201	217	171	193	199	210
	Basic	2246	204	214	217	218	218	218	210
	Pre-Emergent/Emergent	2183	204	100	197	171	158	187	201
	Pre-Emergent/Emergent	2218	220	100	217	190	193	204	219
	Pre-Emergent/Emergent	2230	212	182	197	218	203	209	206
	Pre-Emergent/Emergent	2230	212	182	207	210	186	209	210
	Intermediate	2283	235	225	236	226	228	230	235
	Pre-Emergent/Emergent	2127	147	144	100	202	171	170	125
	Pre-Emergent/Emergent	2183	227	144	146	100	180	136	201

Student Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

Exhibit E

Term: Spring 2017-2018
 District: Leona Group
 School: Colegio Petite

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2018)
 Grouping: None
 Small Group Display: No

Mathematics

Summary	
Total Students With Valid Growth Test Scores	37
Mean RIT	141.8
Standard Deviation	13.1
District Grade Level Mean RIT	154.8
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	159.1
Students At or Above Norm Grade Level Mean RIT	5

Overall Performance Mathematics	Lo %ile < 21		Low %ile 21-40		Avg %ile 41-60		Hi Avg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
	24	65%	7	19%	5	14%	1	3%	0	0%	140-142-144	13.1

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
 Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
 ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 * This data is not available for reporting. Please refer to help and documentation for more information.
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Exhibit F

Total Number of EL FAY Students	91
Percent Proficient of FAY EL Students	
Number of Proficient Students	1
Total Number Tested	90
Transformed Percent Proficient	3.14%
Transformed Statewide Percent Proficient	26.00%
Percent Growth of FAY EL Students	
Number of Students Improving 1 Proficiency Level	19
Number of Students Improving 2 Proficiency Levels	1
Number of Students Improving 3 Proficiency Levels	0
Total Number Tested	76
Transformed Percent Growth	37.18%
Transformed Statewide Percent Growth	63.87%

Exhibit G

Term: Spring 2017-2018
 District: Leona Group
 School: Colegio Petite

Norms Reference Data: 2015
 Weeks of Instruction: 32 (Spring 2018)
 Grouping: None
 Small Group Display: No

Reading

Summary	
Total Students With Valid Growth Test Scores	37
Mean RIT	141
Standard Deviation	12.5
District Grade Level Mean RIT	153.5
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	158.1
Students At or Above Norm Grade Level Mean RIT	3

Overall Performance	Lo %ile < 21		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%		
Reading	22	59%	2	5%	2	5%	0	0%	139-141-143	12.5

Explanatory Notes

Tests shown in grey are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
 Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
 ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 * This data is not available for reporting. Please refer to help and documentation for more information.
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Exhibit H

Attendance Data 2017-2018				
Grade Level	Block 1	Block 2	Block 3	Block 4
Kinder	91.87	85.43	86.64	83.56
1st Grade	92.04	84.92	85.73	81.74
2nd Grade	92.33	84.95	86.36	83.35
3rd Grade	93	89.6	87.36	88.15
4th Grade	94.95	92.28	90.53	89.8
Total	92.75	87.15	87.16	84.88
Total	88%			

Attendance Data 2018-2019				
Grade Level	Block 1	Block 2	Block 3	Block 4
Kinder	93.05	93.44	92.18	
1st Grade	93.2	93.76	93.61	
2nd Grade	89.74	93.13	92.44	
3rd Grade	94.18	91.5	94.41	
4th Grade	93.82	94.36	93.79	
5th Grade	96.11	95.93	95.65	
Total	93.01	93.62	93.4	
18-19				

Exhibit I

Percent by Grade of Chronically Absent Students

■ 16-17 ■ 17-18 ■ 18-19

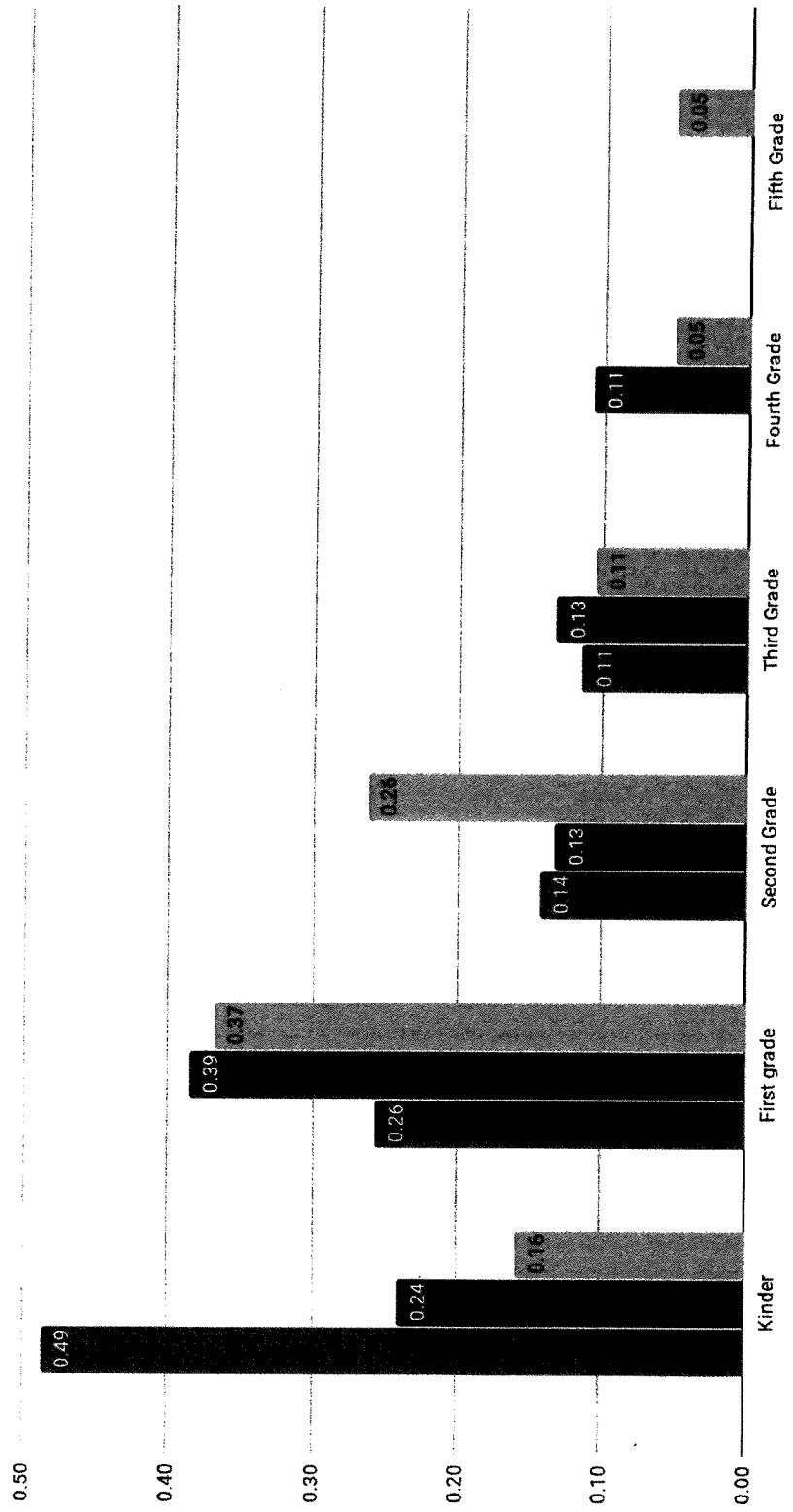


Exhibit J

Percent Chronic Absenteeism

