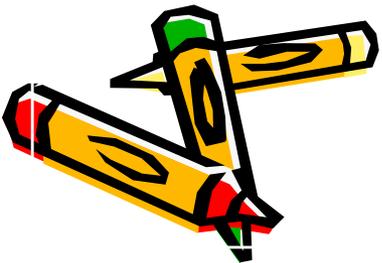


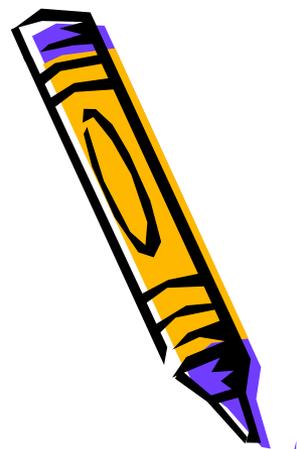
# **Arizona's Accountability Systems 2008: NCLB and AZ LEARNS**

**Arizona Department of Education**

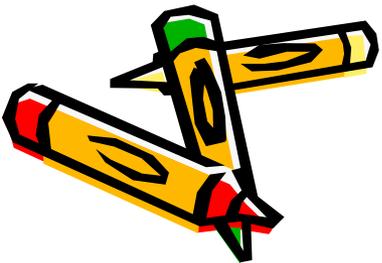
**Research and Evaluation Section**



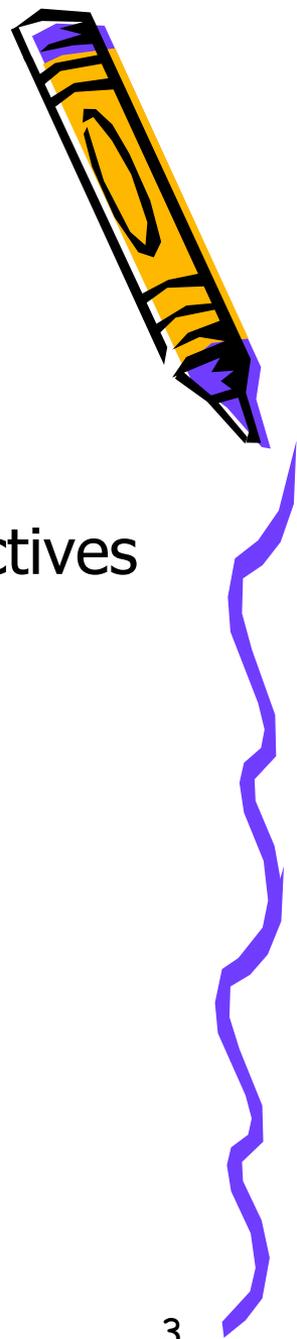
# No Child Left Behind (NCLB)



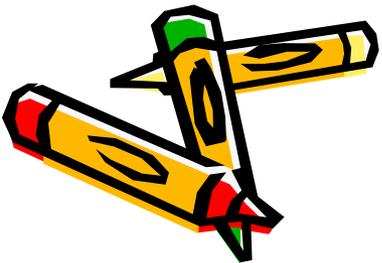
- Overview of AYP evaluation.
- Changes for 2007-2008.
- ADE timelines for data correction, preliminary classifications, appeals, and final AYP determinations.



# Three Components for Determining Adequate Yearly Progress (AYP)



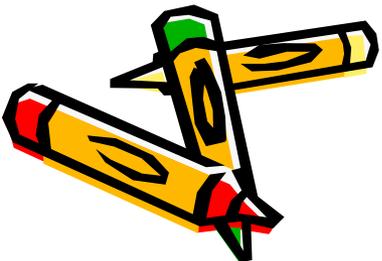
- 95% of enrolled students must be assessed.
- Students must meet all Annual Measurable Objectives (AMOs).
- Students must meet threshold or demonstrate adequate gain for the Additional Indicator:
  - High schools – graduation rate
  - Elementary schools – attendance rate



# NCLB Expectations for Adequate Yearly Progress (AYP)

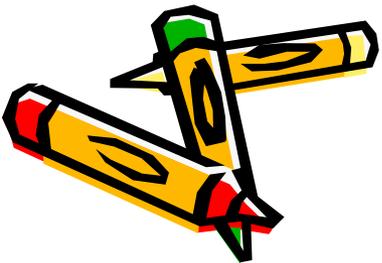


- 100% of students must be proficient in the state's academic standards (reading and math) by 2013-2014.



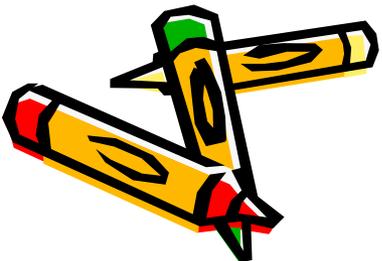
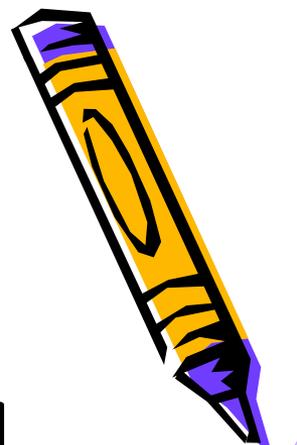
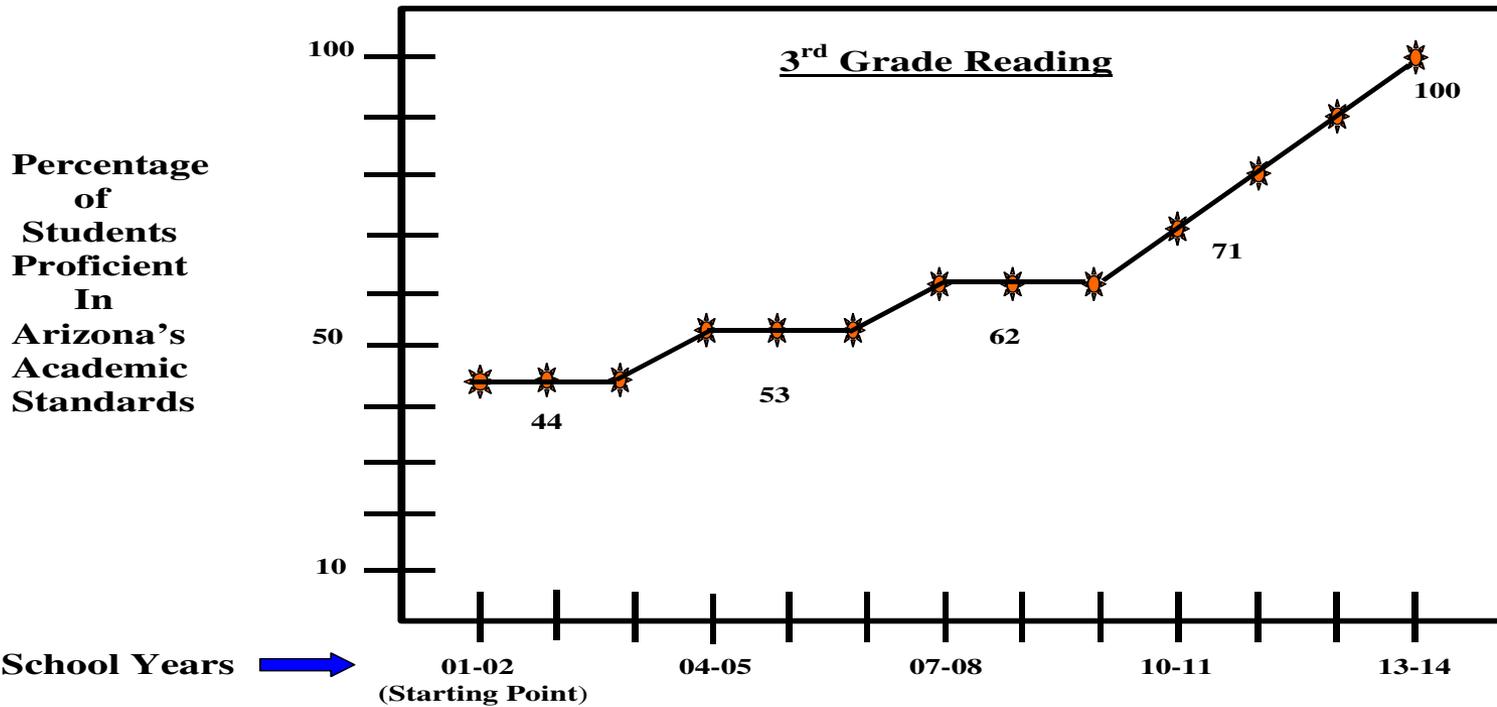
# Annual Measurable Objectives

- Annual Measurable Objectives (AMO) = the percentage of students that must pass AIMS in order for a school to make AYP.
- AMOs differ by subject and grade, **but not by subgroup.**
- Details about the AMOs can be found in the NCLB Technical Manual.

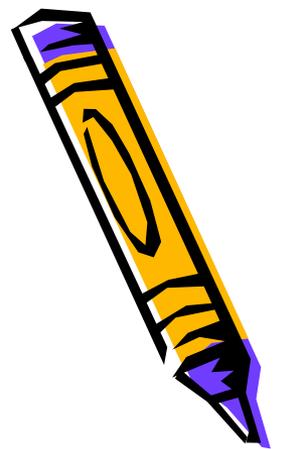


# Sample AMOs

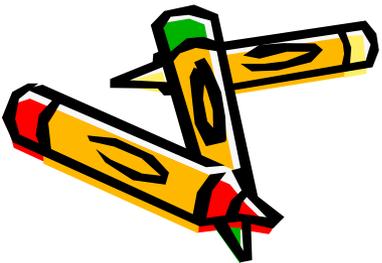
## Arizona's No Child Left Behind Act Plan



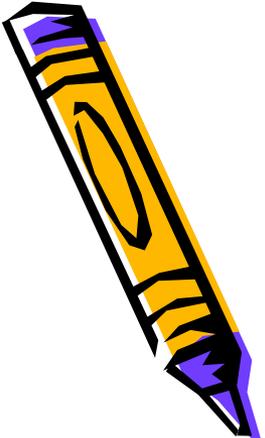
# Four Chances to Make the AMO



- Make AMO directly
- Make AMO using confidence interval
- Make AMO via safe harbor
- Make AMO using growth model

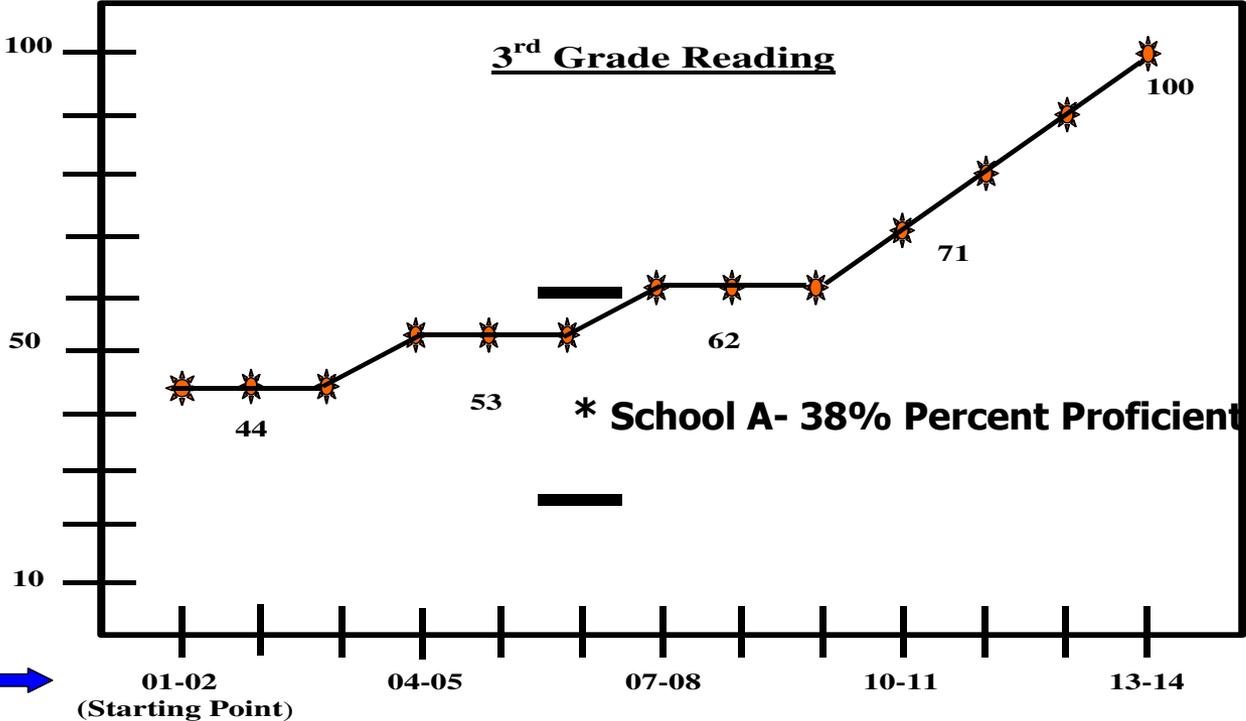


# Sample AMO and Confidence Interval

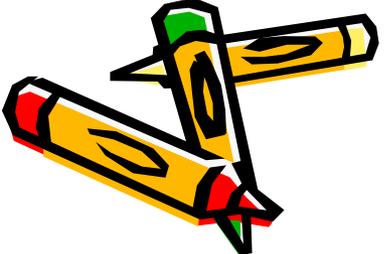


## Arizona's No Child Left Behind Act Plan

Percentage of Students Proficient In Arizona's Academic Standards



School Years →



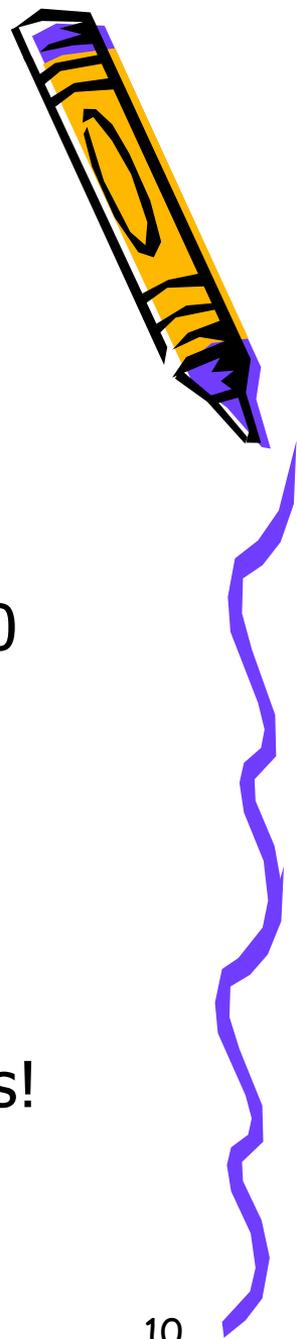
# Safe Harbor Determination (If Necessary by Subgroup)



- The Safe Harbor provision is a two-part test.
  - Both parts must be met.
  - Part 1: requires that a group make a 10 percent reduction over the previous year in the percent of students failing AIMS.
  - Part 2: requires that the subgroups meet the standard for the third indicator of student achievement.
    - Graduation rate for high school
    - Attendance rate for 3 - 8
      - The attendance rate used for safe harbor is grade specific rather than school-wide.



# Safe Harbor Determination (Example)

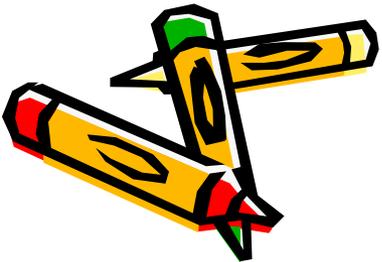


## 1. Percent Reduction:

Percent not passing 2007:	20%
Percent not passing 2008:	17%
Percent reduction	$= (.17 - .20)/.20$ $= -.03/.20$ $= -15\%$ Yes!

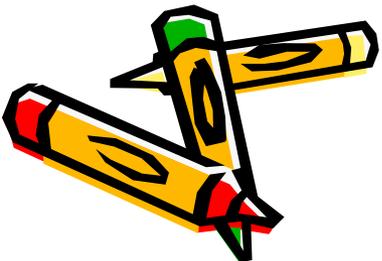
## 2. Other Indicator:

Attendance rate 2007:	94%
Attendance rate 2008:	93% > 90% Yes!



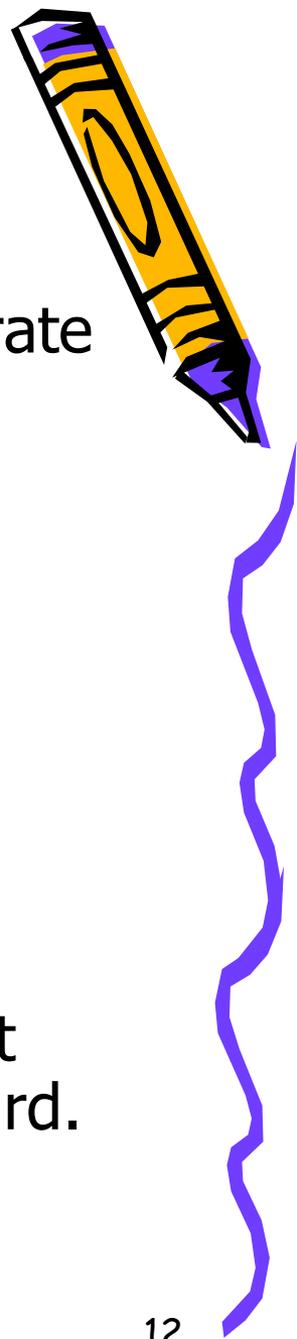
# Growth Model

- Growth Targets: Student must show sufficient growth to reach proficiency within three years or 8<sup>th</sup> grade — whichever comes first.
- Students who meet their growth target count as proficient.
- It is possible for proficient students not to meet their growth target.
- If percent of students who meet their growth targets is greater than or equal to AMO: group meets AMO — no confidence interval.



# Additional Indicator

- A high school must have a four-year graduation rate of 71 percent.
- An elementary school must have a school wide attendance rate of 90 percent.
- In both cases:
  - if a school has not met the threshold
    - a percentage point improvement in the indicator over the previous year is sufficient for it to be deemed to have met the standard.



# AYP Details

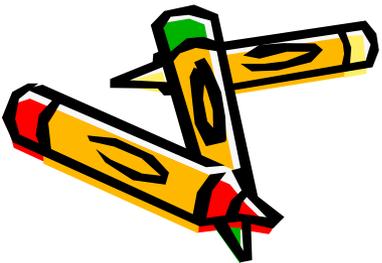
- All schools are evaluated under NCLB.
- Schools are evaluated by grade & in each subgroup specified by NCLB:
  - Race/Ethnicity;
  - Special Education;
  - Limited English Proficient; and
  - Economically disadvantaged
- Only students enrolled for a “full academic year” are included in AMO calculations. ALL students are included in the percent-tested calculation.
- Minimum group size of 40 students.
- For percent tested: best of current year or three-year average.
- Small schools: three-year average used for AMOs.



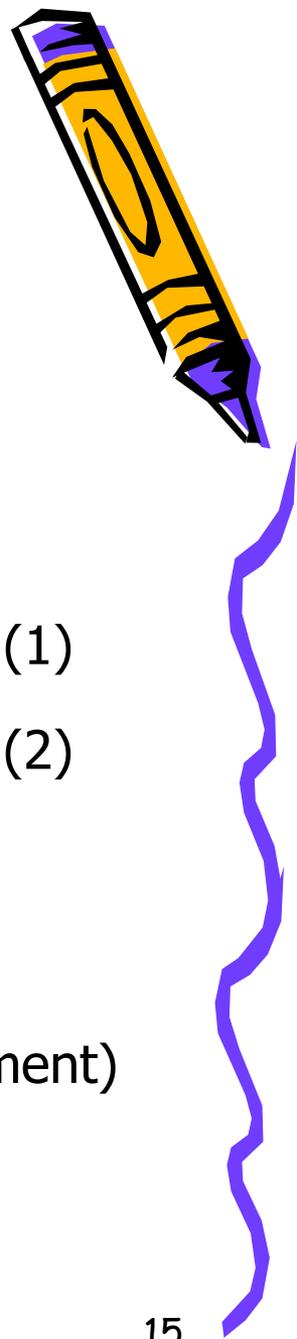
# What's New for AYP for 2007-08

- AMOs going up.
- New evaluation for K-2 schools.\*
- Percent-tested separate measure for improvement status.\*

\*Must still be approved by US DOE.

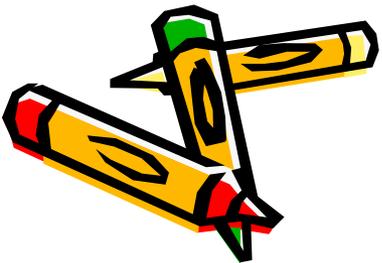


# So What?: Consequences



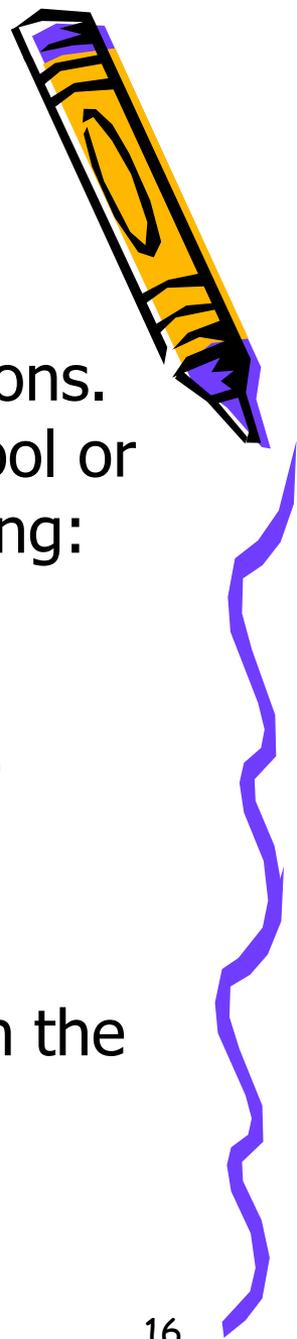
## The No Child Left Behind Act of 2001

Year 1:	Did not make AYP	School Improvement
Year 2:	Did not make AYP	School Improvement (1)
Year 3:	Did not make AYP	School Improvement (2)
Year 4:	Did not make AYP	Corrective Action
Year 5:	Did not make AYP	Restructuring (plan)
Year 6:	Did not make AYP	Restructuring (implement)



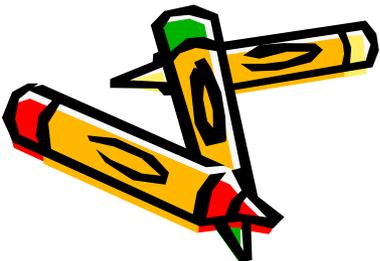
# AYP Appeals

- Schools and districts may appeal AYP determinations. Appeals must address the issues related to a school or district's failure to make AYP based on the following:
  - Statistical - use of incorrect data.
  - Substantive - one-time incidents outside of the school's/district's control that adversely affect performance.
  - Application and instructions will be available on the ADE Common Logon.



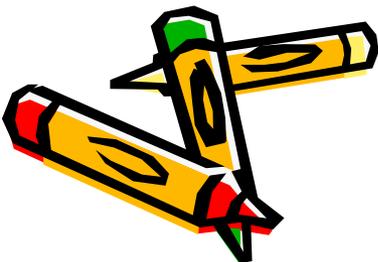
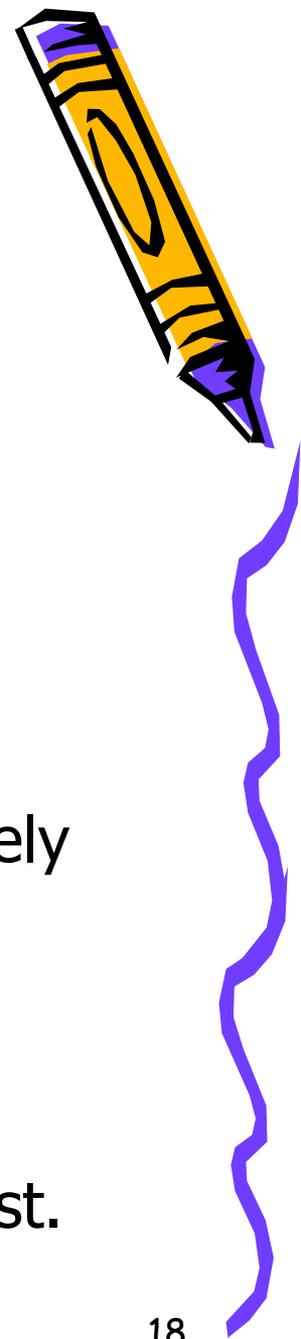
# Statistical AYP Appeals

- Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment.
- School must correct its data for appeal to be granted.
- Student counts; student program membership; and graduation rates will be made available by May 1, 2008.
- Ensure that program memberships, entry and exit dates, and withdrawal codes are correct and up to date before SAIS closes on June 30, 2008.
  - No expedited process will be available to open SAIS for the correction of previous fiscal years' student information during the substantive appeals window.



# Substantive AYP Appeals (Percent Tested)

- Explain in detail why students could not be tested (including retest).
- Identify students with SAIS ID.
  - What has worked:
    - severe illness, institutionalized, extremely dire circumstances.
  - What hasn't worked:
    - excused parental absence, just "sick", unexcused absence; refused to take test.



# Substantive AYP Appeals (AMOs)

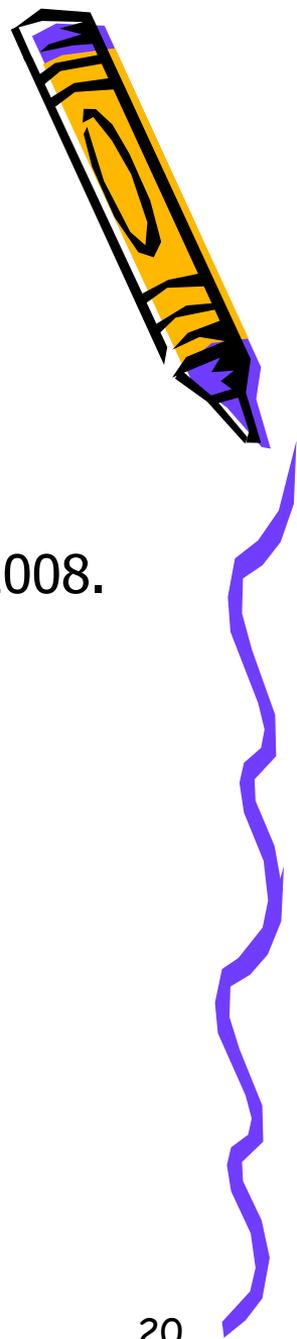
- Circumstance that adversely affected test scores that is:
  - Outside of school's control.
  - Non-recurring.
- Must demonstrate impact on test scores.
- Performance of individual students may not be appealed.
  - What has worked:
    - tragic event at test time affecting teachers/students.
  - What hasn't worked:
    - construction, student demographics, district policies regarding testing/teacher assignments, demonstrations.



# Now What?

## Timelines for AYP

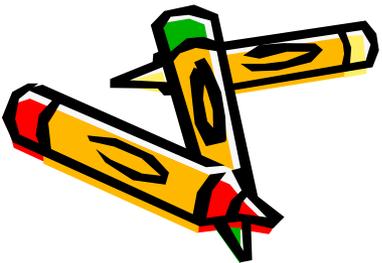
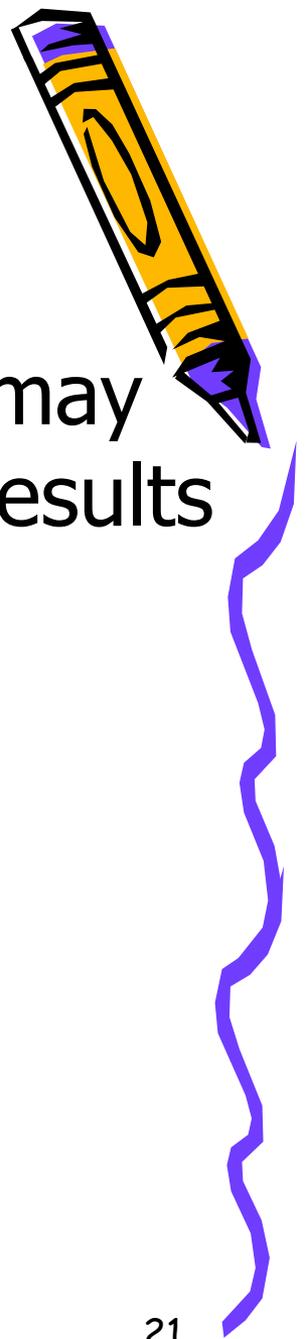
- Statistical appeal for grad rates: March 1, 2008-  
May 30, 2008.
- Statistical appeal for enrollment & demographics: May 1, 2008 -  
June 30, 2008.
- Embargoed AIMS data via  
Common Logon: June 13, 2008.
- AYP preliminary determinations  
schools and districts: August 1, 2008.
- AYP appeals  
(substantive appeals only): August 1, 2008-  
August 13, 2008.
- AYP final determinations  
public release: August 29, 2008.



# Test Closing Dates

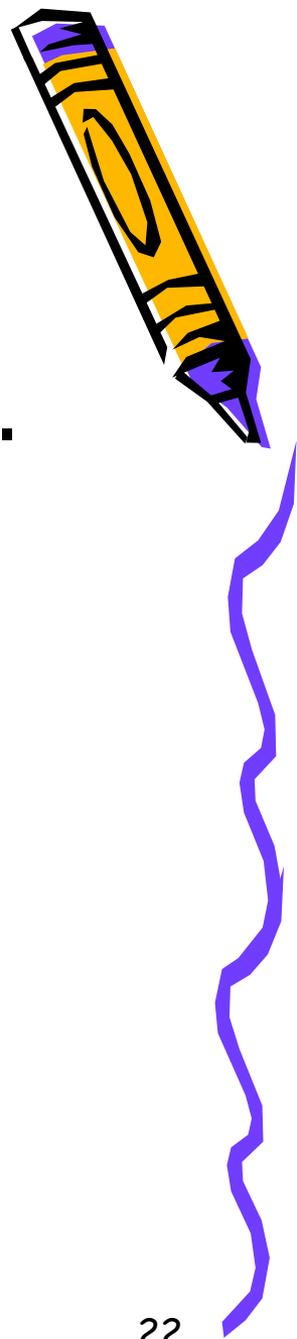
The following are the last days you may request a search for missing test results or any other change to the GRT.

- HS Writing/Reading May 23
- HS Mathematics July 3
- *TerraNova* (G2 & 9) July 3
- DPA July 11
- Science (G4, 8, & HS) Sept 19

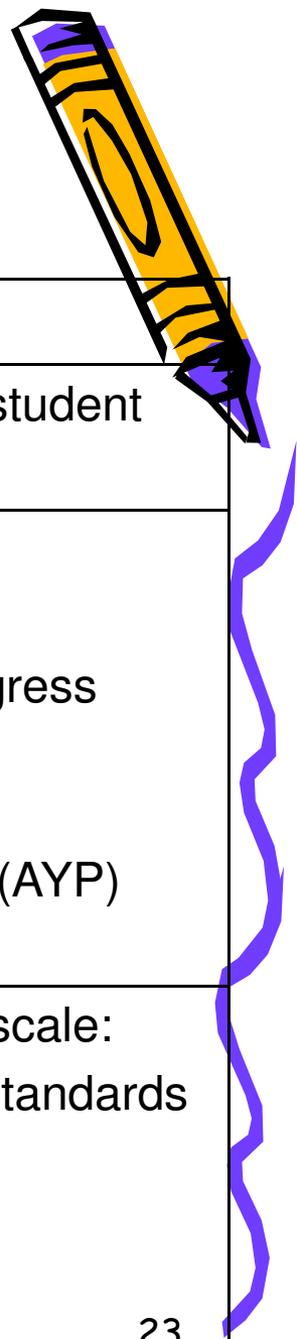


# AZ LEARNS

- Overview of AZ LEARNS evaluation.
- Changes for 2007-2008.
- ADE timelines for data correction, preliminary classifications, appeals, and final AZ LEARNS profiles.



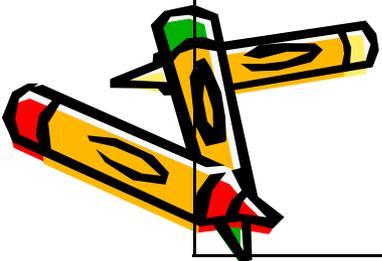
# Comparison of Arizona's Accountability Systems



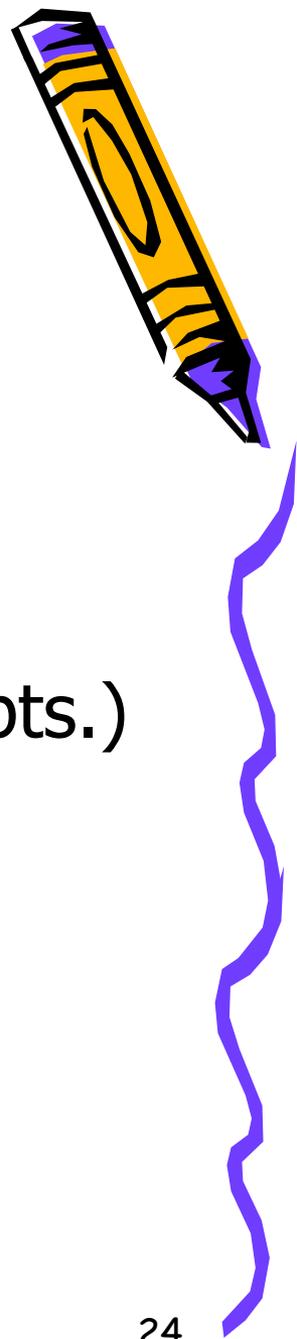
## NCLB

## AZ LEARNS

Required by federal law	Required by state law
One-year snapshot of student performance	Longitudinal examination of student performance
Components of evaluation: <ul style="list-style-type: none"><li>• AIMS Scores</li><li>• Percent students Assessed</li><li>• Attendance/Graduation rates</li></ul>	Components of evaluation: <ul style="list-style-type: none"><li>• AIMS Scores</li><li>• Measure of Academic Progress (MAP)</li><li>• Graduation/Dropout rates</li><li>• Adequate Yearly Progress (AYP)</li><li>• AZELLA</li></ul>
Labels schools on a yes/no system	Labels schools on a graded scale: <ul style="list-style-type: none"><li>• Failing to meet academic standards</li><li>• Underperforming</li><li>• Performing</li><li>• Highly Performing</li><li>• Excelling</li></ul>



# Components of AZ LEARNS

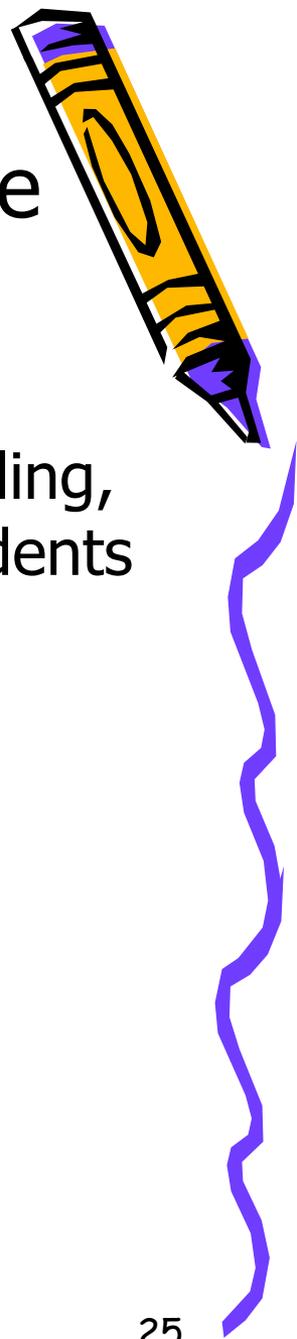


- AIMS (18 pts.)
  - Status
  - Improvement/Growth
- MAP (Measure of Academic Progress) (8 pts.)
- Graduation/Dropout Rates (2 pts.)
- AZELLA (1 pt.)
- AYP (1 pt.)

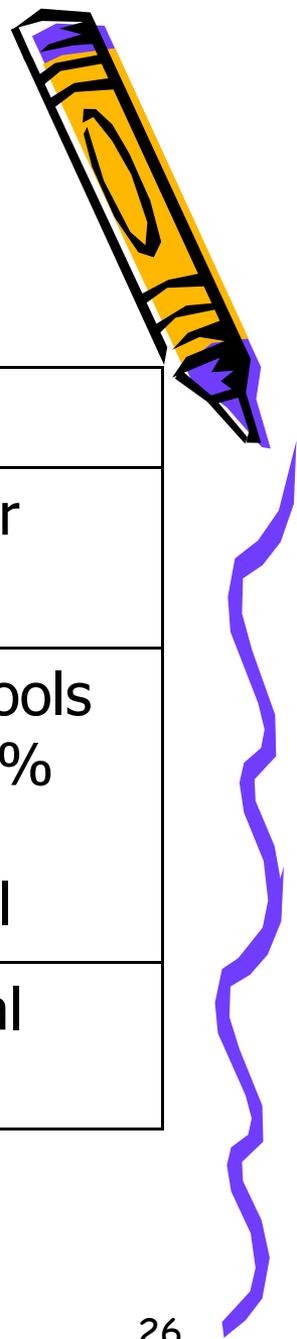


# Percentage of Students Exceeding the Standard

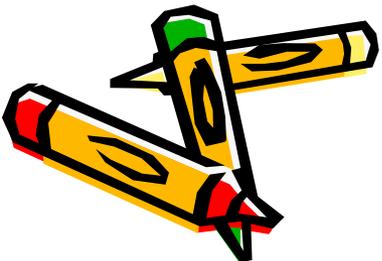
- To be identified as a Highly Performing or Excelling, a school must have a certain percentage of students that exceeded the standard on the AIMS.
- The profile examines the higher of:
  - An average of the past three years
  - The current year.



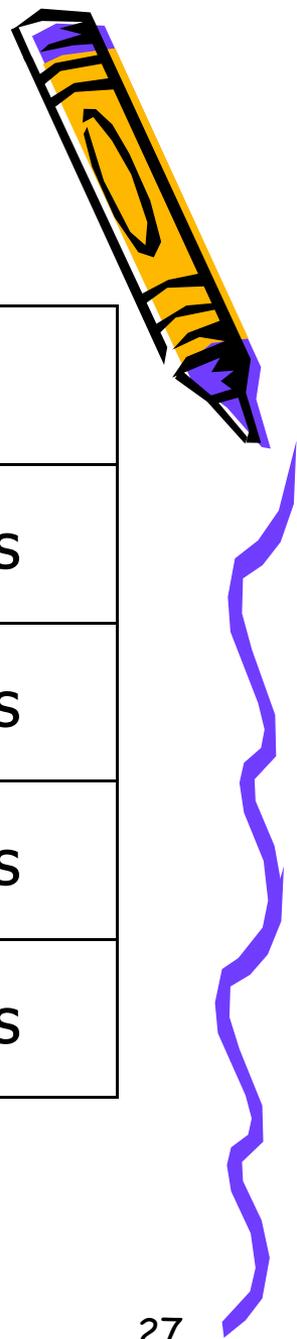
# How AZ LEARNS Measures Performance



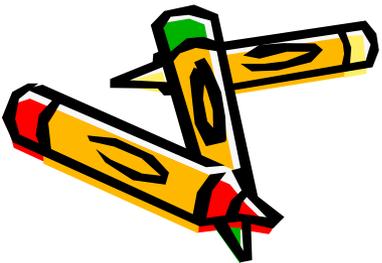
Measure	AZ LEARNS
Status	Status: Uses current year AIMS
School Improvement/Growth	Growth: Uses AIMS, schools get credit for increasing % passing, reducing % at lowest achievement level
Student Growth	MAP: Measures individual student growth on AIMS



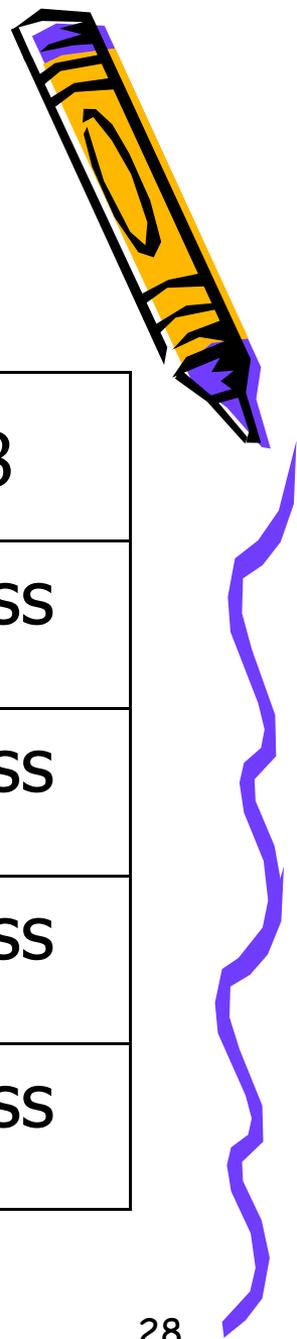
# How to Measure Performance: Status



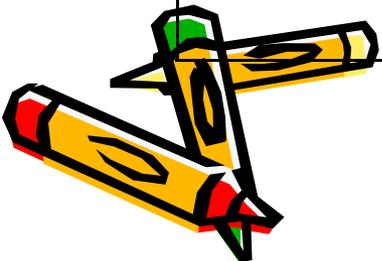
Year	2006	2007	2008
Grade 3	% pass	% pass	% pass
Grade 4	% pass	% pass	% pass
Grade 5	% pass	% pass	% pass
High School	% pass	% pass	% pass



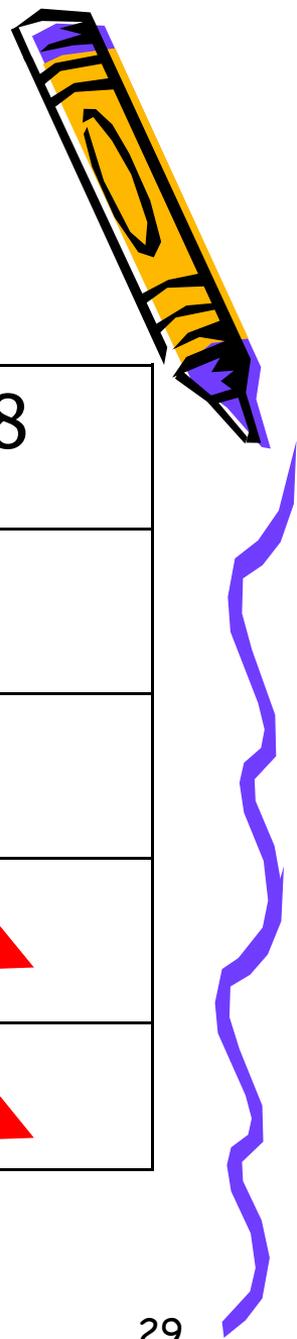
# How to Measure Performance: School Growth



Year	2006	2007	2008
Grade 3	% pass <b>Change</b> →	% pass	% pass
Grade 4	% pass <b>Change</b> →	% pass	% pass
Grade 5	% pass <b>Change</b> →	% pass	% pass
High School	% pass <b>Change</b> →	% pass	% pass

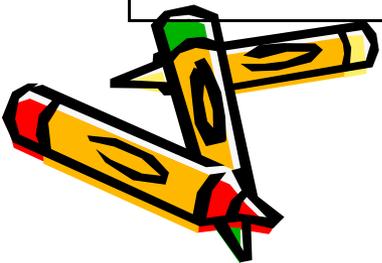


# How to Measure Performance: Student Growth



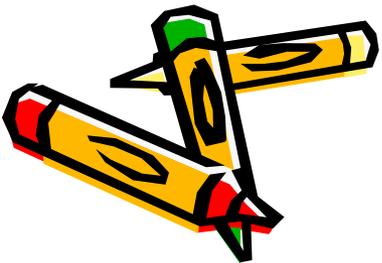
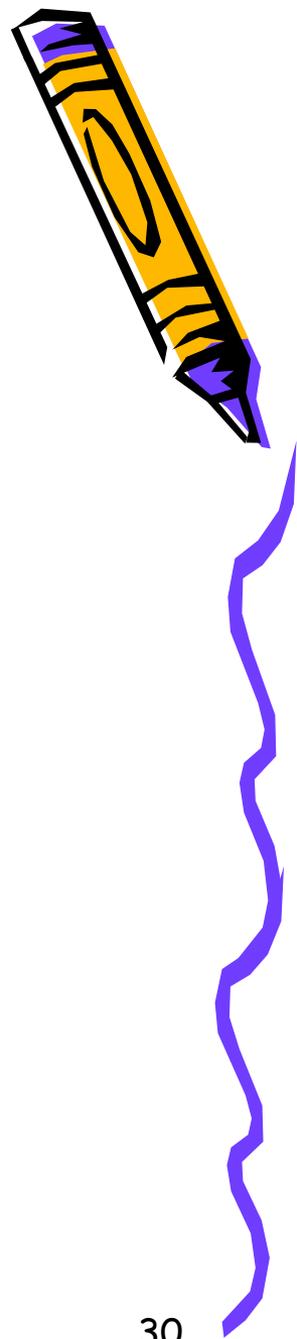
Year	2006	2007	2008
Grade 3	Change		Change
Grade 4			
Grade 5		Change	
Grade 6	Change		

The table is annotated with red arrows indicating growth paths. Arrows point from the 2006 cell of Grade 3 to the 2007 cell of Grade 4, from the 2007 cell of Grade 3 to the 2008 cell of Grade 4, from the 2006 cell of Grade 4 to the 2007 cell of Grade 5, from the 2007 cell of Grade 4 to the 2008 cell of Grade 5, from the 2006 cell of Grade 5 to the 2007 cell of Grade 6, and from the 2007 cell of Grade 5 to the 2008 cell of Grade 6. The word 'Change' is written in red text in the 2006 cell of Grade 3, the 2007 cell of Grade 5, and the 2006 cell of Grade 6.



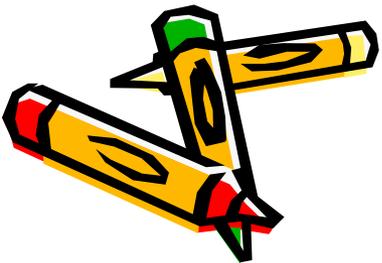
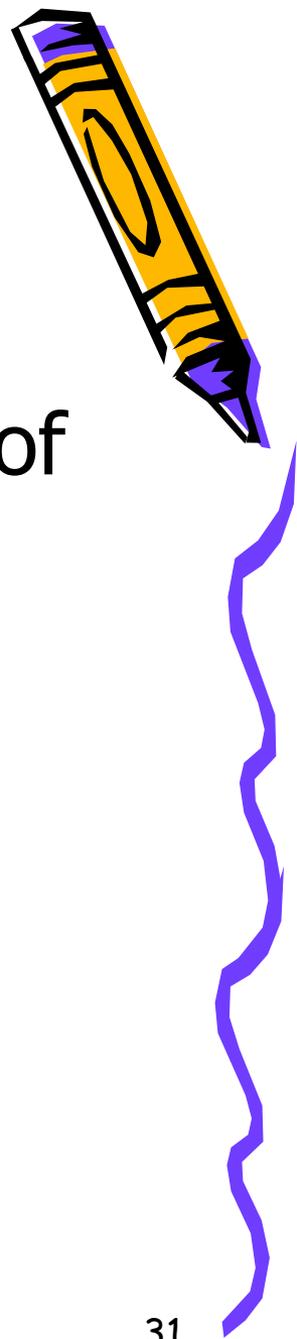
# Proposed Changes to AZ LEARNS 2008

- Changes to growth/improvement.
  - Growth points for 4,6, & 7.
  - New, uniform cutpoints for 3-8 & HS.
  - Change in calculation.
- Unified profile for K-12 schools.

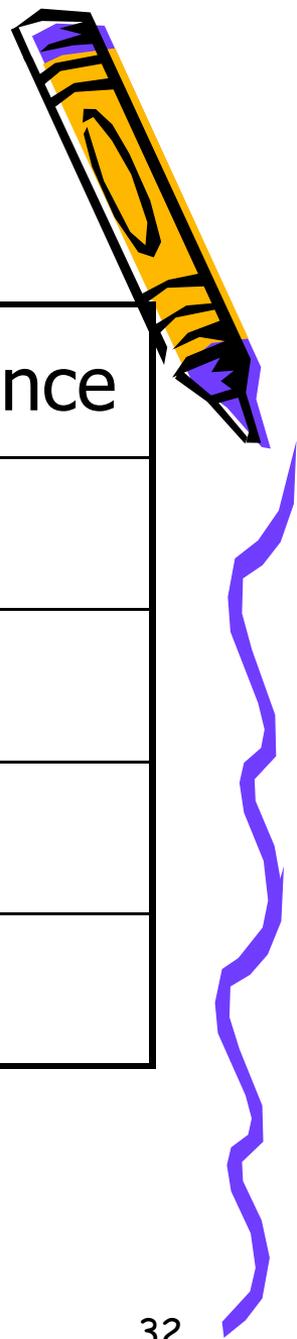


# Changes to Growth Calculation

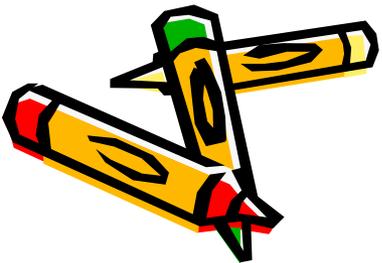
Growth is calculated as the average of the year-to-year changes in (percent passing – percent FFB) from 2005 to present.



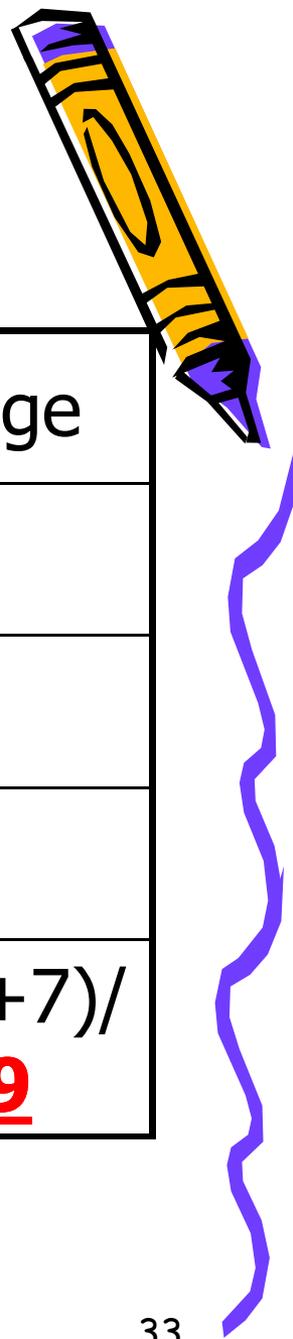
# Growth Calculation: Example



Year	% Pass	% FFB	Difference
2005	30	20	10
2006	35	16	19
2007	42	12	30
2008	45	8	37



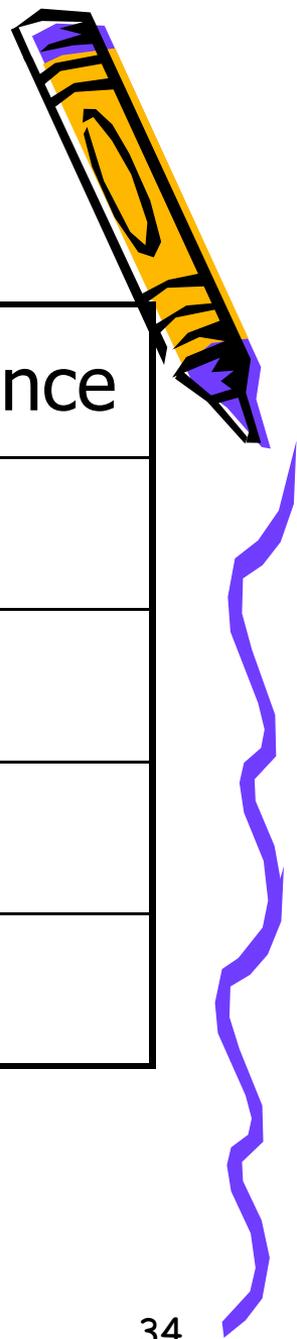
# Growth Calculation: Example (continued)



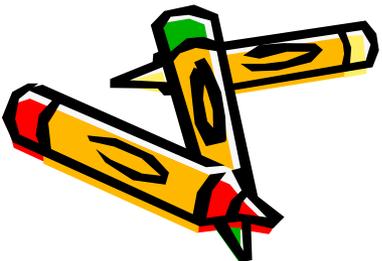
Year	Difference	Growth	Average
2005	10		
2006	19	9	
2007	30	11	
2008	37	7	$(9+11+7)/3 = \underline{9}$



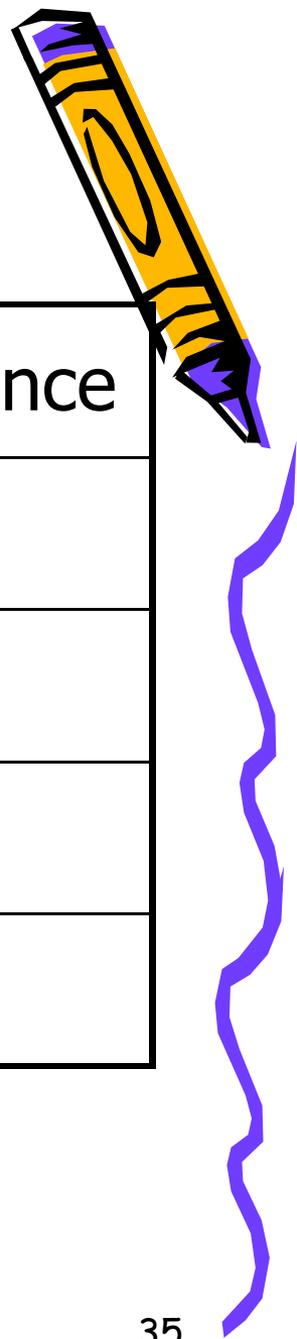
# Growth Calculation: Exercise



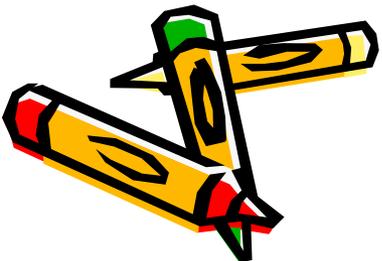
Year	% Pass	% FFB	Difference
2005	45	20	
2006	40	20	
2007	48	16	
2008	50	12	



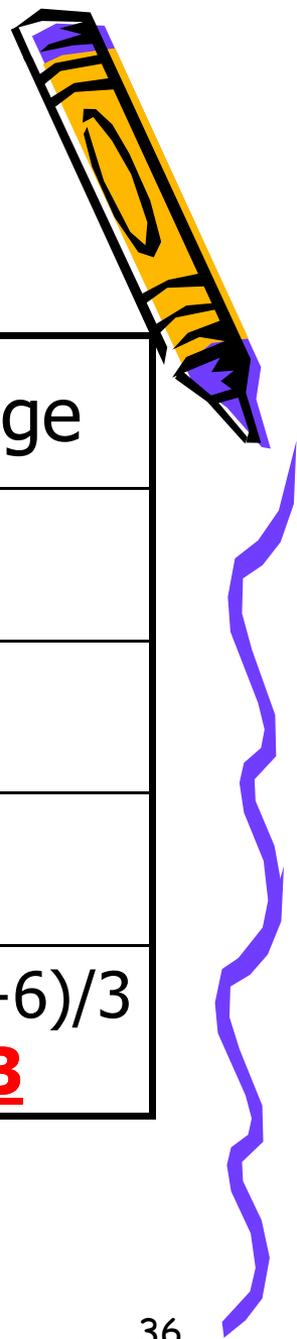
# Growth Calculation: Exercise (answer)



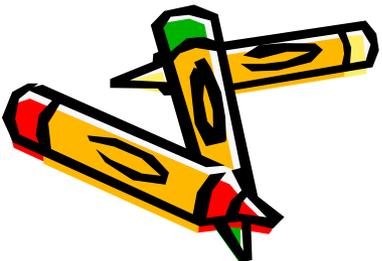
Year	% Pass	% FFB	Difference
2005	45	20	25
2006	40	20	20
2007	48	16	32
2008	50	12	38



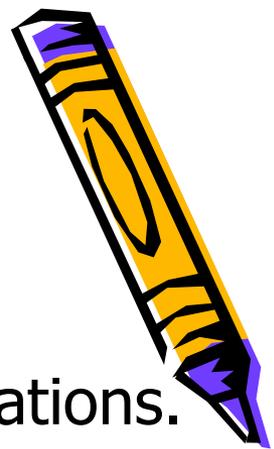
# Growth Calculation: Exercise (continued)



Year	Difference	Growth	Average
2005	25		
2006	20	-5	
2007	32	12	
2008	38	6	$(-5+12+6)/3$ <b>=4.3</b>



# Appeals for AZ LEARNS



- Schools can appeal Achievement Profile determinations.
- Appeals must address the issues related to a school's Achievement Profile based on the following:
  - Statistical: appeals relating to errors in data
  - Substantive: One-time factors outside the school's control that adversely affect performance.
  - Application and instructions will be available on the ADE Common Logon.



# Statistical AZ LEARNS Appeals

- Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment.
- School must correct its data for appeal to be granted.
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- Ensure that program memberships, entry and exit dates, and withdrawal codes are correct and up to date before SAIS closes on June 30, 2008.
  - No expedited process will be available to open SAIS for the correction of previous fiscal years' student information during the substantive appeals window.



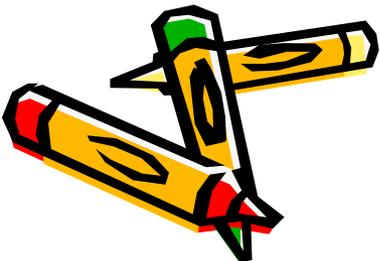
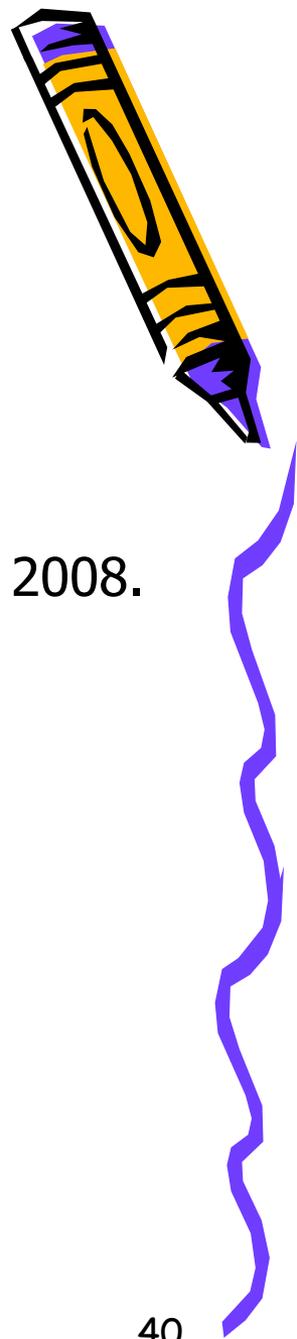
# Substantive AZ LEARNS Appeals

- Circumstance that adversely affected test scores that is:
  - Outside of school's control.
  - Non-recurring.
- Must demonstrate impact on test scores.
- Performance of individual students may not be appealed.
- What has worked:
  - tragic event at test time affecting teachers/students.
- What hasn't worked:
  - construction, student demographics, district policies regarding testing/teacher assignments.



# Now What? Timelines for AZ LEARNS Achievement Profiles

- Statistical appeal for grad rates: March 1, 2008-  
May 30, 2008.
- Statistical appeal for dropout rates  
& demographics: May 1, 2008 -  
June 30, 2008.
- Embargoed AIMS data via  
Common Logon: June 13, 2008.
- AZ LEARNS preliminary profiles: August 1, 2008.
- AZ LEARNS appeals  
(substantive appeals only): August 1, 2008-  
August 13, 2008.
- AZ LEARNS final profiles  
public release: August 29, 2008.



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