

State of Arizona Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**Revised April 12, 2010
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Revised July 6, 2010
Revised February 8, 2011
Final Submission**

Submitted to:



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

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Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
P	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
P	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
P	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
P	2.1 The accountability system includes <i>all students</i>
P	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
P	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
P	3.2a Accountability system establishes a <i>starting point</i> .
P	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
P	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
P	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

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Principle 5: Subgroup Accountability

P	5.1	The accountability system <i>includes all the required student subgroups</i> .
P	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
P	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

P	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

P	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
P	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Arizona has implemented an accountability system to comply with the requirements of the No Child Left Behind Act of 2001 (NCLB). The accountability system provides annual evaluations of all public schools and LEAs—traditional and charter.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The system applies the same goals for annual measurable objectives, percentage of students assessed, and graduation and attendance rates to all entities evaluated. There are only three cases in which entity evaluations may differ.

- **K-2 schools.** The AYP evaluation for a K-2 school is the AYP determination of the third grade of the school to which a plurality of the students of the K-2 school matriculate.
- **Small schools.** The evaluations of small schools (schools that have less than 40 students in every grade) are based on three-year averages rather than current-year figures.
- **Growth model pilot project.** Schools serving grades 4 through 7 are also evaluated using the state pilot growth model.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Arizona has defined four levels of student achievement (performance/achievement standards) in reading and math:

Exceeds the Standard: This level denotes demonstration of superior academic performance evidenced by achievement substantially beyond the expected goal of all students.

Meets the Standard: This level denotes demonstration of solid academic performance on challenging subject matter reflected by the content standards. This includes knowledge of subject matter, application of such knowledge to real-world situations, and content relevant analytical skills. Attainment of at least this level is the expectation for all Arizona students.

Approaches the Standard: This level denotes understanding of the knowledge and application of the skills that are fundamental for proficiency in the standards.

Falls Far Below the Standard: This level denotes sufficient evidence that the prerequisite knowledge and skills needed to approach the standard have not been met. Students who perform at this level have serious gaps in knowledge in skills related to Arizona's Academic Standards.

For a more detailed definition of each performance level associated with the content areas of reading and mathematics, please refer to:

<http://www.ade.az.gov/standards/aims/PerformanceStandards/Default.asp>

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

AYP evaluations based on the assessments for the 2008-09 school year will be released on July 29, 2009. Arizona intends to request a one-year waiver of the 14-day notice requirement as mentioned in the Secretary’s April 1 letter.

In future years Arizona intends meet the 14-day notice requirement. Given the staggered opening days of schools and districts across the state, the state department will prioritize the processing of data corrections and appeals in order to meet the 14-day deadline for the various entities.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The ADE will produce its first annual state report card prior to the 2003-2004 academic year. It is important to note that the first annual report card will reflect the 2002-2003 academic year and will disaggregate data for the following subgroups: 1.) all students; 2.) race/ ethnicity; 3.) disability; 4.) gender; and 5.) English language learners [ELL]. The ADE uses eligibility for a free or reduced lunch status as a proxy indicator of low socio-economic status (SES). SES student subgroup data will be disaggregated in the state report card.

Arizona currently provides a School Report Card that is available for each public school in the state. These school-level report cards are available on-line and in print at each school. At this time, the information presented in the school-level report cards includes assessment results as well as other relevant school information. School-level report cards will be updated in the immediate future to reflect requirements (i.e. assessment data disaggregated by student subgroups) mandated by the No Child Left Behind Act of 2001. The ADE intends to model the state report card based on the information available in the school report card. The ADE plans to provide the information presented on the various report cards in a user-friendly format, primarily through the use of graphs and visual aids. The intent is to provide accurate information in a format that is easily understandable to diverse populations residing within the state. Please refer to the state report card prototype attached.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The AYP evaluation of all schools and LEAs is reported publicly. Title I schools and LEAs failing to make AYP must enter into the improvement process required by NCLB.

The ADE plans to continue to publicly recognize Arizona’s Title I distinguished schools and Blue Ribbon Schools. The criteria used to make these determinations will include AYP calculations. The ADE strongly desires to expand its reward system and is currently investigating a number of options. Possible additional rewards include but are not limited to:

- Small grants to top schools/districts to enhance academic instruction and curriculum development (based on increased student achievement)
- The use of peer-mentoring to highlight the performance of top schools/districts and enable this leadership to assist in the improvement of lower performing schools

Keeping in mind state budgetary restrictions, the ADE is in active discussions with the business community and various education organizations with regard to developing an expanded system. The ADE will present the system to the Arizona State Board of Education in the fall of 2003 for final approval. Implementation of the expanded rewards system will occur during the 2004-2005 academic year.

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Arizona’s AYP evaluations include the following public school students:

- Elementary students in grades 3-8
- High school students in their second year

Within the grades evaluated, the following student subgroups are included:

- Special education students
- English language learners
- All major racial and ethnic groups (White, African American, Hispanic, Native American, Asian/Pacific Islander)
- Socio-economic status (SES), students who are eligible for free or reduced lunch will be considered economically disadvantaged. The Arizona Department of Education (ADE) is requiring that LEAs enter this information for individual students into the ADE’s student-level data base.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The ADE will determine a full academic year by identifying students enrolled at the start of the school year (within the first two weeks of instruction) and those students who are presently enrolled during the first day of administration of AIMS. Students who do not meet this criterion will be accounted for at the LEA level. If a student has not attended the LEA for a full academic year, that student will be accounted for at the state level. The ADE will audit data collected during testing via the Student Details system. This student level tracking system also collects information submitted by schools and districts for school funding purposes. Due to the fact that these data are directly related to school funding, both the ADE and the individual schools are obligated to maintain the accuracy of collected and reported data. The Student Details system is validated and checked for integrity by the ADE on a regular schedule, which ensures that inaccuracies can be corrected in a timely manner.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

In order to determine whether a student has been enrolled for a full academic year the ADE determines via its statewide, student tracking system if a student was enrolled in the school and district at any time during the first two weeks of the academic year of the particular entity.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In order to promote compliance with the No Child Left Behind Act of 2001, the Arizona Department of Education (ADE) has adopted an appropriate timeline stipulating that all students demonstrate proficiency in the Arizona Academic Standards no later than the 2013-2014 academic year, as prescribed by federal mandate. It should be noted that this timeline is not mandated by State statute. This timeline will incorporate annual measurable objectives and intermediate goals to facilitate the calculation of the State's definition of adequate yearly progress (AYP). Starting points, annual measurable objectives and intermediate goals are set separately for reading and mathematics for grades three through eight and ten to better facilitate the incorporation of additional assessments into the accountability system. Depending on school configuration, assessed grades/subject combinations are aggregated at the school level. Assessment data is also aggregated at the district level and state level. The AYP determination is based on a conjunctive model.

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In determining whether each subgroup, school site, LEA, and the state-as-a whole make adequate yearly progress (AYP), Arizona will determine the percentage of students completing Arizona’s Instrument to Measure Standards (AIMS), calculate the percentage of students meeting or exceeding the standard in reading and mathematics and implement the safe harbor provision as mandated by the No Child Left Behind Act of 2001.

Participation Requirements: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. The participation rate will be the higher of the current year’s participation rate or a three-year, weighted average of the participation rate. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, forty students.

Percentage of Students Meeting or Exceeding the Standard: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade. If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Growth Model. For each subgroup the ADE will calculate the percentage of students meeting individual growth targets for reading and math. This calculation will be done as described in Arizona’s growth proposal and addendum. If this percentage is greater than or equal to the annual measurable objectives for the subject/grade, the subgroup will be deemed to have met AYP. If all student subgroups meet their annual measurable objectives the school is considered to have met AYP.

If any student subgroup fails to meet an annual measurable objective both via the growth model and the via traditional status model the school is considered to not have met AYP.

Additional Indicator(s): The ADE will calculate the percentage of students in the aggregate that demonstrate adequate progress on the additional academic indicator (elementary or secondary) or meet the threshold percentage for the additional indicator as determined by the ADE and approved by the Arizona State Board of Education. The additional AYP indicators will be attendance rate at the elementary and middle school/district and graduation rate at the secondary school/district. The performance levels schools and LEAs must meet to make AYP are a 90 percent attendance rate, or an 80 percent graduation rate. A school or LEA is deemed to have met the attendance rate goal if it demonstrates a one percentage point improvement over the previous year. A school or LEA is deemed to have met the graduation rate goal if it demonstrates a two percentage point improvement over the previous year.

Safe Harbor Provision: If a school or LEA fails to meet the annual measurable objective, or if one or more subgroups fail to meet the annual measurable objectives, then a school or LEA is considered to have made AYP if both of the following criteria are met:

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- 1.) the percentage of tested students in a particular subgroup, school, or LEA below the proficient (meets or exceeds the standard) achievement level decreases by at least ten percent (10%) from the proceeding year.
- 2.) the students in a particular subgroup, school, or LEA either
 - make progress on the additional academic indicator; *or*
 - meet the threshold for the other academic indicator

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In order to compute the starting points for all subjects and grades, all schools in Arizona were ranked in descending order according to the percentage of students in each grade and subject combination that met or exceeded the standard on the State’s standards-based assessment, the Arizona Instrument to Measure Standards (AIMS). Then, enrollment counts were paired with each school. The starting points were set at the 20th percentile for student enrollment. Because of new performance standards for the math test reflecting new state math standards, new starting points were calculated for mathematics in for the 2009-2010 school year.

The baseline years used for the starting points are:

Subject	Grades	Year
Reading	3, 5, 8, high school	2001-02
	4, 6, 7	2004-05
Mathematics	3,4,5,6,7,8,HS	2009-10

The following table provides the State’s starting points for each of the subjects and grades evaluated:

Grade	Reading	Mathematics
3	44	53
4	45	50
5	32	44
6	45	43
7	49	44
8	31	44
High School	23	48

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State’s annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state’s intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State’s academic assessments.</p> <p>The State’s annual measurable objectives ensure that all students meet or exceed the State’s proficient level of academic achievement within the timeline.</p> <p>The State’s annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The Arizona Department of Education (ADE) has calculated the annual measurable objectives for each of the subjects and grades assessed by the Arizona’s Instrument to Measure Standards (AIMS) and evaluated in the Achievement Profiles. These represent the State’s expectation for students, schools, and LEAs in order to comply with all students reaching proficiency no later than 2013-2014. The annual measurable objectives will utilize the same percent proficient as the most recent intermediate goal.

Arizona has established separate reading and mathematics annual measurable objectives for grades three through eight and ten that serve to identify a minimum percentage of students (all students and each student subgroup) that must meet or exceed the standard.

The reading and mathematics annual measurable objectives will be applied to each school and LEA, including each subgroup at the each site and LEA, as well as the state-level.

The rationale for setting all annual measurable objectives (and corresponding intermediate goals) in the progressive manner demonstrated in this document was based on three key principles:

- 1.) The ADE had recently completed a grade-level articulation of Arizona’s Academic Content Standards. The progressive setting of annual measurable objectives and corresponding intermediate goals allows schools the necessary time to align these grade-level standards with school curricula/resources and implement these standards via instruction.

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- 2.) The ADE was developing new assessments for grades four (4), six (6), and seven (7) for reading and mathematics, as well as a science assessment to be administered on an annual basis in grades three (3), five (5), eight (8), and high school as mandated by the No Child Left Behind Act of 2001. The progressive setting of annual measurable objectives and intermediate goals allows schools the opportunity to effectively prepare students for these assessments.
- 3.) Currently, the academic performance of several disaggregated student subgroups is below (in some cases, far below) the state's starting points in reading and mathematics. Many schools and districts have initiated scientifically based research programs and other instructional practices to assist students in this circumstance. In addition, the ADE has implemented a comprehensive K-3 reading program designed to have all students proficient in the state's reading standards by the third grade. By setting the state's annual measurable objectives and corresponding intermediate goals in a progressive manner, schools, districts, and the state are given the necessary time to effectively implement these programs and initiatives, giving students in this circumstance an opportunity to catch up with the aggregated student population as represented by the state's starting points.

In 2010 Arizona revised the annual measurable objectives (AMOs) for mathematics to account for implementation of new standards and a new test.

In June of 2008 the State Board of Education approved new math standards for Arizona. Students were first tested on these standards in the 2009-2010 school year. In June 2010, the State Board approved new performance standards for the math assessment, resulting in a more difficult test. The percentage of students proficient fell across all grades, with the size of the decrease ranging from 7 to 16 percentage points.

This decrease was not only caused by higher standards on the test, but was also the expected, transitory impact of a change in instruction. Teachers had to learn the new standards and adjust their instruction. Also, students may not have been exposed in previous years to material the standards now expect.

The AMOs were adjusted to allow for this transition period. The new AMOs will be first used for the AYP evaluations released at the beginning of the 2010-2011 school year, based on the 2009-2010 assessments

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Arizona has established separate reading and mathematics intermediate goals for grades three through eight and ten that increase in equal increments over the twelve year timeline mandated by the No Child Left Behind Act of 2001. There will be six intermediate goals for each subject/grade combination. The intermediate goals are to take effect with the 2004-2005, 2007-2008, 2010-2011, 2011-2012, 2012-2013, and 2013-2014 academic years.

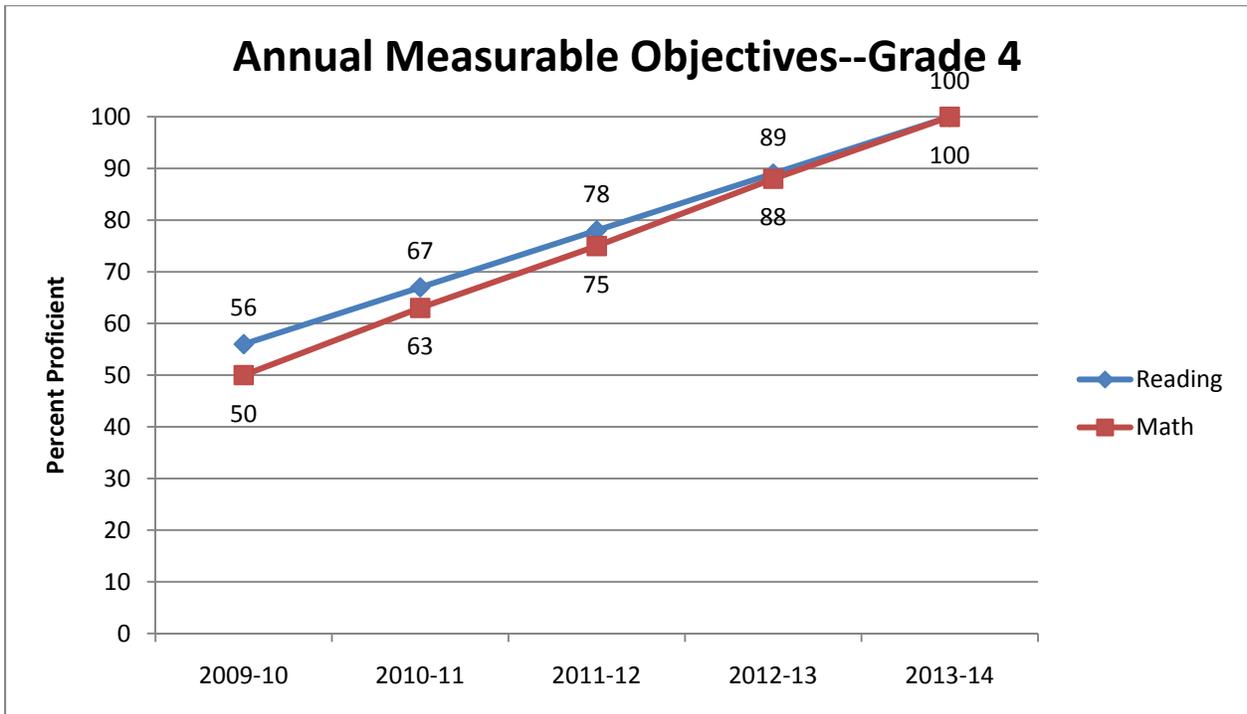
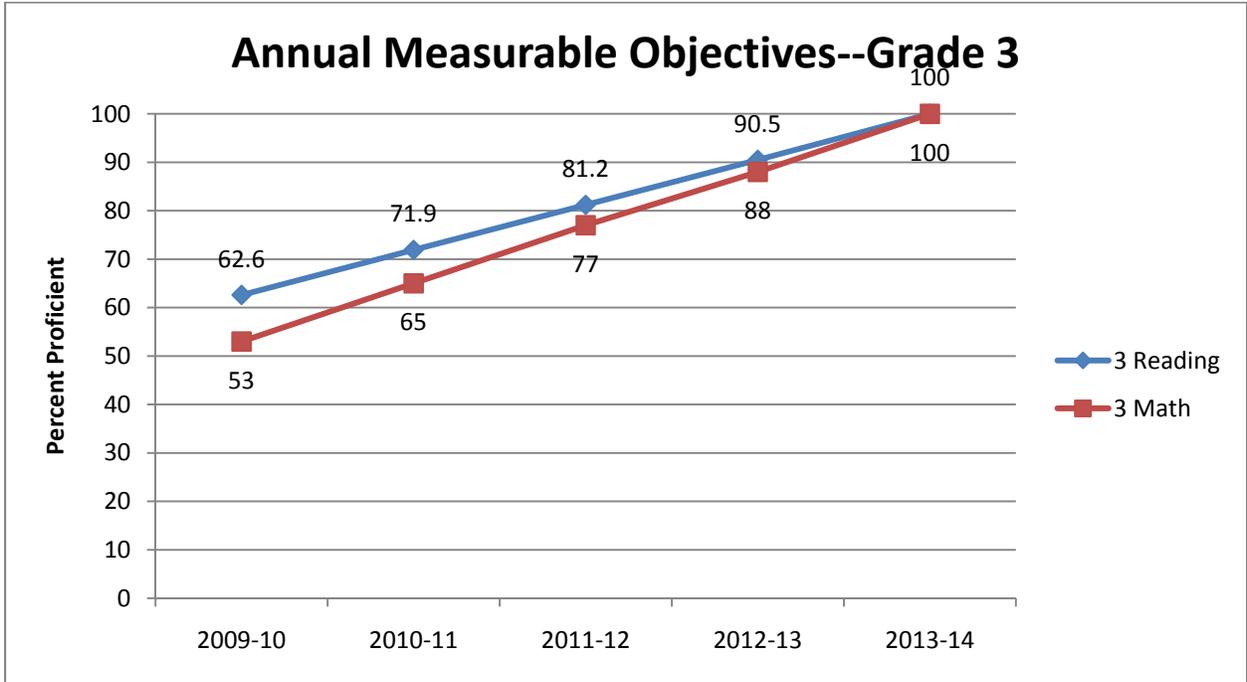
The intermediate goals for each subject/grade combination will be applied to each school and LEA, including each subgroup at each site and LEA, as well as the state-level.

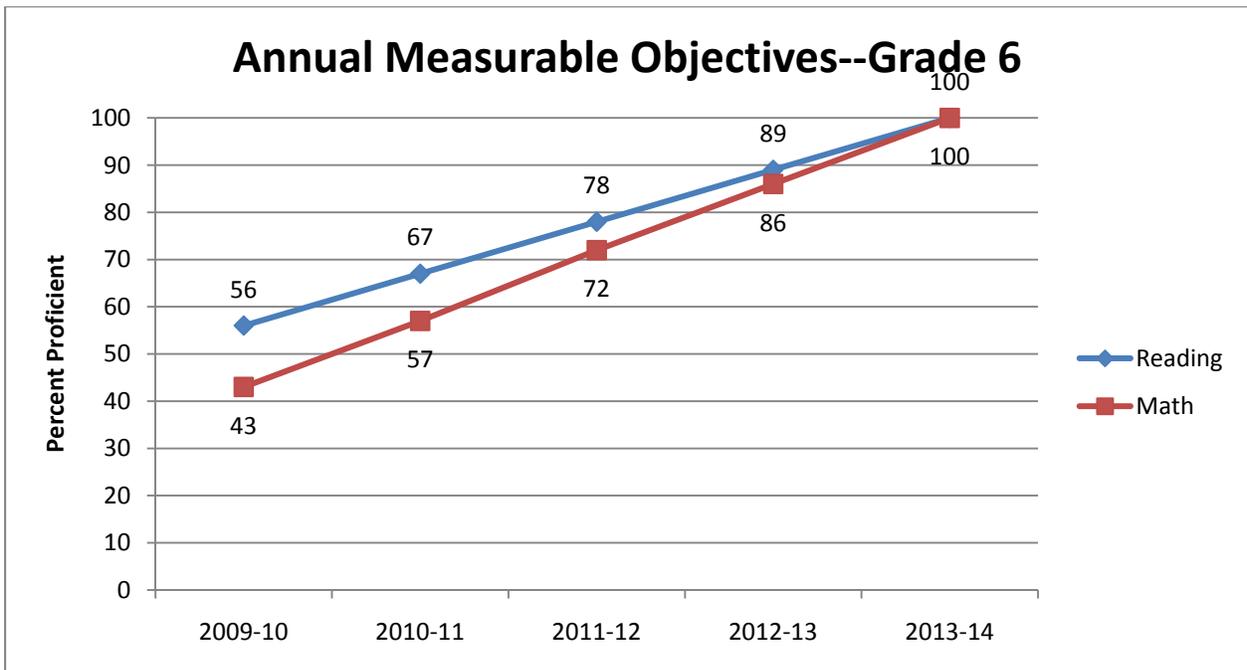
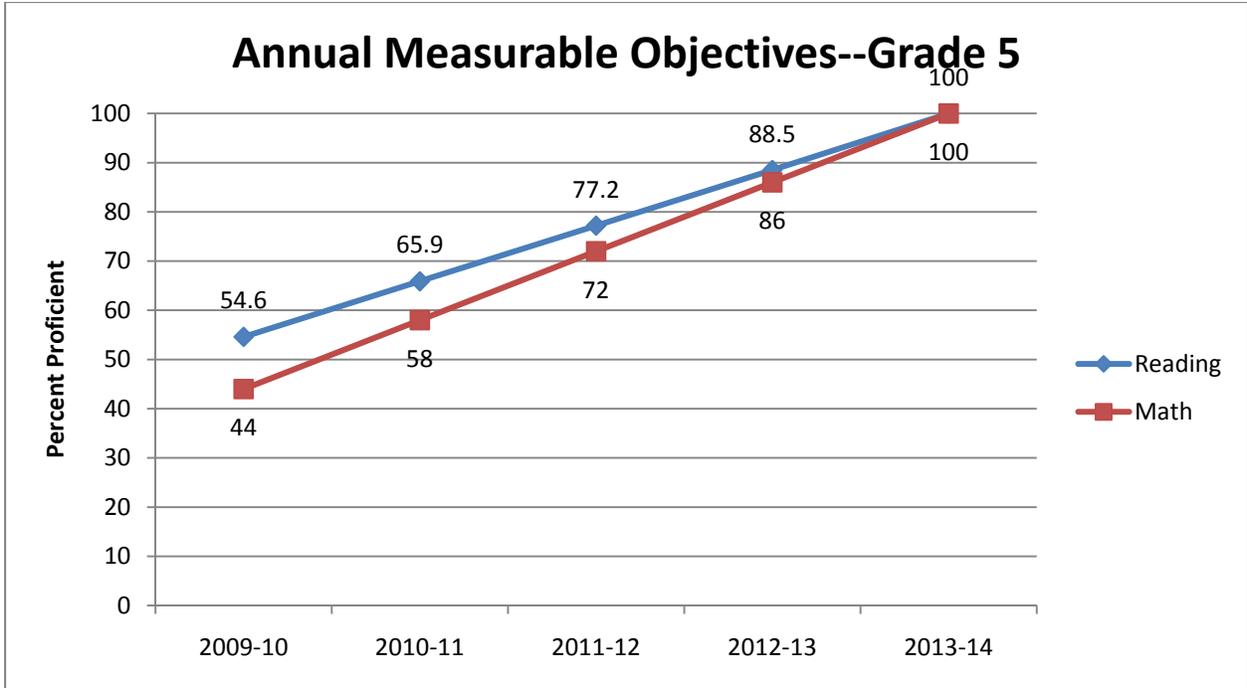
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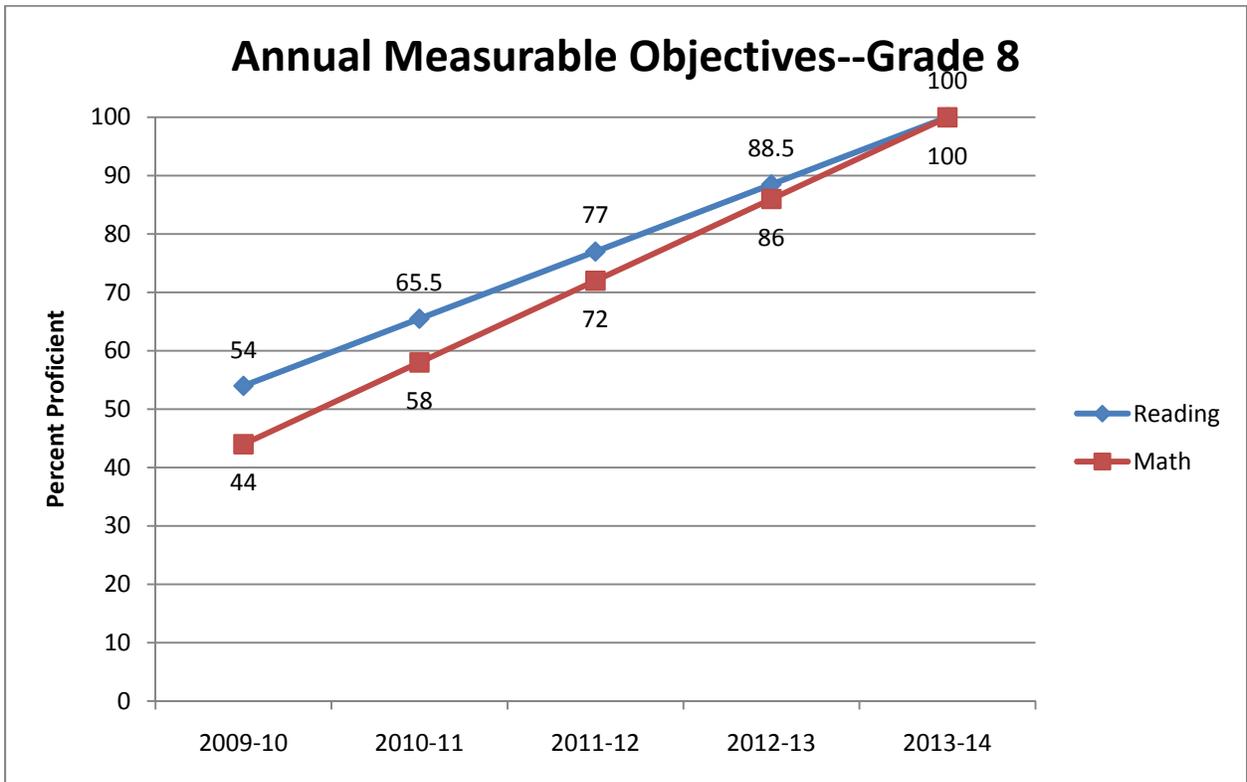
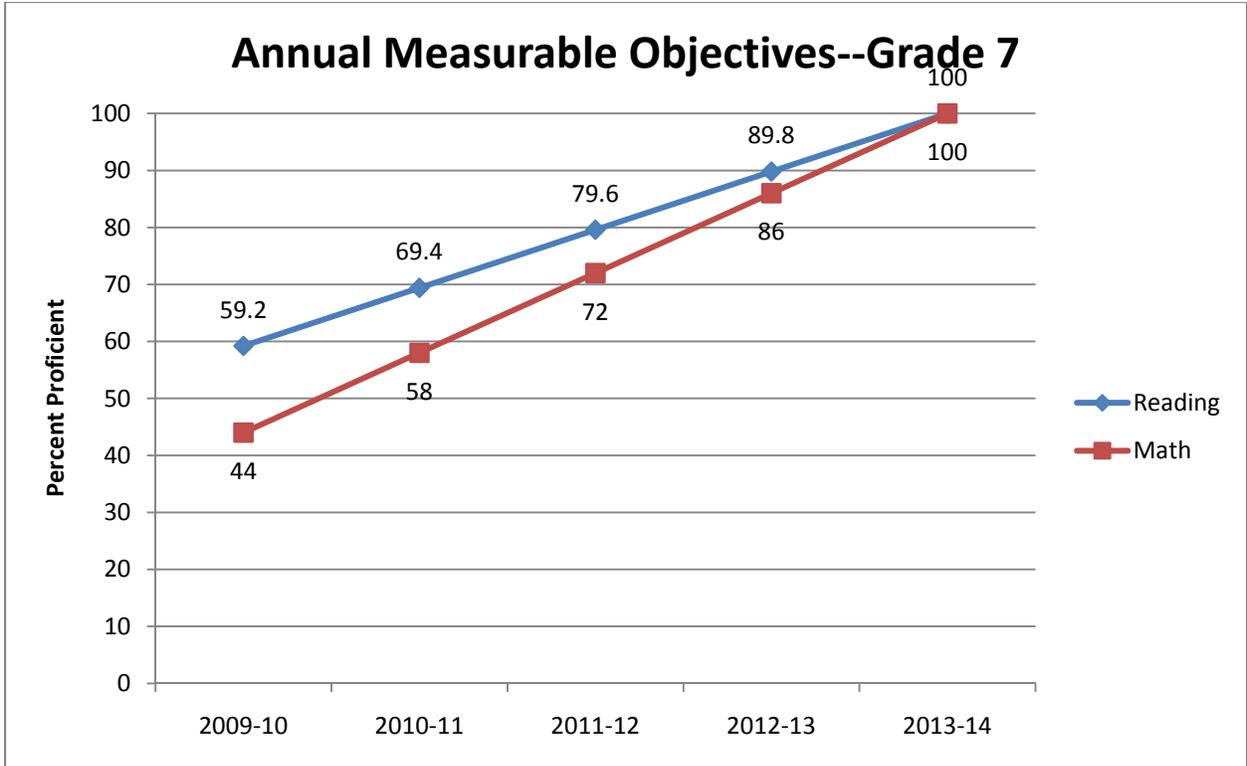
In accordance with the No Child Left Behind Act of 2001, the Arizona Department of Education (ADE) has established the following annual measurable objectives (AMOs):

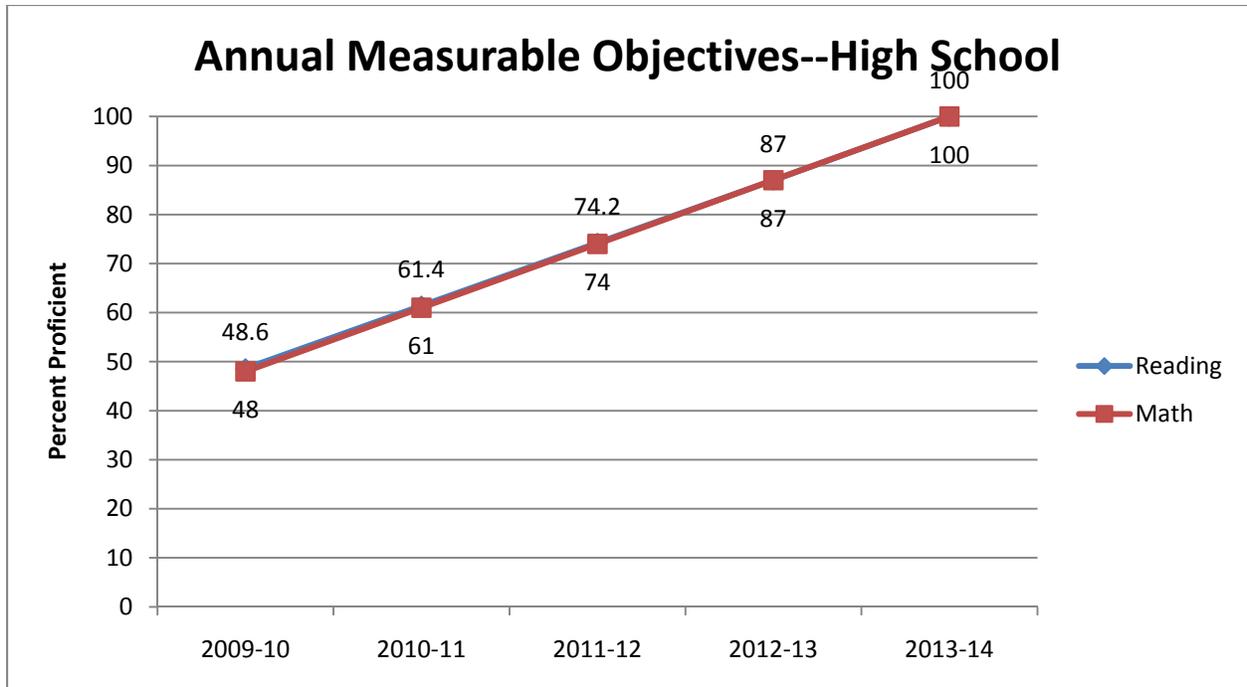
Arizona Annual Measurable Objectives		
Grade 3	Reading AMO (percent passing)	Math AMO (percent passing)
2010	62.6	53
2011	71.9	65
2012	81.2	77
2013	90.5	88
2014	100	100
Grade 4		
2010	56	50
2011	67	63
2012	78	75
2013	89	88
2014	100	100
Grade 5		
2008-10	54.6	44
2011	65.9	58
2012	77.2	72
2013	88.5	86
2014	100	100
Grade 6		
2010	56	43
2011	67	57
2012	78	72
2013	89	86
2014	100	100
Grade 7		
2010	59.2	44
2011	69.4	58
2012	79.6	72
2013	89.8	86
2014	100	100
Grade 8		
2010	54.0	44
2011	65.5	58
2012	77.0	72
2013	88.5	86
2014	100	100
High School		
2010	48.6	48
2011	61.4	61
2012	74.2	74
2013	87.0	87
2014	100	100

The following graphs display the Arizona Department of Education’s starting points, intermediate goals and annual measurable objectives reflected in the previous tables:









PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

All Title I schools that fail to meet annual measurable objectives in the same content area (math and reading/language arts) both via the growth model and the via traditional status model, or the additional indicator (attendance rate or graduation rate) for two consecutive years are identified as in improvement status or moved to the next improvement category.

All Title I districts which fail to meet annual measurable objectives in the same content area (math and reading/language arts) both via the growth model and the via traditional status model or the additional indicator (attendance rate or graduation rate) for two consecutive years in both their elementary/middle school and high school levels are identified as in LEA Improvement status, or moved to the next improvement category, which is LEA Corrective Action. Districts which contain only one grade span level, either elementary/middle or high school, and fail to meet annual measurable objectives in the same content area (math and reading/language arts) or the additional indicator for two consecutive years are identified in LEA Improvement or moved to the next improvement category, LEA Corrective Action.

When a school or LEA makes AYP for two consecutive years it exits Title I improvement status.

If an LEA is identified for improvement and then makes AYP in the subject/indicator that caused it to enter improvement across each grade span for two consecutive years, but in that second year misses AYP for the first time in another indicator, the LEA will be placed on a ‘Watch List’ rather than retain its current improvement status or move further into the improvement process with a more stringent label.

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Provides definition and data source of subgroups for adequate yearly progress.	State does not disaggregate data by each required student subgroup.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

All public elementary and secondary schools and districts serving such schools will be accountable for the academic performance of student subgroups (race/ethnicity [White, African American, Hispanic, Native American, Asian/Pacific Islander], limited English proficiency students, students economically disadvantaged students, and students with disabilities) through the AYP determination, as long as the disaggregated student subgroup meets the minimum group size requirement.

As described in section 2.2, schools and districts submit individual student-level data, which includes demographic and programmatic information, through the Student Details System (SAIS). The ADE will utilize this data to make AYP decisions for all schools, LEAs and all required student subgroups.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

As noted in section 3.1, student subgroups (as mandated by NCLB requirements) are evaluated for AYP based on the percentage of students completing Arizona’s Instrument to Measure Standards (AIMS), and the percentage of students meeting or exceeding the standard in reading and mathematics as determined by the annual measurable objectives, meeting the threshold or demonstrating adequate gain on the additional indicator. The ADE will implement the safe harbor provision as mandated by the No Child Left Behind Act of 2001.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The Arizona Instrument to Measure Standards (AIMS) is administered to all students, regardless of disability. Currently, students with disabilities may participate in statewide assessments either by:

- Receiving accommodations (i.e., presentation format)
- Testing using an Alternate Form (i.e., AIMS Form A)

Arizona State Board of Education Rule (R7-2-401) mandates that all students with disabilities who are educated within Arizona public schools participate in the statewide testing program. Having all students, regardless of disability or group membership, participate in statewide testing will allow for a comprehensive accountability system that includes all students in both district and statewide assessment programs.

As indicated above, AIMS-A serves as the state’s alternate assessment and is only administered to those students with the lowest cognitive abilities. AIMS-A measures the performance of students based on an alternative set of state standards. These standards represent functional level skills and abilities. Like AIMS, AIMS-A has four associated achievement levels. The scores for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

All limited English proficient (LEP) students are required to participate in the statewide assessment program (AIMS) designed to measure proficiency in Arizona's academic content standards. The LEP subgroup for a school or LEAs is required to meet the participation requirement and the annual measurable objectives for the entity to make AYP.

The math and language arts scores of recently arrived LEP students will not be included when determining AYP for a school or LEA. A recently arrived LEP student is an LEP student who has attended schools in the U.S. for less than twelve months.

For AMO determinations, reclassified LEP students who have become proficient are included in the English language learner subgroup for two additional years. However, reclassified LEP students are not included in the LEP subgroup when determining if the number of LEP students is sufficient to yield statistically reliable information.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The Arizona Department of Education (ADE) reports assessment data publicly in accordance to Family Educational Rights and Privacy Act (FERPA) regulations. The ADE has determined that the minimum number of students required for reporting *test result data* publicly will be ten (10) students per report. The minimum group size for accountability purposes is 40 students.

The ADE will make AYP determinations for extremely small schools based on aggregate data for the subjects and grades assessed (reading and mathematics). Extremely small schools are defined as schools having no grade above the minimum group size of 40. To obtain valid group sizes the ADE will aggregate data by subject and grade level over the most recent three years. This will be done both to determine if the school has met the proficiency goal and the 95 percent goal for students assessed.

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) does not report student level data or data that may be used to personally identify students in schools, LEAs or the State. The Achievement Profile is reported at the school level; no student level information is publicly available. The ADE will utilize a methodology that provides a definition of AYP based on all students. Thus, the individual privacy of student subgroups is inherently protected at the school, LEA and State levels. It should be noted that the minimum number for reporting accountability data will be the same as the minimum required for accountability analysis (40 students). The ADE asserts that an N count of forty represents a stable number for making AYP determinations. Additionally, the ADE will publicly report values in ranges that obfuscate the actual values enough to prevent calculations, which may result in the ability to discern student level detail from aggregate analysis.

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments. ⁷ Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The ADE will complete an adequate yearly progress (AYP) analysis for all public schools and districts serving such schools. Arizona’s definition of adequate yearly progress (AYP) is based primarily on reading and mathematics results on Arizona’s Instrument to Measure Standards (AIMS). Although the required additional academic indicators mandated in Section 1111 (b)(2)(C)(vi) of The No Child Left Behind Act of 2001 are part of the AYP analysis, Arizona will examine the percentage of students that complete AIMS, calculate the percentage of students who meet or exceed the standards in reading, and mathematics, and implement the safe harbor provision stipulated by federal statute.

Arizona will be giving the AIMS Science in grades four, eight, and high school for the first time April 2008. The AIMS Science test is aligned to the Arizona Academic Science Standard that was adopted by the state board in 2004. The process development and adoption of the science standard and the performance level descriptors were part of the peer review completed July 2006. Standard setting to establish the achievement standards for science will be held in June 2008. Scores will be reported to students and schools in August 2008. High school students enrolled in a course covering strands 1-4 will test in ninth or tenth grade on those strands. Ninth grade scores will be banked for reporting the following year. Students in grades four and eight are assessed on their grade level content standards. Arizona expects to submit the AIMS science assessment for peer review in the fall of 2008. The results of the science test will not be used to determine AYP for schools and LEAs.

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Arizona uses a four-year, adjusted cohort graduation rate for AYP determinations and reporting. Any student who receives a traditional high school diploma within the first four years of starting high school is considered a four-year graduate. A four-year rate is calculated by dividing the sum of all four-year graduates in a cohort by the sum of those who should have graduated and did not transfer to another qualified educational facility or die (see below). Students who receive a diploma in the summer after their fourth year are included as part of the graduating cohort. It should be noted that this calculation of the graduation rate does not include dropouts as transfer students or those who obtain a Graduate Equivalent Diploma (GED).

Graduation Rate	=	$\frac{\text{Number of Cohort members who graduated after four years}}{\text{Original Cohort Membership} + \text{Transfers In} - \text{Transfers Out} - \text{Deceased}}$	X 100
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Arizona’s single, statewide goal for the graduation rate used in AYP determinations is 80 percent. The target for high schools that do not meet the graduation rate goal is an improvement of 2 percentage points in their graduation rate. These goals are in effect for the AYP determinations based on the tests given in the 2009-2010 school year.

Arizona intends to use a weighted average of the four- and five-year adjusted cohort graduation rates. Implementation of the weighted average is contingent on the resources being available to change the computer programs used to calculate the graduation rate. These resources are not available to implement the weighted graduation rate for the AYP determinations based on the 2010-2011 tests as originally stated in this workbook.

The weighted average will be calculated as:

$$\text{Weighted Graduation Rate} = 0.6 \times \text{4-year rate} + 0.4 \times \text{5-year rate.}$$

The weighted graduation rate will be used all places of an AYP evaluation: to determine if schools and LEAs have met the graduation rate target, or have shown sufficient improvement; and as the additional indicator in safe harbor calculations. The five-year rate is an adjusted-cohort rate calculated using all the same rules as for the four-year rate, except allowing for the additional year.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

Arizona's additional indicator for all public elementary and middle schools (grades K-8, or any combination of those grades) for the definition of adequate yearly progress (AYP) is student attendance.

$$\text{Attendance} = \frac{\text{Average daily attendance days of students}}{\text{Average daily membership days of students}}$$

For the purposes of AYP, unless required for the "safe harbor" provision, attendance will be applied at the school and district level, in the aggregate rather than by disaggregated student subgroups.

⁹ NCLB only lists these indicators as examples.

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Arizona has selected two academic indicators for the elementary (grades K-8 or any combination) and high school Achievement Profile model. Arizona's Instrument to Measure Standards (AIMS) is the primary academic indicator in the elementary and secondary models. It should be noted that AIMS has undergone technical review by Harcourt Brace Educational Measurement (contractor) as well as independent review solicited by the Arizona Department of Education (ADE). This review entailed reliability and validity testing; these tests result in reliability coefficients ranging from .77 to .91 (these values are based on 2002 analysis). A brief description of the process pertaining to the statistical reliability and validity of AIMS is outlined below. For more detailed information please refer to the AIMS Technical manual.

In addition to the involvement of teachers in every step of standards and test development as a primary piece of validity evidence, the following technical studies will be used to determine test score validity and reliability. Reliability is considered to be a piece of validity evidence.

Field test statistics

Item analysis statistics will be used to determine whether a field test item is to be included in the AIMS item bank. Content and bias will be part of the selection criteria. Teacher teams will review item calibrations based on Rasch difficulty estimates and based on traditional difficulties (p-values). Item response distributions will be studied for all respondents, for high-, middle-, and low-ability groups. Point-biserial correlations (item to total correlations) as well as a high/low student response index values are included in the decision-making. Rasch outfit mean squares are used as a between-group measure to evaluate the agreement between the observed item characteristic curve for best fit over ability sub-groups, and Rasch infit mean squares are used as a within-group measure to summarize the degree of misfit remaining within ability groups after between-group misfit has been removed from the total. Differential item functioning (DIF) procedures are used to compare subgroup performance to a reference group. A generalized Mantel-Haenel chi-square procedure will be used to assess DIF.

AIMS item bank

All items that are determined to be of operational quality will be put into the AIMS item bank and will carry all related statistics and history in terms of test forms. Information stored in the item bank includes for each item the item code, grade level, content area, performance objective, concept, strand, field test date, test form, and item statistics.

Equating and scale score derivation procedures

To ensure that students taking one form of a test are neither advantaged nor disadvantaged, common items on each form of AIMS are used to equate test forms. A common item, non-equivalent groups

design is used for collecting data. The Rasch model is used to obtain parameter estimates. This procedure will result in the item parameters for all forms being on the same ability scale.

Reliability of test scores

Test score reliability coefficients will be produced using a stratified coefficient alpha for constructed responses, and Kuder-Richardson Formula 20 and Cronbach Alpha coefficients for selected response items. Standard errors of measure will be provided. Within form correlations and between multiple choice and constructed-response for each set of AIMS will be calculated.

Decision consistency and pass score accuracy

The accuracy of a decision to classify a student as above or below the standard cut score is the extent to which the decision would agree with decisions that would be made if each student could somehow be tested with all possible parallel forms of a test form. The consistency of the decision is the extent to which it would agree with the decisions that would be made if the students had taken a different form of the test, equal in difficulty and covering the same content as the form they actually took. Statistical analyses will be used to estimate the accuracy and consistency of the decisions for passing. Decision tables will be provided showing cells with correct classifications and misclassifications (false positives and false negatives) for test forms taken.

Ongoing validity studies to provide test score validity evidence

The National Assessment and Accountability Advisory Committee, consisting of nationally recognized measurement consultants provide, guidance on all aspects of AIMS development including validity studies. Jerry D'Agostino has a contract with the Arizona Department of Education to conduct a series of validity studies including content, curricula, and construct validity studies. The Department's assessment and research units will conduct additional studies.

A State Assessment and Accountability Advisory Committee meets regularly with the state director of assessment to provide input and recommendations regarding the state's testing program. This committee deals primarily with local issues. Two members of the state committee are representatives to the national committee. One member of the national committee is a representative to the state committee.

Based on the reliability and validity studies of AIMS and the cooperation of the state's advisory committees to continue to consult on validity studies, the ADE is confident that the AZ LEARNS component of the Achievement Profiles is both valid and reliable. It is still unclear whether the AYP determinations that will be made for the 2003 Achievement Profiles are valid or reliable. The ADE intends to utilize its resources, NAAAC, SAAAC and the Technical Advisory committee, to conduct validity studies based on the results of this year's (2003) Achievement Profiles.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics. ¹⁰ AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The Arizona Department of Education (ADE) evaluates adequate yearly progress based on the separate evaluation of subjects as well as grades assessed at the school level. Reading and mathematics are evaluated independently to determine areas of strength and weakness within each grade level as well as at the school level. The ADE has determined the starting point, annual measurable objectives, intermediate goals and growth expectations for each subject and grade.

¹⁰ If the State has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The ADE will make AYP determinations for all student subgroups; schools, district and the state based on a 99% confidence level that the decisions made regarding the performance of schools are accurate. The ADE will determine the confidence interval for the percent proficient for each subject and grade to determine that the probability of a particular subgroup, school or district making the annual measurable objective (AMO) falls within a 99% confidence level, ($p = .01$). The ADE will utilize statistical methods, confidence intervals, to ensure that AYP decisions meet the state's standards for acceptable reliability. AYP decisions will be made separately by subject (reading and mathematics).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

In accordance with Title I, Section 1116 (2) (A-C) of the No Child Left Behind Act, the Arizona Department of Education (ADE) will provide schools proposed for failure to make adequate yearly progress (AYP), which may result in an identification for school improvement, corrective action, or restructuring, the opportunity to review the school-level data (including assessment data) on which the proposed identification is based. If the principal of a school proposed for failure to make AYP believes, or a majority of the parents of the students enrolled in such school believe that the proposed identification is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the ADE for further consideration prior to the final AYP determination. This procedure established by Title I, Section 1116 (2) (A-C) of the No Child Left Behind Act will serve as the basis for AYP appeals. The AYP appeal procedure established by the ADE effectively completes the process for making valid AYP determinations. A final AYP determination and public release will occur no longer than thirty (30) days after the release of preliminary AYP determinations.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

The most immediate challenge is the incorporation of additional grades assessed within the accountability system as required by the No Child Left Behind Act of 2001. As noted earlier in Section 8.1 a school classification is based on the combination of the grades and subjects assessed (this is based primarily on grade configurations). Therefore, the inclusion of additional grades into State assessment simply requires the ADE to determine starting points and growth point groupings for these new grades, as well as reevaluate previous data in grades 3, 5 and 8. The ADE will determine the appropriate Subject/Grade Value Scales based on these new grade levels and provide a recommendation to the State Board of Education at such a time that this is appropriate. The Arizona Department of Education (ADE) will evaluate the current performance/achievement standards in order to determine if said standards are set at appropriate levels when AIMS is articulated grades 3 through 8 in 2004-2005.

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	State has a procedure to determine the number of absent or untested students (by subgroup and aggregate). State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate). Public schools and LEAs are held accountable for reaching the 95% assessed goal.	The state does not have a procedure for determining the rate of students participating in statewide assessments. Public schools and LEAs are not held accountable for testing at least 95% of their students.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Participation Requirements: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup completes the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, forty (40) students.

The ADE intends to use the following formula to determine the percentage of students assessed for each grade level and subject in elementary and middle schools:

% Assessed	=	$\frac{\text{Number of students assessed}}{\text{Number of students enrolled}}$	X 100
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The ADE plans to utilize flexibility given for the calculation of 95% tested. ADE will calculate percent tested for the current year, then, if an assessed category does not meet the required threshold, ADE will use data from the current and previous two years to calculate a weighted average of the participation rate. If an assessed category meets the requirement using either method, that category will make the percent tested requirement and be credited toward the school, district and state's overall AYP determination.

The ADE will utilize school finance and MIS data that has undergone extensive integrity and validity checks to calculate the percent of students assessed. School and district funding is determined based on the data that is provided to the ADE through the Student Details System. These data will be utilized to

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the extent possible starting in the 2002-2003 academic year for calculating the 2003 Achievement Profile. Detailed descriptions of the integrity and validity checks utilized by the ADE can be provided if necessary. Furthermore, under A.R.S. §15-241 schools must provide accurate data necessary for the calculation of the Achievement Profiles, including AYP data, or risk the loss of classroom site funds if found not to be compliant. The ADE has authority to audit and monitor school data for compliance.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

The ADE will apply the 95 percent tested requirement to all subgroups within a school or LEA that have at least 40 students enrolled on the day of testing. For small schools and LEAs (entities that do not have 40 students enrolled in any grade) the ADE will apply the requirement to all subgroups that have had a total of 40 students enrolled over the most current three years.

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.