

Arizona AYP Terms

Annual Measurable Objectives (AMOs)

In accordance with the No Child Left Behind Act of 2001, the Arizona Department of Education (ADE) has established the following intermediate goals:

Arizona AMOs		
Grade 3	Reading AMO (percent passing)	Math AMO (percent passing)
2005-07	53.3	43.3
2008-10	62.6	54.6
2011	71.9	65.9
2012	81.2	77.2
2013	90.5	88.5
2014	100	100
Grade 4		
2005-07	45	54.0
2008-10	56	63.2
2011	67	72.4
2012	78	81.6
2013	89	90.8
2014	100	100
Grade 5		
2005-07	43.3	33.3
2008-10	54.6	46.6
2011	65.9	59.9
2012	77.2	73.2
2013	88.5	86.5
2014	100	100
Grade 6		
2005-07	45	43
2008-10	56	54.4
2011	67	65.8
2012	78	77.2
2013	89	88.6
2014	100	100
Grade 7		
2005-07	49	48
2008-10	59.2	58.4
2011	69.4	68.8
2012	79.6	79.2
2013	89.8	89.6
2014	100	100
Grade 8		
2005-07	42.5	22.5
2008-10	54.0	38.0
2011	65.5	53.5
2012	77.0	69.0
2013	88.5	84.5
2014	100	100

Arizona AMOs		
High School		
2005-07	35.8	25
2007-08	48.6	40
2010-11	61.4	55
2011-12	74.2	70
2012-13	87.0	85
2013-14	100	100

References: AZ Consolidated State Application Accountability Workbook - Principle 3.2c pg. 25 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 7 pg. 7 (2010)

Attendance Rate (ADA)

Goal: 90% (or a one percentage point improvement over the previous year)

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 7.2 pg. 44 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 7 pg.22 (2010)

Confidence Interval (CI)

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).

References: AZ Consolidated State Application Accountability Workbook - Principle 9.1 pg. 48 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 4 pg.11 (2010)

Full Academic Year (FAY)

A student was considered enrolled for the full academic year if she enrolled in a school during the first 10 school days of the school year and remained continuously enrolled up through the testing date (first day of the testing window for grades 3 through 8). This information was obtained from SAIS.

Reference: AZ School Accountability System 2009 Technical Manual: Volume II - Section 4 pg. 13 (2010)

Graduation Rate (GR)

Goal: 71% (or a one percentage point improvement over the previous year)

The Graduation Rate is a four-year, longitudinal measure of how many students graduate from high school. Any student who receives a traditional high school diploma within the first four years of starting high school is considered a four (4) year graduate as defined by the Arizona Department of Education's *Graduation Rate Study*. A four (4) year rate is derived from dividing the sum of all four (4) year graduates in each year by the sum of those who should have graduated and did not transfer to another qualified educational facility or die. By examining a cohort of students who began high school at the same time, the graduation rate assesses how many students actually complete high school within a four-year period. 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).

$$\text{Graduation Rate} = \frac{\text{Number of Cohort members who graduated after four years}}{\text{Original Cohort Membership} + \text{Transfers In} - \text{Transfers Out} - \text{Deceased}} \times 100$$

References: AZ Consolidated State Application Accountability Workbook Principle 7.1 pg. 43 (2009)

AZ School Accountability System 2009 Technical Manual: Volume II – Section 7 pg.22 (2010)

Limited English Proficient (LEP)

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 5.4 pg. 38 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 4 pg.14 (2010)

Minimum N-count

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 5.6 pg. 40 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 4 pg.14 (2010)

Multi-Year Averaging (Participation)

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 10.1 pg. 51 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 6 pg. 21 (2010)

Multi-Year Averaging (Proficiency)

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 1.2 pg. 8 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 9 pg.26 (2010)

Participation

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:

$$\% \text{ Assessed} = \frac{\text{Number of students assessed}}{\text{Number of students enrolled}} \times 100$$

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.

References: AZ Consolidated State Application Accountability Workbook - Principle 10.1 pg. 51 (2009)

AZ School Accountability System 2009 Technical Manual: Volume II – Section 6 pg.20 (2010)

Proficiency

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).

References: AZ Consolidated State Application Accountability Workbook - Principle 3.2 pg. 18 (2009)

AZ School Accountability System 2009 Technical Manual: Volume II – Section 4 pg. 11 (2010)

Safe Harbor (SH)

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:

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 preceding 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

References: AZ Consolidated State Application Accountability Workbook - Principle 3.2 pg 18 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 4 pg. 12 (2010)

Small Schools

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% goal for students assessed.

References: AZ Consolidated State Application Accountability Workbook - Principle 5.5 pg. 39 (2009)
AZ School Accountability System 2009 Technical Manual: Volume II – Section 9 pg. 26 (2010)

Special Education (SPED)

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 to 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.

Reference: AZ Consolidated State Application Accountability Workbook - Principle 5.3 pg. 37 (2009)