



FACT SHEET

# Arizona Accountability

By Samantha Batel and Laura Jimenez August 2017

**TABLE 1**  
**Arizona school classification system**

<b>Design model</b>	Performance index		
<b>Summative classifications</b>	A–F letter grades		
<b>School classification indicators</b>	<b>Indicator weights</b>		
	Elementary and middle schools		High schools
<b>Academic achievement</b>			
Subject(s)	Measure(s)	30.0%	30.0%
English language arts, math, and science	Percent proficient		
<b>Student growth</b>			
Subject(s)	Measure(s)	50.0%	20.0%
English language arts and math	Student growth percentiles and student growth to target		
<b>English learner progress</b>			
Percentage of students proficient in English compared with state average and change in school's performance levels compared with state's average change in performance levels the prior year		10.0%	10.0%
<b>Early warning</b>			
Chronic absenteeism*		—	—
<b>Persistence</b>			
Four-, five-, six-, and seven-year graduation rates		—	20.0%
<b>College and career readiness</b>			
Student-level scoring on a variety of self-reported data, such as performance on the SAT, ACT, ACT WorkKeys, and the Armed Services Vocational Aptitude Battery; earning an industry-recognized credential; and earning a Grand Canyon Diploma or International Baccalaureate Diploma		—	20.0%

<b>Enrichment and environment</b>	
An acceleration menu that includes increasing the percentage of students in grades five through eight accelerating in end-of-course math testing; decreasing the percentage of minimally proficient third graders; subgroup improvement; and special education inclusion in general classrooms	10.0% (includes chronic absenteeism) —

\*Chronic absenteeism is part of the K-8 acceleration menu. See enrichment and environment indicators.

Note: A state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

**TABLE 2**  
**Arizona timeline to identify and intervene in schools**

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	Notify schools of identification as comprehensive support schools* <ul style="list-style-type: none"> <li>• Instruct identified schools and their districts to engage in planning for remainder of school year</li> <li>• Review and approve applications for funding</li> </ul>	2020-21
2018-19	Launch district and school support system	2021-22
2019-20	See above	2022-23
2020-21	See above and	2023-24
	Determine if schools met improvement targets by end of school year	

\*Arizona will identify "low graduation rate" and "low-performing subgroup" schools in the 2018-19 school year and schools with "chronically low-performing subgroups" in 2020-21.

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**TABLE 3**  
**Arizona school improvement funding**

Grant structure and amounts

Competitive grants	TBD
Formula grants	TBD
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD

Note: A previous version of Arizona's plan indicates comprehensive and targeted support schools can apply for competitive funding and lists criteria for funding.

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**TABLE 4**  
**Arizona school identification details**

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	Specific performance criteria not defined
Low-performing subgroups	—

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## A selection of Arizona's key school improvement strategies

- As-needed, on-site support regarding needs assessments, evidence-based decision-making, implementation plan development, implementation of evidence-based supports, and resource allocation
- Customized technical assistance, professional learning, and coaching

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