

WHITERIVER UNIFIED SCHOOL DISTRICT: SEPTEMBER 12, 2012

- I. ASSESSMENT OVERVIEW**
- II. RESULTS**
- III. A-F LETTER GRADES**
- IV. WHAT NEXT?**

By Brian Patrick
Federal Programs Director
Whiteriver Unified School District #20

I. ASSESSMENT OVERVIEW: ARIZONA'S ASSESSMENTS

- AIMS High School
 - Standards based
 - Grades 10th-12th
 - Grades 3rd-8th
 - Stanford 10
 - Norm referenced
 - Grades 2nd-9th
 - AIMS-A (for students with significant cognitive disabilities)
 - Grades 2nd-12th
-

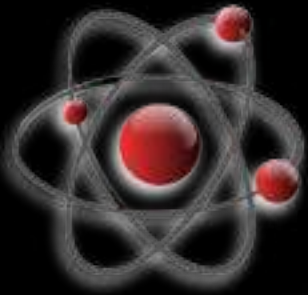
AIMS HIGH SCHOOL

- Students must pass Writing, Reading and Mathematics content areas of AIMS to graduate from high school.
- Students have at least five chances to pass AIMS
- Science is not included in the graduation requirement.



AIMS HIGH SCHOOL SCIENCE

- Administered in the Spring
 - 10th graders (based on cohort)
 - 9th graders who are currently taking a life science course may opt to take in 9th grade
 - No retests on Science



AIMS

- Administered in the Spring
 - All students in grades 3rd-8th & 10th are tested on the AIMS:
 - Writing (grades 5, 6, 7 only)
 - Reading
 - Mathematics
 - Science (grade 4 and 8 only)
 - Nationally Standardized Test - Stanford 10
 - Reading Comprehension
 - Language
 - Math

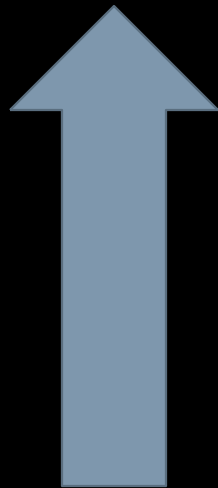
AIMS

3RD THROUGH 8TH GRADES AND 10TH

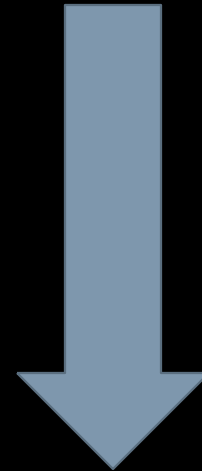
- AIMS portion scored using the FAME scale

-Exceeds the standard
-Meets the standard

-Approaches the standard
-Falls Far Below the standard



Passing



Failing

-
- StandFord 10 Portion scored using percentile

TEST SUPPORT MATERIALS

- Sources on the IDEAL website
 - <http://www.ideal.azed.gov>
 - Performance objective snapshots (PDF)
 - Strand & Concept level quizzes (PDF)
 - Formative assessment for learning item bank
 - Grades 1st-10th
 - Mathematics
 - Reading
 - Language Arts
 - Science
 - Social Studies

TEST SUPPORT MATERIALS

- Sources on ADE website:
 - <http://www.ade.az.gov/standards/aims/Administering>
 - AIMS Student Guides
 - AIMS Sample Tests
 - AIMS Writing
 - AIMS High School Released Items
 - AIMS Science

ARIZONA DEPARTMENT OF EDUCATION

2012-2013 DISTRICT TEST SCHEDULE

FALL—SPRING

AIMS FALL HIGH SCHOOL (Jr./Sr. Retakes)

- October 23 Writing
- October 24 Reading
- October 25 Math

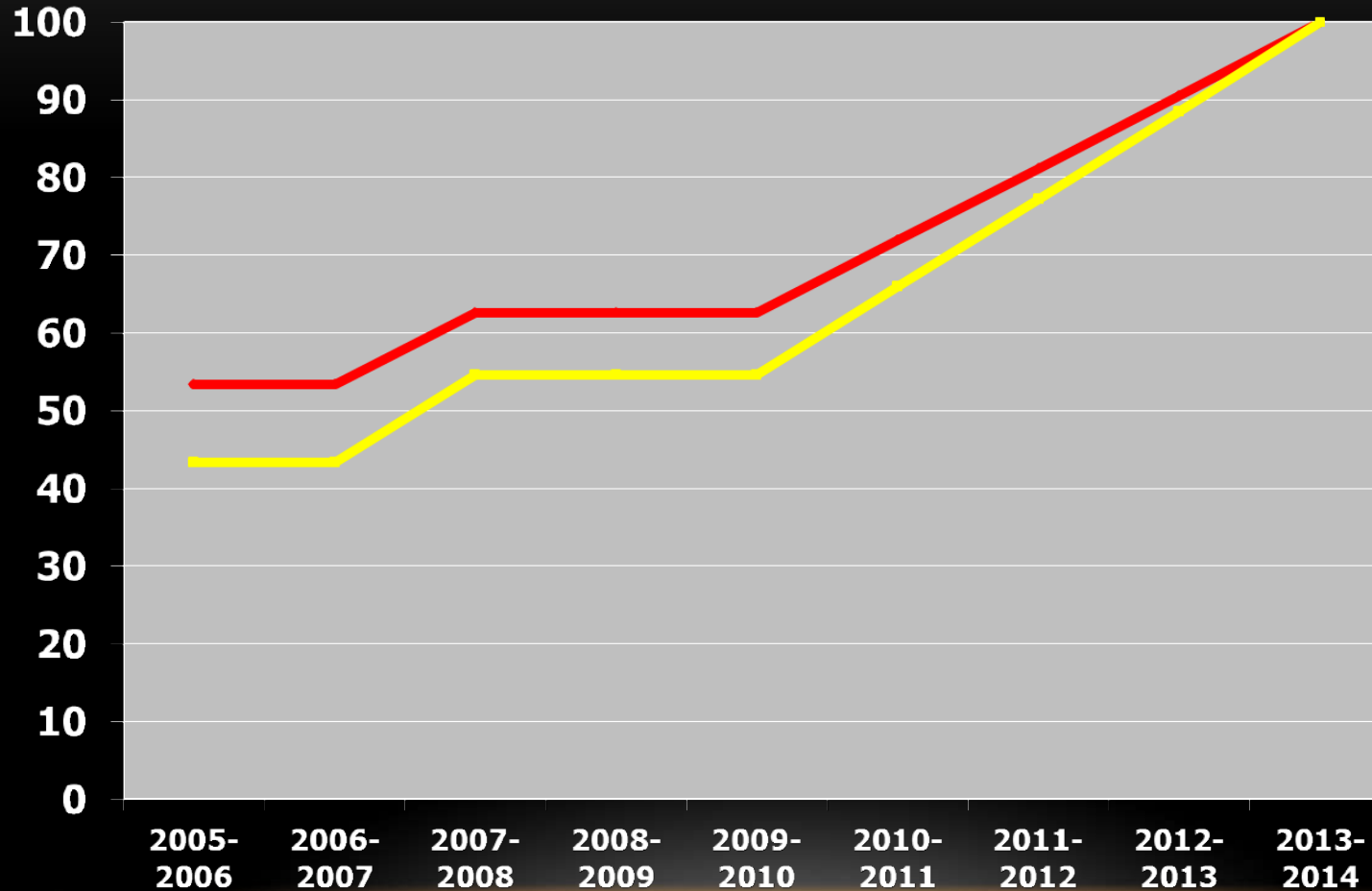
SPRING AIMS 3-8 and AHS

- Feb. 25 Writing (10th grade and retakes 11/12th)
- Feb. 26 Reading (10th grade and retakes 11/12th)
- April 9 Math (10th grade and retakes 11/12th)
- April 10 Science

WES, SME, CBE, CDJH:

- April 15 Writing (Grades 5, 6, 7)
" Science (Grades 4, 8)
- April 16 Reading/Math Part 1 (Grades 3-8)
- April 17 Reading/Math Part 2 (Grades 3-8)
- April 18 Reading/Math Part 3 (Grades 3-8)
- **STANFORD 10 (2ND AND 9TH)**
- April 9 AHS (Reading, Math, Lang. Arts)
- April 15 ELEMENTARY (Reading)
- April 16 ELEMENTARY (Math, Lang. Arts)

ANNUAL MEASURABLE OBJECTIVES (OLD AMOs)



3rd Grade Reading

3rd Grade Math

ANNUAL MEASURABLE OBJECTIVES (NEW AMOs)

- Reading and Math Proficiency

Arizona 2012-2020 Annual Measurable Objectives (AMOs) for AIMS Percent Proficiency by Grade and Subject

Grade	Subject	2011 Baseline Percent Proficiency	2012	2013	2014	2015	2016	2017	2018	2019	2020
3	Mathematics	69	72	76	79	83	86	90	93	97	100
	Reading	77	80	82	85	87	90	92	95	97	100
4	Mathematics	66	70	74	77	81	85	89	92	96	100
	Reading	76	79	81	84	87	89	92	95	97	100
5	Mathematics	64	68	72	76	80	84	88	92	96	100
	Reading	80	82	84	87	89	91	93	96	98	100
6	Mathematics	61	65	70	74	78	83	87	91	96	100
	Reading	82	84	86	88	90	92	94	96	98	100
7	Mathematics	63	67	71	75	79	84	88	92	96	100
	Reading	83	85	87	89	91	92	94	96	98	100
8	Mathematics	56	61	66	71	76	80	85	90	95	100
	Reading	73	76	79	82	85	88	91	94	97	100
10	Mathematics	63	67	71	75	79	84	88	92	96	100
	Reading	79	81	84	86	88	91	93	95	98	100

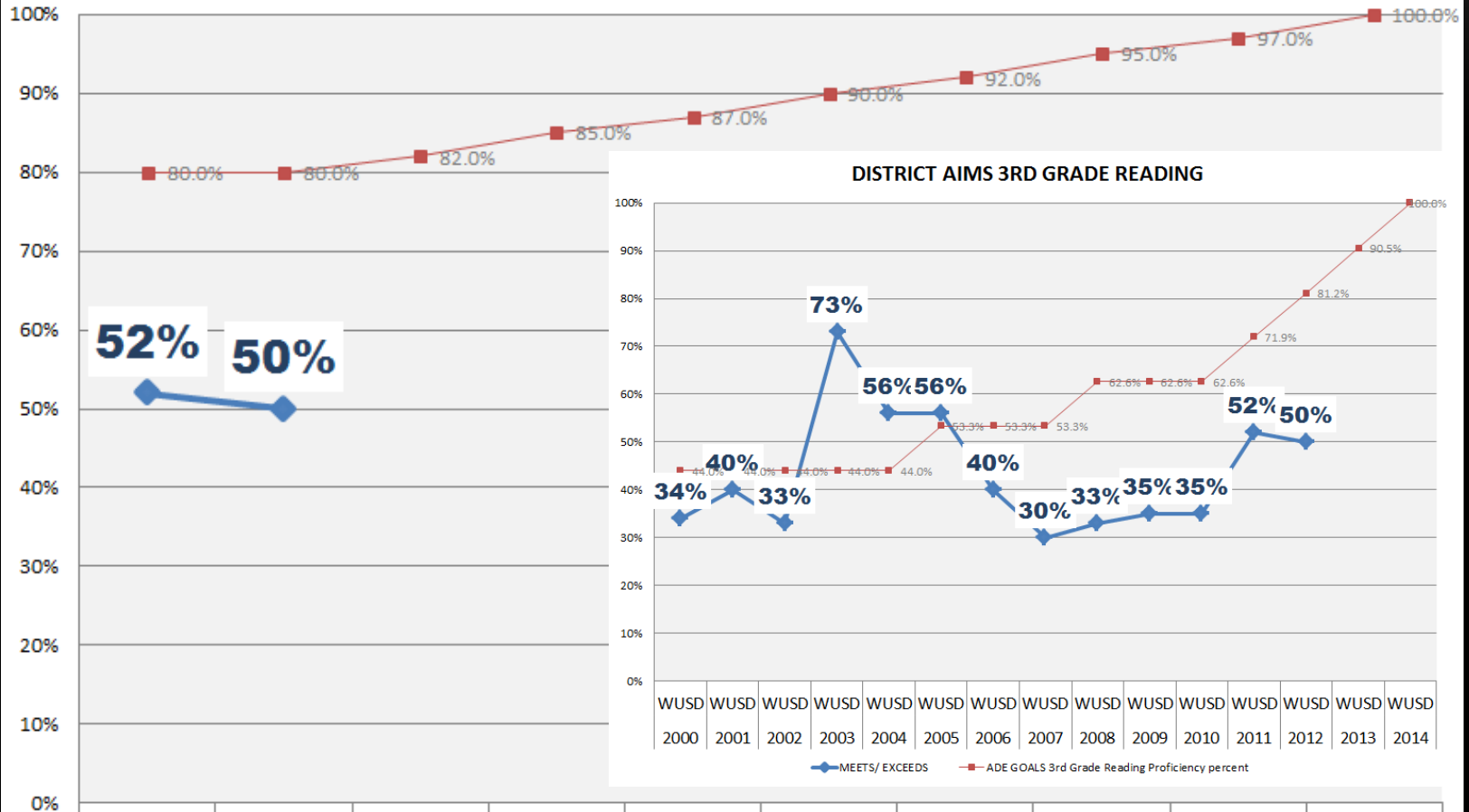
To derive the annual targets, Arizona calculated the difference between the average statewide proficiency on AIMS in the 2010–2011 school year and 100% in 2020. That difference was divided into equal annual increments to reach 100% proficiency in 2020. These AMOs were set for each grade, separately for mathematics and reading.

In order to meet AMOs, schools must have all ESEA subgroups, as defined in Section 1111(b)(2)(C), and bottom quartile subgroup performance at or above the AMO percent proficiency targets for each grade and subject combination.

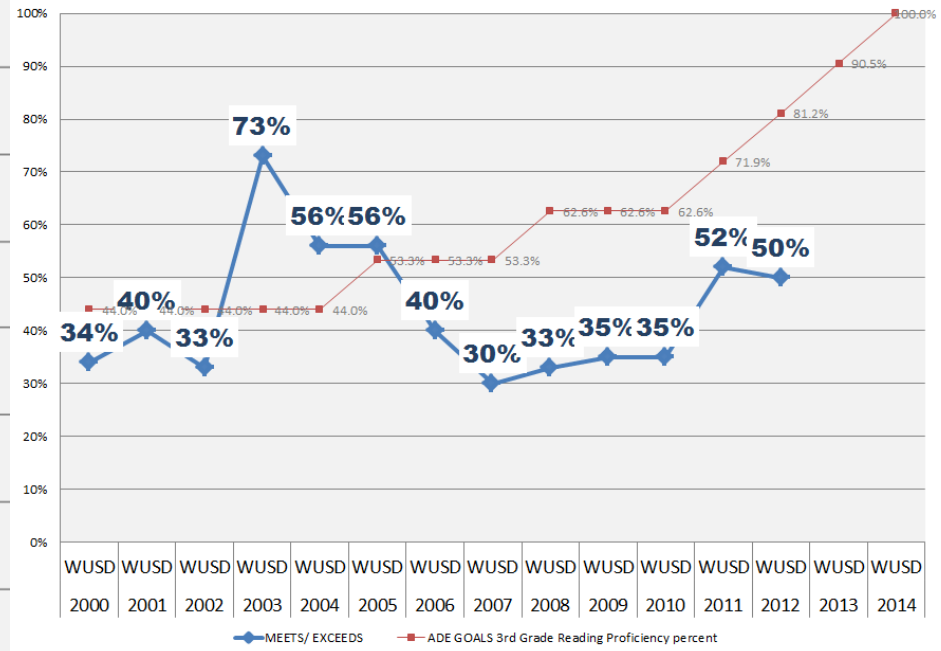
II. RESULTS:

Percent Proficient (Meet or Exceed)

DISTRICT AIMS 3RD GRADE READING



DISTRICT AIMS 3RD GRADE READING

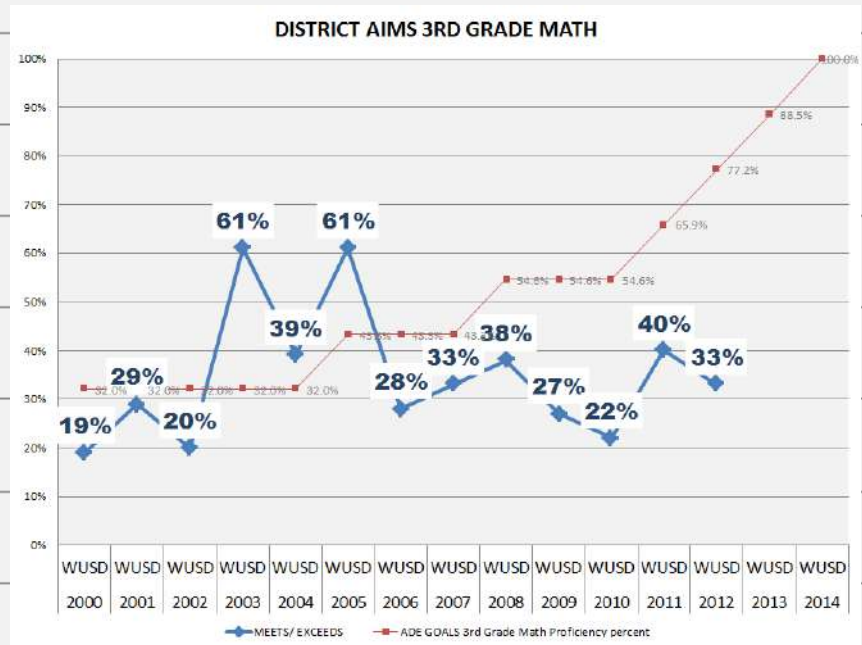
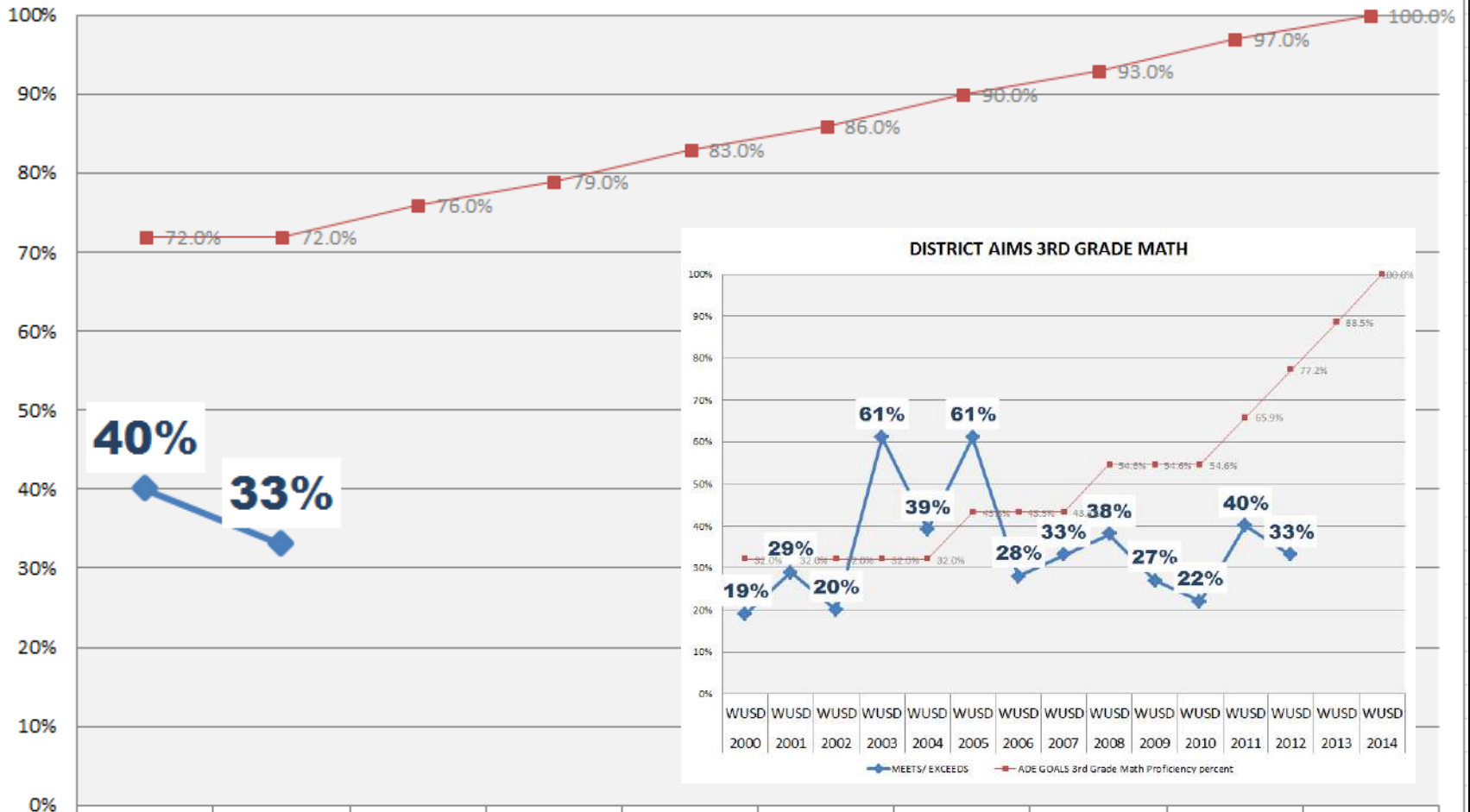


WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

MEETS/ EXCEEDS ADE GOALS 3rd Grade Reading Proficiency percent

Percent Proficient (Meet or Exceed)

DISTRICT AIMS 3RD GRADE MATH

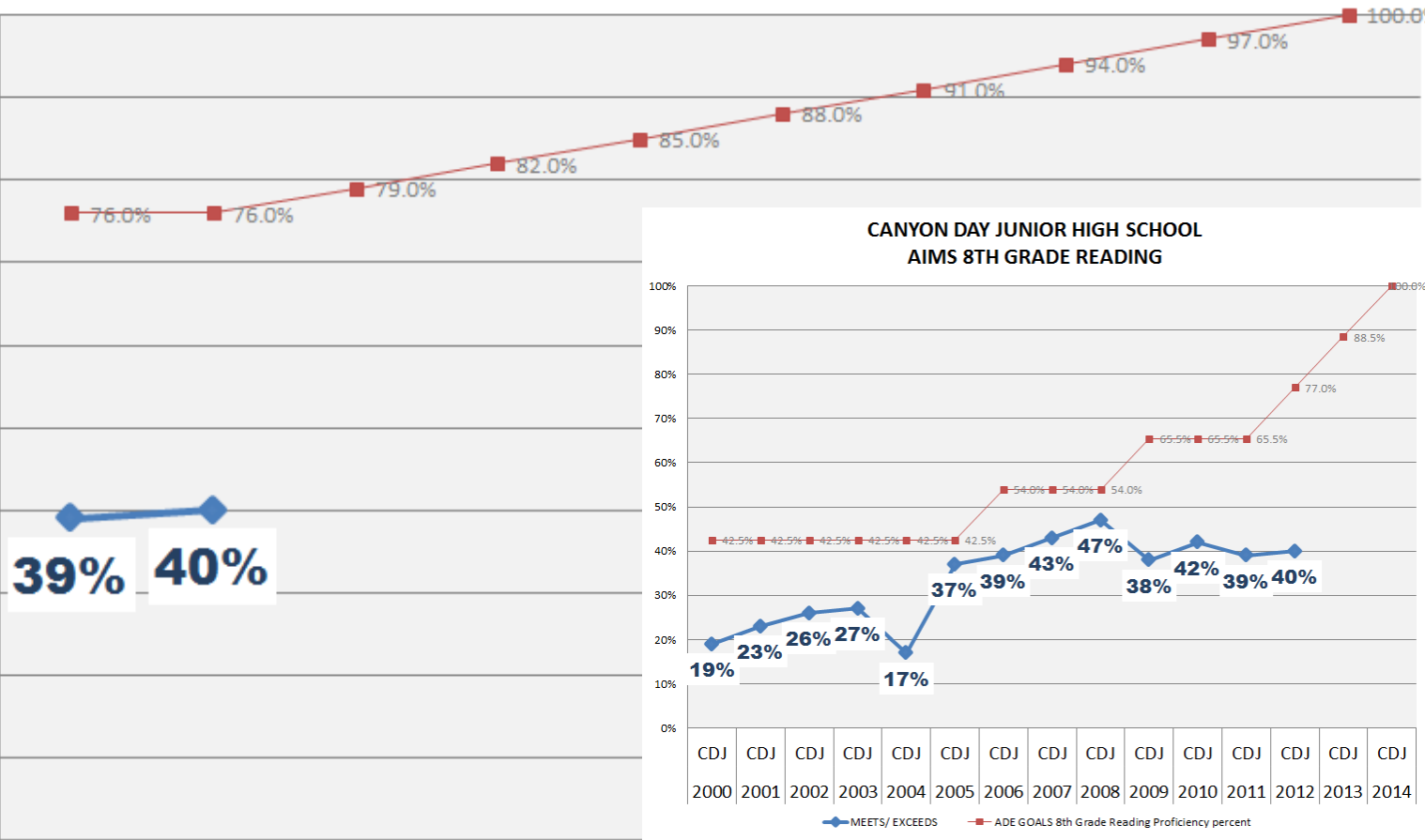
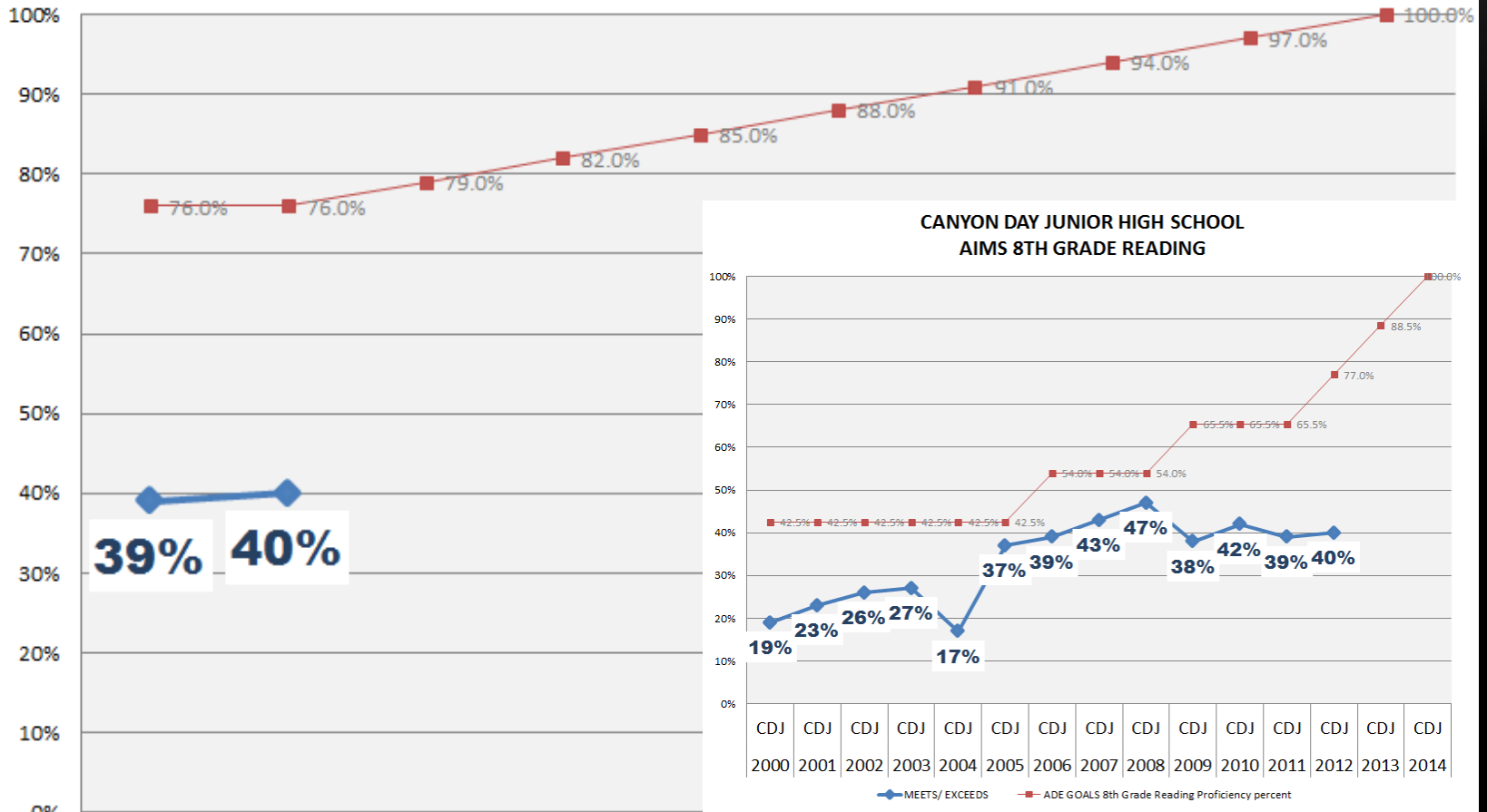


WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD	WUSD
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

◆ MEETS/ EXCEEDS
 ■ ADE GOALS 3rd Grade Math Proficiency percent

Percent Proficient (Meet or Exceed)

CANYON DAY JUNIOR HIGH SCHOOL AIMS 8TH GRADE READING

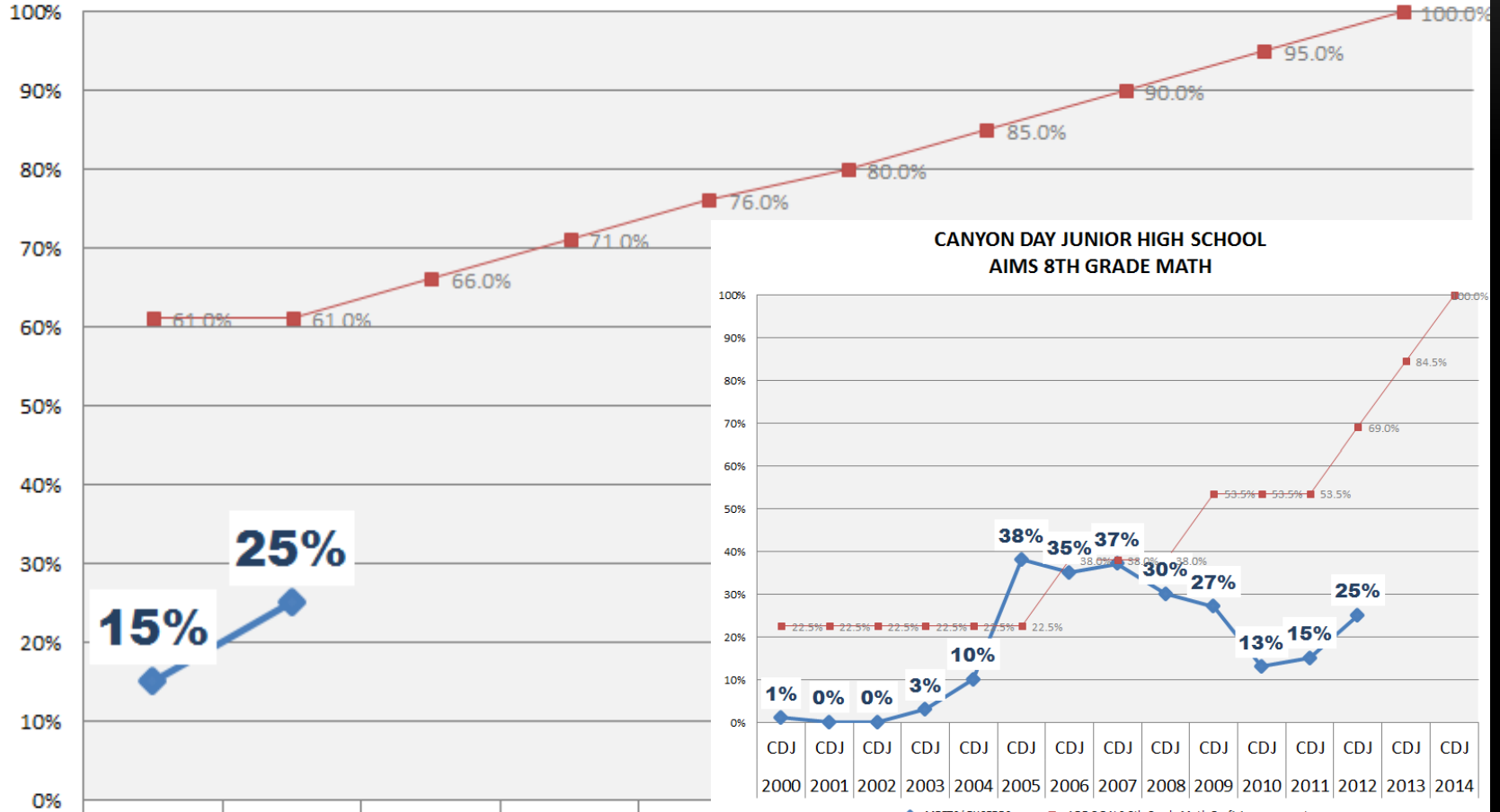


CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

◆ MEETS/ EXCEEDS
 ■ ADE GOALS 8th Grade Reading Proficiency percent

Percent Proficient (Meet or Exceed)

CANYON DAY JUNIOR HIGH SCHOOL AIMS 8TH GRADE MATH

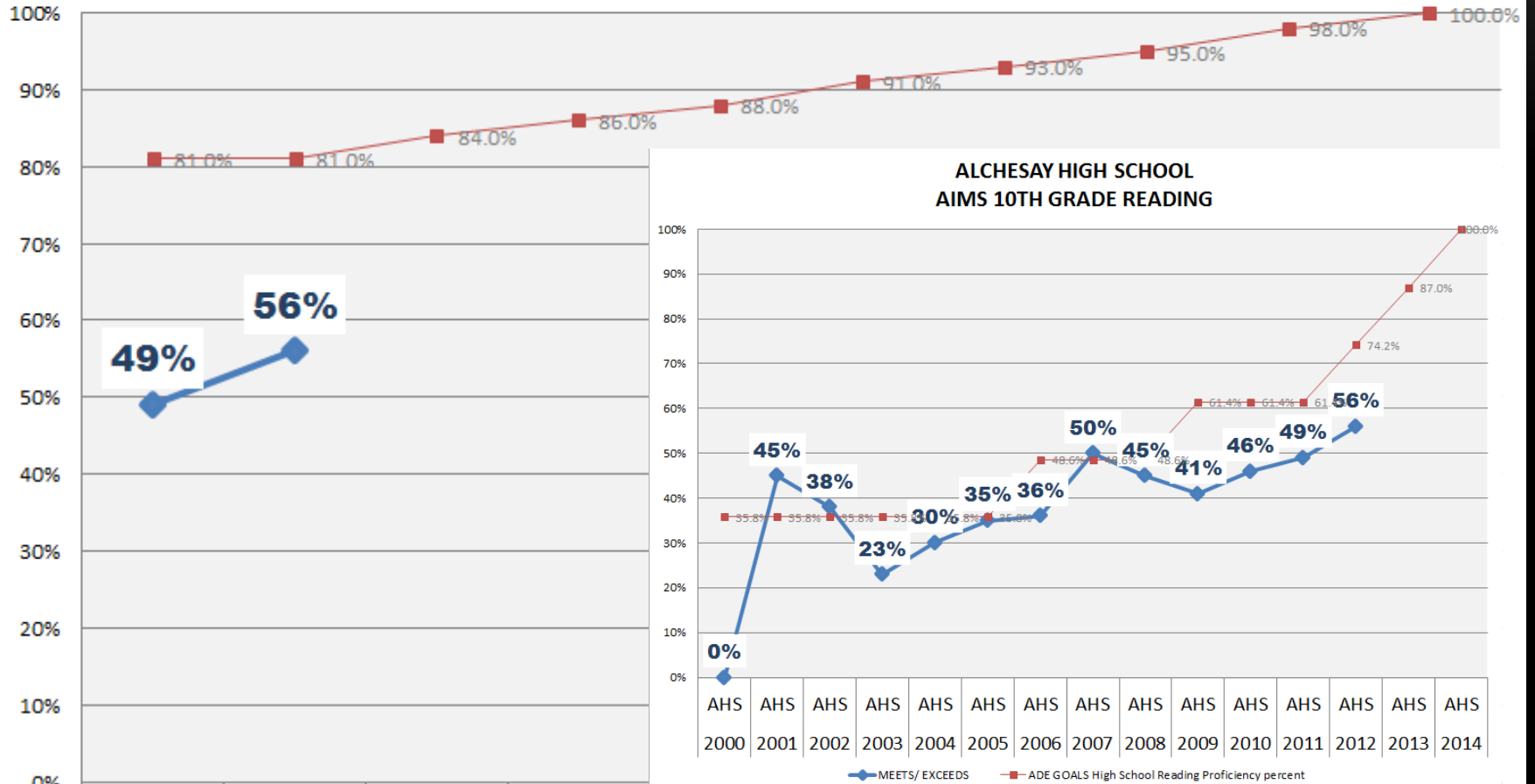


CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ	CDJ
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

◆ MEETS/ EXCEEDS
 ■ ADE GOALS 8th Grade Math Proficiency percent

Percent Proficient (Meet or Exceed)

ALCHESAY HIGH SCHOOL AIMS 10TH GRADE READING

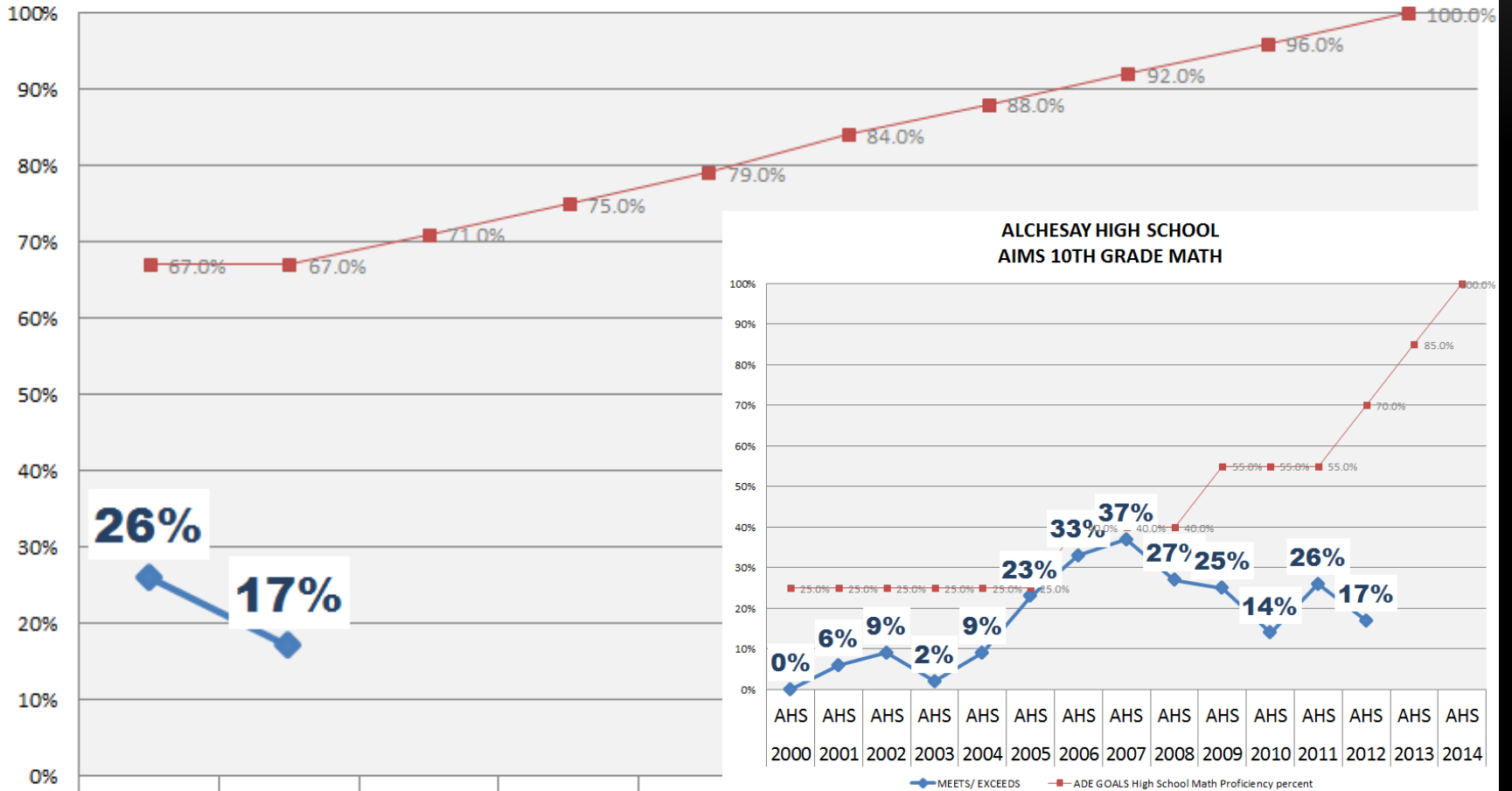


AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

◆ MEETS/ EXCEEDS
 ■ ADE GOALS High School Reading Proficiency percent

Percent Proficient (Meet or Exceed)

ALCHESAY HIGH SCHOOL AIMS 10TH GRADE MATH



AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS	AHS
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020

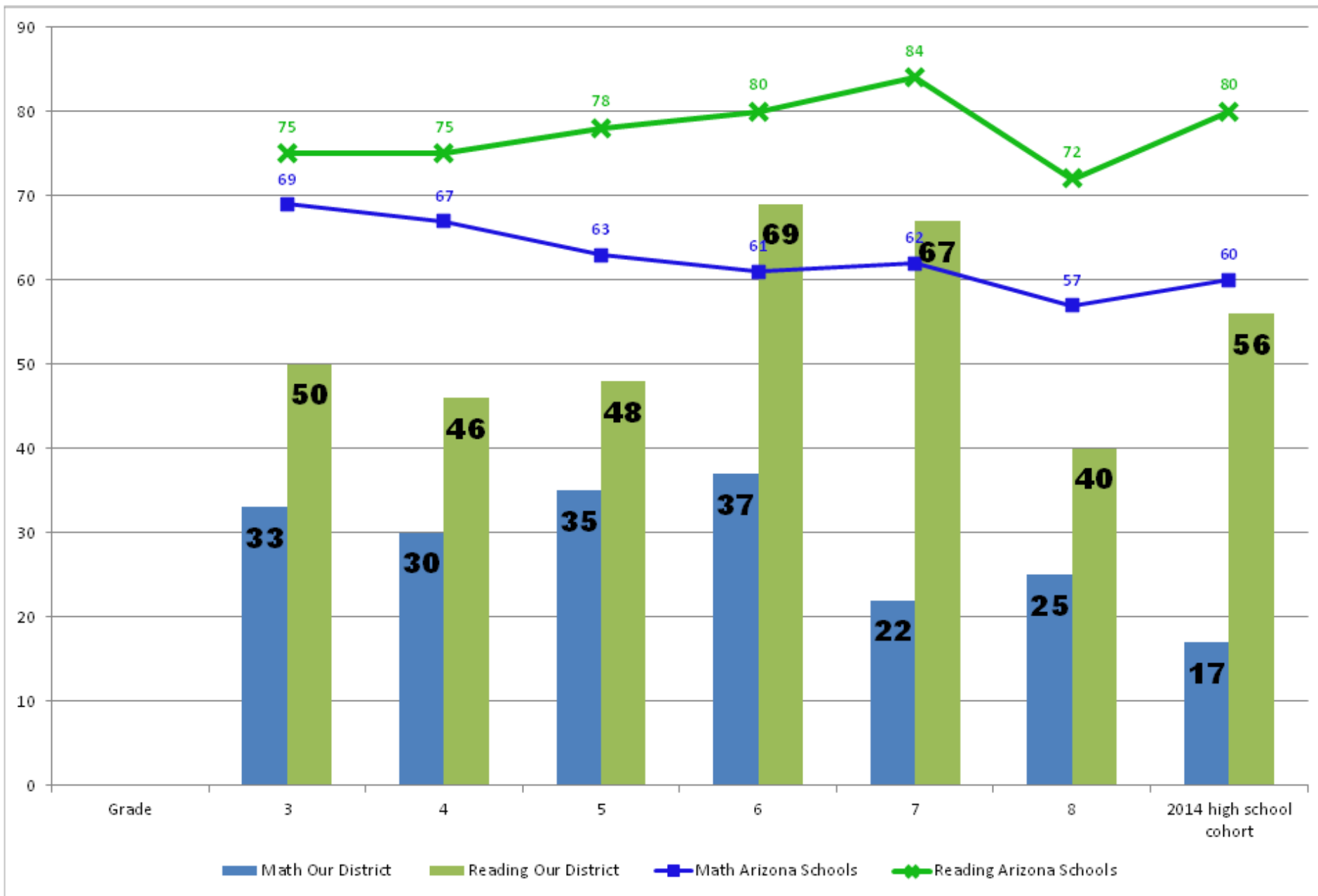
◆ MEETS/ EXCEEDS
 ■ ADE GOALS High School Math Proficiency percent

WUSD District Comparison to Arizona Schools Percent Proficient Reading/Math 2011-2012

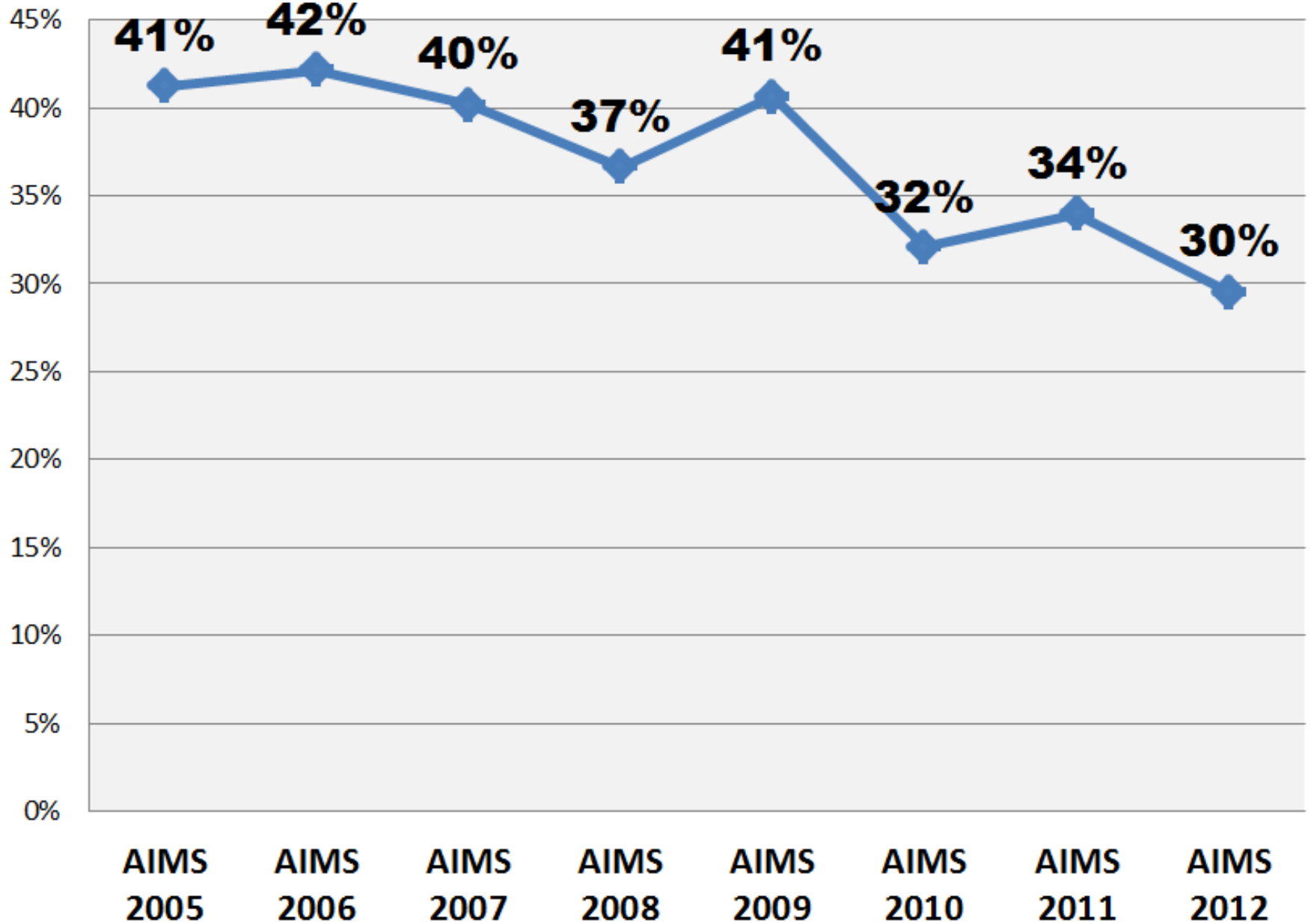
The following chart provides a comparison of our school to other elementary or secondary schools in our district and in the state as required by the ESEA Flexibility Request:

Grade	Our School	Our District	Arizona Schools	Our School	Our District	Arizona Schools
	% Proficient in Math, based on 2011 AIMS	% Proficient in Math, based on 2011 AIMS	% Proficient in Math, based on 2011 AIMS	% Proficient in Reading, based on 2011 AIMS	% Proficient in Reading, based on 2011 AIMS	% Proficient in Reading, based on 2011 AIMS
3		33	69		50	75
4		30	67		46	75
5		35	63		48	78
6		37	61		69	80
7		22	62		67	84
8		25	57		40	72
2014 high school cohort		17	60		56	80

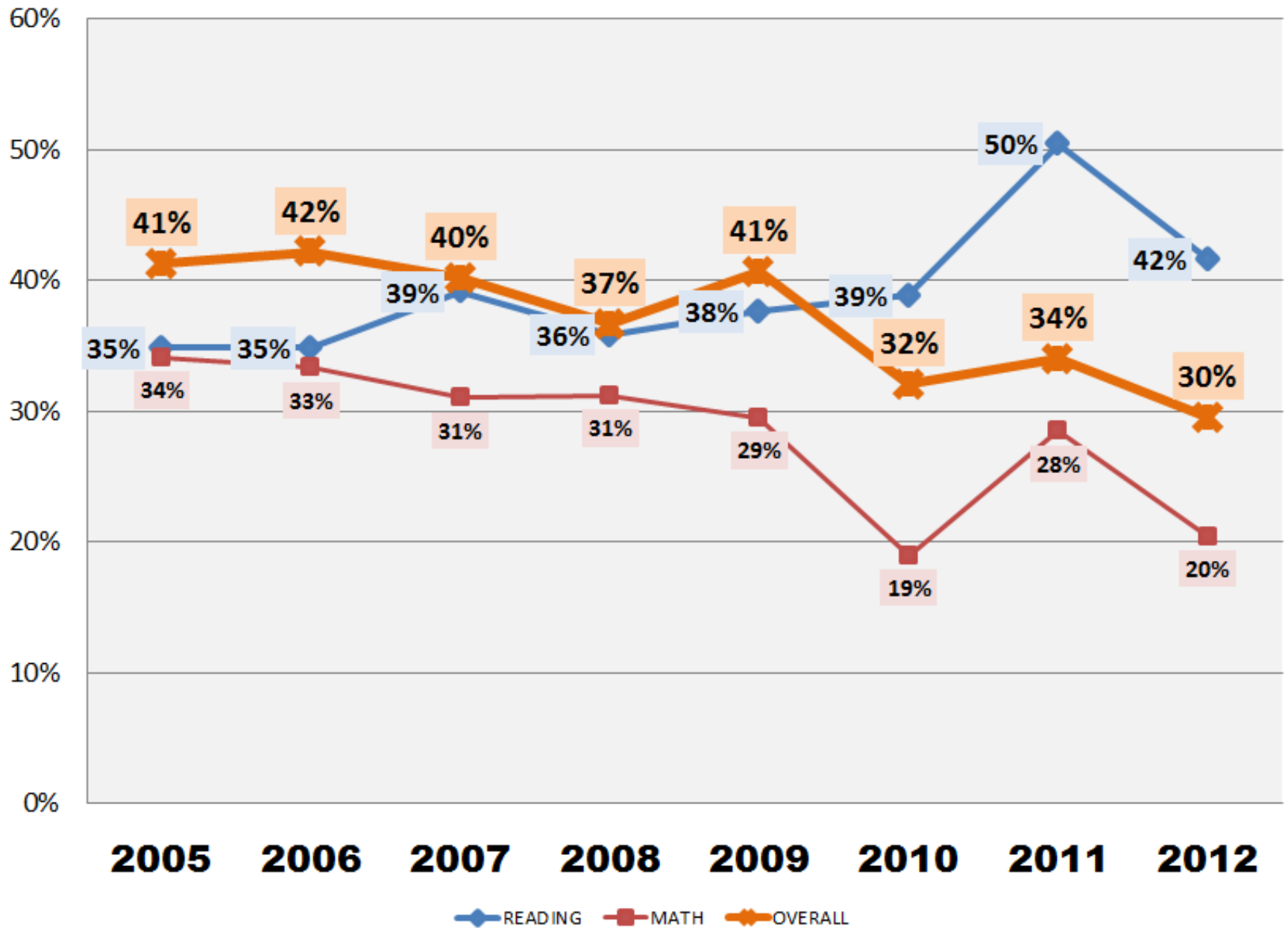
WUSD District Comparison to Arizona Schools Percent Proficient Reading/Math 2011-2012



WUSD "CHAMBER OF COMMERCE" AIMS OVERALL HISTORY



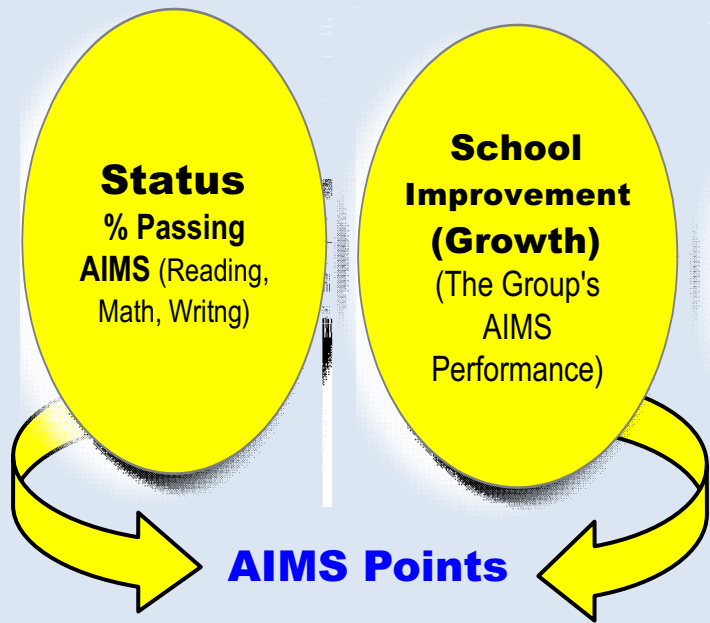
WUSD "CHAMBER OF COMMERCE" AIMS HISTORY - BY SUBJECT



ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA FEDERAL) ACCOUNTABILITY SYSTEMS

- Title I Accountability
- Required by federal law
- One-year snapshot of student performance
- Components of evaluation
 - AIMS scores
 - Percent students assessed
 - Attendance/Graduation rates
- Title III Accountability
- Required by federal law
- One-year snapshot of student performance and analysis of student growth
- Components of evaluation
 - Percent of students reclassified
 - Percent of students making English Language proficiency Progress
- Labels schools on a yes/no system

AZ LEARNS Overview



+

MAP
(Measure of
Academic Progress—
By Individuals)

Grad/Dropout
(High School Only)

ELL Point
Reclass %

% Exceeding
On AIMS

Points

=

School Profile

Underperforming

Performing

Performing Plus

Highly Performing

Excelling

Score

III. A-F LETTER GRADES: FEDERAL AND STATE SCHOOL LABELS AND DESIGNATIONS

ESEA Status

- Tier I = Priority
- Tier II = Focus
- Tier III = Pre-Intervention
- Reward
 - Highly Progressing
 - Highly Performing

AZ Learns New Labels

- A
- B
- C
- D
- F

RESULTS OF FILTERING OUR SCHOOLS THROUGH THE ARIZONA/FEDERAL ACCOUNTABILITY SYSTEMS:

- **Seven Mile Elementary School**
 - AZLEARNS... Grade D
 - ESEA status...Tier I
- **Cradleboard Elementary School**
 - AZLEARNS... Grade C
 - ESEA status...Tier I
- **Whiteriver Elementary School**
 - AZLEARNS... Grade D
 - ESEA status...Tier III
- **Canyon Day Junior High School**
 - AZLEARNS.... *Grade F
 - ESEA status...Tier I
- **Alchesay High School**
 - AZLEARNS... Grade D
 - ESEA status...Tier I
- **LEA District**
 - ELL... Met 30% Reclass; Met Increased Grad Rate
 - AZLEARNS...Grade D

Tier I = Priority

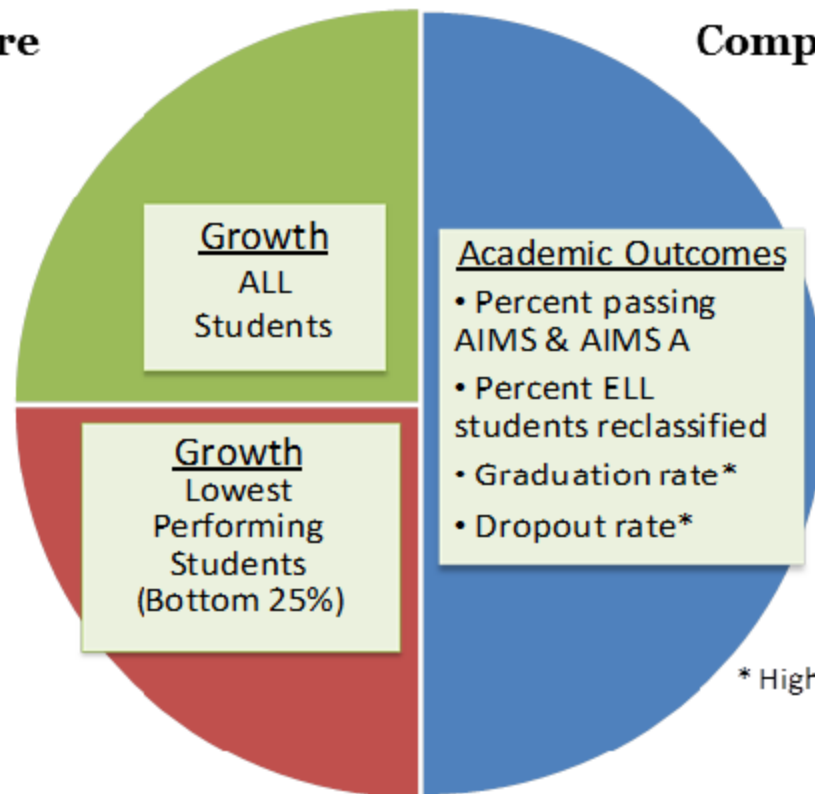
Tier III = Pre-Intervention

*Canyon Day Junior High had a Grade D, Arizona Department of Education changed the grade to an F August 12, 2012

2012 A-F Letter Grades – Traditional

Growth Score
50%

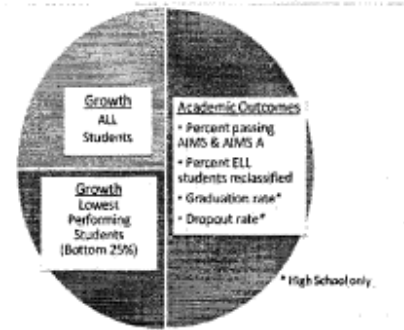
Composite Score
50%



Composite Score + Growth Score = A-F Letter Grade
(100 points possible) + (100 points possible) = 200 points possible

District A-F Letter Grade = D

2012 Percent Passing of FAY Students AIMS and AIMS A		View Passing Data
Grade	Reading	Mathematics
3	50 %	33 %
4	44 %	30 %
5	50 %	36 %
6	67 %	38 %
7	66 %	24 %
8	42 %	25 %
10	60 %	21 %
11	48 %	25 %
12	35 %	20 %
Percent Passing -- All Students ¹		41 %



Median Percentile Rank		View Percentile Rank Data
Grade	Reading	Mathematics
3	38	35
4	33	35
5	42	57
6	61	60
7	47.5	28
8	54	50.5
10	42	41
All Students(Across grades)		44
Median Percentile Rank -- All Students ²		43.5
Median Percentile Rank -- Bottom 25%		47.5
Total Growth Points		46

Composite Score Components	
	Points
Percent Passing AIMS and AIMS A	41
ELL Bonus	3
Graduation Rate Bonus	3
Drop Out Rate Bonus	0
Total Composite Points	47

Total Scores	
Composite Score	47
Growth Score (+ 1 point)	47
Total Points (Composite + Growth Scores)	94
Percent Tested (FAY + Non-FAY students)	98 %

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Total Score	A	B	C	D
	140-200	120-139	100-119	0-99

Final A-F Letter Grade	D
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¹ Percent Passing (Average across grades and content areas)² Median Growth Percentile -- All Students (Average across content areas)

2012 A-F LETTER GRADE

Composite Score
50%

Academic Outcomes

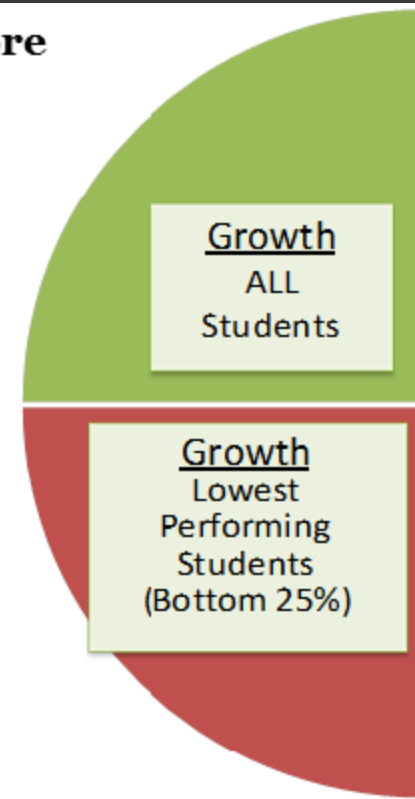
- Percent passing AIMS & AIMS A
- Percent ELL students reclassified
- Graduation rate*
- Dropout rate*

* High School only

2012 Percent Passing of FAY Students AIMS and AIMS A		View Passing Data
Grade	Reading	Mathematics
3	50 %	33 %
4	44 %	30 %
5	50 %	36 %
6	67 %	38 %
7	66 %	24 %
8	42 %	25 %
10	60 %	21 %
11	48 %	25 %
12	35 %	20 %
Percent Passing -- All Students ¹		41 %

2012 A-F LETTER GRADE

Growth Score
50%



Median Percentile Rank		<i>View Percentile Rank Data</i>
Grade	Reading	Mathematics
3	38	35
4	33	35
5	42	57
6	61	60
7	47.5	28
8	54	50.5
10	42	41
All Students(Across grades)		43
Median Percentile Rank -- All Students ²		43.5
Median Percentile Rank -- Bottom 25%		47.5
Total Growth Points		46

2012 A-F LETTER GRADE

Composite Score
50%

Academic Outcomes

- Percent passing AIMS & AIMS A
- Percent ELL students reclassified
- Graduation rate*
- Dropout rate*

* High School only

Composite Score Components	
	Points
Percent Passing AIMS and AIMS A	41
ELL Bonus	3
Graduation Rate Bonus	3
Drop Out Rate Bonus	0
Total Composite Points	47

2012 A-F LETTER GRADE

Composite Score
50%

Academic Outcomes

- Percent passing AIMS & AIMS A
- Percent ELL students reclassified
- Graduation rate*
- Dropout rate*

* High School only

4-Year Graduation Rate

Source: ADE Graduation Rate Report, Common Log-On

Navigation:

Common Logon

AZ LEARNS/Adequate Yearly Progress (NCLB)

State & Federal Accountability Applications

Graduate Rate Cohort Report

Select School and Year to generate report

Year	# Graduates	Total Cohort	% Graduation
2009	99	242	41%
2010	99	238	42%
2011	99	212	47%
2012	101	182	55%

2012 A-F LETTER GRADE

Composite Score
50%

Academic Outcomes

- Percent passing AIMS & AIMS A
- Percent ELL students reclassified
- Graduation rate*
- Dropout rate*

* High School only

Drop-Out Rate

Source: [ADE Drop-Out Rate Report](#), Common Log-On

Navigation:

[Common Logon](#)

[AZ LEARNS/Adequate Yearly Progress \(NCLB\)](#)

[State & Federal Accountability Applications](#)

[Graduate Rate Cohort Report](#)

Select School and Year to generate report

Year	# Drop-Outs	Total Enrolled	% Drop-Out
2009	230	916	25.1
2010	228	888	25.7
2011	200	734	27.2
2012	101	627	16.1

2012 A-F LETTER GRADE

Composite Score + Growth Score = A-F Letter Grade
(100 points possible) + (100 points possible) = 200 points possible

Total Scores	
Composite Score	47
Growth Score (+ 1 point)	47
Total Points (Composite + Growth Scores)	94
Percent Tested (FAY + Non-FAY students)	98 %

2012 A-F LETTER GRADE

95% PERCENT TESTED			
Percent Tested	Eligible Grade	Max Eligible Points	
>= 95%	A	200	
85% - 94%	B	139	
75% - 84%	C	119	
<75%	D	99	
Total Score			
A	B	C	D
140-200	120-139	100-119	0-99

Final A-F Letter Grade	D
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¹ Percent Passing (Average across grades and content areas)

² Median Growth Percentile -- All Students (Average across content areas)

2011-12 A-F Letter Grades for Whiteriver Unified School District

School Name	County	Charter	Growth Points	Composite Points	Total Points	Letter Grade
Alchesay High School	Navajo	N	43	38	81	D
Canyon Day Junior High School	Navajo	N	45	40	85	D
Cradleboard School	Navajo	N	58	52	110	C
Seven Mile School	Navajo	N	49	39	88	D
Whiteriver Elementary	Navajo	N	43	45	88	D

**Arizona Department of Education
2011-2012 A-F Letter Grades for Navajo County**

LEA Name	County	Charter	Growth Points	Composite Points	Total Points Earned	Letter Grade
Blue Ridge Unified District	Navajo	N	54	78	132	B
Heber-Overgaard Unified District	Navajo	N	60	79	139	B
Holbrook Unified District	Navajo	N	49	71	120	B
Joseph City Unified District	Navajo	N	48	79	127	B
Show Low Unified District	Navajo	N	43	78	121	B
Snowflake Unified District	Navajo	N	51	87	138	B
Kayenta Unified District	Navajo	N	48	54	102	C
Winslow Unified District	Navajo	N	52	67	119	C
Career Development, Inc.	Navajo	Y	36	39	75	D
Developing Innovations in Navajo Education, Inc. (DINE, Inc.)	Navajo	Y	32	20	52	D
Founding Fathers Academies, Inc	Navajo	Y	47	38	85	D
Little Singer Community School Board Inc.	Navajo	Y	56	36	92	D
Shonto Governing Board of Education, Inc.	Navajo	Y	19	41	60	D
Cedar Unified District	Navajo	N	47	34	81	D
Pinon Unified District	Navajo	N	50	47	97	D
Whiteriver Unified District	Navajo	N	47	47	94	D

**Arizona Department of Education
2011-2012 A-F Letter Grades
Comparison with Native Schools**

LEA Name	County	Charter	Growth Points	Composite Points	Total Points Earned	Letter Grade
Camp Verde Unified District	Yavapai	N	48	76	124	B
Chinle Unified District	Apache	N	50	50	100	C
Ganado Unified School District	Apache	N	52	53	105	C
Globe Unified District	Gila	N	41	66	107	C
Kayenta Unified District	Navajo	N	48	54	102	C
Page Unified District	Coconino	N	45	66	111	C
Red Mesa Unified District	Apache	N	49	53	102	C
Red Rock Elementary District	Pinal	N	47	67	114	C
Tuba City Unified District	Coconino	N	54	53	107	C
Cedar Unified District	Navajo	N	47	34	81	D
Fort Thomas Unified District	Graham	N	51	43	94	D
Indian Oasis-Baboquivari Unified District	Pima	N	48	38	86	D
Mcnary Elementary District	Apache	N	40	48	88	D
Pinon Unified District	Navajo	N	50	47	97	D
Sacaton Elementary District	Pinal	N	48	44	92	D
San Carlos Unified District	Gila	N	39	24	63	D
Sanders Unified District	Apache	N	49	49	98	D
Whiteriver Unified District	Navajo	N	47	47	94	D
Window Rock Unified District	Apache	N	47	51	98	D
Salt River Pima-Maricopa Community Schools	Maricopa	Y	30	40	70	D
Shonto Governing Board of Education, Inc.	Navajo	Y	19	41	60	D

IV. WHAT NEXT?

- Continue to strengthen core classroom instruction through embedded professional development and transition to the new Arizona Standards
- Implement a Response to Intervention and Instruction (RTI²) model...identify students that would benefit from the model that;
 - ❑ Is a Tiered instructional approach
 - ❑ Is conducive to Job embedded professional development
 - ❑ Is Math and Reading focused
 - ❑ Is Data driven
 - ❑ Is focused on instructional effectiveness
 - ❑ Is parent friendly
- Develop tools to evaluate for effective instruction
- Implement a positive school culture through the Kids At Hope program.
- Prepare for Partnership for Assessment of Readiness for College and Careers (PARCC) 2014-2015