

A-F Appeals: Incorrect Data

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What is an incorrect data appeal?

- Definition: Incorrect data appeals address gaps or differences in the calculations from the school's demographics or performance. It may include, but is not limited to, students being misidentified for a subgroup, incorrect withdrawal codes, missing student assessment results.



Correcting incorrect data

The Arizona State Board of Education (Board) expects schools to use the static file validation period to rectify the data prior to the release of letter grades.

Sometimes, this is out of the control of the school, and the data calculating the letter grade reflects incorrect information. The appeals process may rectify this, anticipating that school's have validated their data prior to letter grade release and communicated any discrepancies with the Arizona Department of Education (ADE) where appropriate.



Yes, SAIS ID's can be included

- However, student names, student diagnoses (IEP documents, chronic illness, etc.), and other personally identifiable information (PII) protected by FERPA should be removed.
- **All appeal applications and supporting documents are subject to public records requests.**
- If PII is not removed, the appeal application will be destroyed/deleted and the application will not be evaluated by the Committee or Board.
- You will be notified if Board staff finds PII in the application or supporting documents.
 - Barrier: When an appeal application is received with PII on November 14th or November 15th, it can be difficult for Board staff to review and communicate this, and for schools to re-submit, due to reduced timelines.
 - Cutoff is 5:00pm (MT) on November 15th



How do the Board and ADE review incorrect data appeals?

- 1) During the window the Board receives A-F appeals (letter grade release through November 15), ADE and the Board communicate daily.
- 2) The Board identifies incorrect data appeals for ADE to review.
- 3) From there, ADE reviews the appeal application and supporting documents and digs into the data and communications.
- 4) ADE identifies if the incorrect data is substantiated, or if more information is needed. The Board may request additional information from the school.
- 5) Once the incorrect data is evaluated and verified, ADE reports to Board staff whether or not the correction of the incorrect data would have an impact on the letter grade.



How does the A-F Appeals Committee review incorrect data appeals?

Appeals where the letter grade would change with the (approved) correction of the incorrect data are brought before the A-F Appeals Committee.

- ADE reports on their findings and the appeal is considered by the Committee. The school may or may not be asked to appear for a question and answer session. These questions will be identified and provided prior to the appearance.

Appeals where the letter grade would not change with the (approved) correction of the incorrect data are not brought before the A-F Appeals Committee. The appeal application is non-substantive.

A-F Appeals Committee recommendations are provided to the Board for action at the December Board meeting.



Possible conditions the Board may include in the approval of an incorrect data appeal

- The Board may direct the school to file a 15-915 form with ADE to correct the data.
- The Board may direct the school to resources and/or workshops on reviewing accountability data.
- The Board may require an attestation that states the school did not appropriately check data in the static file validation period but will in the future.
Resources/training will be provided.



Incorrect data appeals that will not be evaluated by the A-F Appeals Committee

- Opposition to accountability formula or business rules
 - For more information, contact the Board's [accountability technical advisory committees](#)
- Demographic make-up of student population
- Incorrect data that does not impact the school's letter grade



Considerations A-F Appeals Committee Members make

- Is the incorrect data related to school/student performance?
- Is the issue outside of the school's control / has the school taken reasonable steps (15-915, communication with ADE) to minimize the data's impact on accountability outcomes?
- Is there an impact on the letter grade?



General Example

There are three students in special education who are not reflected in the static file. One SPED report shows all students included, while SPED 07 does not. We were told that no corrections could be made to the SPED 07 report during the static file review window.

Supporting Evidence:

- Student ID's (SAIS ID's) for the students not included
- Documentation of their IEP status
- SPED report showing all students included
- Communications addressing attempts to rectify the issue during the static file window



Specific Example: Alternative School

The data presented on the academic persistence report did not match the A-F summary data by which the letter grade was calculated. ADE verified the results on the academic persistence report were accurate, and the change made an impact on the letter grade.

Supporting Evidence:

- Academic persistence report (ADEConnect)
- A-F summary (ADEConnect)

Outcome:

Approval



Specific Example: K-8 School

Assessment data for four students were omitted from the A-F calculation. The inclusion of these students' student growth percentiles in the calculation increased the growth points and letter grade. ADE verified the SGP and appropriateness (by business rules) of the inclusion of these students.

Supporting Evidence:

- Student ID's (SAIS ID's) for the students not included
- Documentation of their scale score, performance levels, and SGP for test administrations

Outcome:

Approval, file a 15-915 form with ADE



Contact Information

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