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## Five-Year Accountability Plan

Adopted and approved by the State Board of Education: December 13, 2021

The goal of the Five Year Accountability Plan is to provide consistency, transparency and advance notice to the Board of study and action items, while considering the capacity of ADE's Accountability Unit and ensuring action on accountability items prior to the year of implementation.

The accountability system models' skeletal structure stay the same throughout the five years, with small changes due to: assessment changes, new state level data, new state programs, policies or laws, to include new Board priorities. Model indicators, unless otherwise noted, will not change in weight or definition, nor will significant changes occur within business rules. Year-over-year changes roll over into the proceeding years, unless otherwise noted.

A future area the Board may study letter grade cut scores. The Board approved initial letter grade cut scores utilizing standard deviation (SD) in the 2016-2017 school year and subsequently approved the same cut scores in the 2017-2018 and 2018-2019 accountability systems. As new statewide assessment are implemented in the 2021-2022 school year and schools continue to face pandemic challenges, the Board will study the letter grade cut score topic in the Fall of 2022, based on 2021-2022 data, and consider a gradual plan of reviewing and raising letter grade cut scores throughout the five years.



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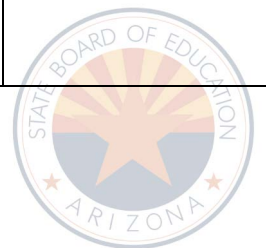
	2021-2022 SY*	2022-2023 SY	2023-2024 SY	2024-2025 SY	2025-2026 SY	2026-2027 SY
<b>K-8 Traditional Model</b>	Growth: SGP AzM2 to AASA	Growth: <b>SGP</b> on AASA	Growth: <b>SGP/SGT</b> on AASA  <b>Set SGT target after three years of SGT data</b>	Growth: SGP/SGT on AASA	Growth: SGP/SGT on AASA	Growth: SGP/SGT on AASA
	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points
		Acc. Readiness, EL and SPED Enrollment: Review to determine if changes are need to accommodate the availability of data for future accountability years				
<b>9-12 Traditional Model</b>	Growth: AzM2 to ACT	No SGP or SGT metric due to assessment transition.  <b>Substitute Subgroup Performance (2018-2019) for Growth Metric</b>	<b>Return to a Growth Metric:</b>  9 <sup>th</sup> grade Aspire to 11 <sup>th</sup> Grade ACT	Growth: 9 <sup>th</sup> grade Aspire to 11 <sup>th</sup> Grade ACT	Growth: 9 <sup>th</sup> grade Aspire to 11 <sup>th</sup> Grade ACT	Growth: 9 <sup>th</sup> grade Aspire to 11 <sup>th</sup> Grade ACT
	Science (AZSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points	Science (AzSCI) as tiered proficiency bonus points
	<ul style="list-style-type: none"> <li>Add additional CCRI metrics</li> <li>Collect data on Diploma Seals</li> <li>Bonus points: 9<sup>th</sup> grade participation in ACT Aspire</li> </ul>	<b>If 21-22 Diploma Seal data is appropriate, add to CCRI.</b>  Starting in July 2022, review CCRI rubric and data since 2016-2017. ***				



<p align="center"><b>9-12 Alternative Model</b></p>	<ul style="list-style-type: none"> <li>• Add additional CCRI metrics</li> <li>• Collect data on Diploma Seals</li> <li>• Bonus points: 9<sup>th</sup> grade participation in ACT Aspire</li> </ul>	<p>Starting in July 2022, review CCRI rubric and data since 2016-2017. ***</p> <p><b>If 21-22 Diploma Seal data is appropriate, add to CCRI.</b></p>				
<p><b>Non-Typical Model Hybrid schools</b></p>	<p>The non-typical model will be impacted by decisions made in the Traditional K-8 and 9-12 models.</p>					
<p align="center"><b>AOI Model</b></p> <p>The AOI model will be impacted by decisions made in the Traditional K-8 and 9-12 models.</p>	<p>Approval of the AOI Accountability model at the December 2021 SBE meeting for first year implementation in the 2021-2022 SY.</p> <p><b>Cut score considerations, chronic absenteeism and separate letter grade cut points discussed in Fall 2022 prior to issuing letter grades for the 2021-2022 SY.</b></p>	<p>Second Year of AOI Accountability Model Implementation</p>	<p>Third Year of AOI Accountability Model Implementation</p>	<p>SBE review AOI data from first three years of implementation to determine if changes are warranted</p>		



<p><b>District/LEA Model</b></p>	<p>Receive information and data from ADE starting in January 2021 with Board action on District/LEA model by June 2021</p>	<p>First year of District/LEA model implementation</p> <p><b>District/LEA letter grades released Fall 2023 for the 2022-2023 SY.</b></p>	<p>Second year of District/LEA model implementation</p>	<p>Third year of District/LEA model implementation</p>	<p>SBE review from first three years of District/LEA model data to determine if changes are warranted.</p>	
<p><b>K-2/Small School Model</b></p>		<p>Receive information and data from ADE starting in July 2022 with Board action on model by June 2023</p>	<p>Collect and review K-2 and Small School Model data</p>	<p>First year of implementation for the K-2 and Small School Model</p> <p><b>K-2/Small school letter grades released in Fall 2025 for the 2024-2025 SY.</b></p>		
<p><b>Middle School Model</b></p>		<p>By August 2022, start the study of a middle school accountability model to include:</p> <ul style="list-style-type: none"> <li>Grade levels of middle school model.</li> <li>Inclusion of “My Future Arizona”</li> <li>Creation of a middle school CCRI, aligned to the 9-12 CCRI</li> </ul> <p>Approve a middle school model by June 2023.</p>	<p>First year of collecting data and self-reported data for the middle school model. SBE will analyze data and review modeling.</p> <p>SBE can adjust the middle school model if warranted.</p>	<p>First year of implementation for the middle school model.</p> <p><b>Middle School letter grades released in Fall 2025 for the 2024-2025 SY.</b></p>	<p>Second year of implementation for the middle school model.</p>	<p>Third year of implementation for the middle school model.</p>



\* First year of new statewide assessments in AZSCI (grades 5, 8 and 11), AASA (ELA and Math in grades 3-8), 9<sup>th</sup> grade Aspire and 11<sup>th</sup> grade ACT. ***The Board approved the 2021-2022 SY Accountability systems for K-8 and 9-12 Traditional schools, 9-12 Alternative schools and AOI schools at the December 13, 2021 Board meeting.***

\*\*SGT targets will be set after the first administration of the new statewide assessment in 2021-2022. Best practice in SGT data is to wait until the third year of assessment to set target, hence, the 2023-2024 school year will see an SGP/SGT growth metric.

\*\*\* The Board may take action on CCRI points awarded, score cuts and/or to add additional indicators for CCRI. The Board may remove CCRI indicators if they are no longer being used by students. The Board may study the impact of the new ECAP “My Future Arizona” system to determine if adding a CCRI indicator is warranted and may review and take action on bonus points for 9<sup>th</sup> grade students participating in CTE programs.

**If you have questions pertaining to this document, please contact the State Board of Education office at 602-542-5057 or send an email to [inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov).**