

Arizona

Arizona's Instrument to Measure Standards (AIMS)

Part I: Policy Trends

Type of test	Comprehensive standards-based exam
Purpose	The purpose of the test is to determine prospective high school graduates' mastery of the state curriculum and to meet a state mandate.
Status of state's decision regarding the Common Core State Standards and impact of that decision on exit exam policies	The state has adopted the Common Core State Standards in both language arts and math. By 2014-15 the assessments will be aligned to the Common Core for English Language Arts (reading, writing) and Mathematics. The assessment consortium has not yet determined if the high school assessments will be end-of-course or end-of-domain exams. The current assessments are an end-of-domain (first two years of high school) for mathematics and end-of-course for reading and writing.
Test used by colleges or universities for undergraduate admission?	No, but in April 2004, the Arizona Board of Regents voted to link students' AIMS scores, in addition to other achievement measures, to full scholarships to state universities. Students who achieve at the highest performance level (exceeds the standard) on all three content areas of AIMS may receive a tuition waiver at three state universities if they meet other waiver criteria.
Year first administered	1999
Year diplomas first withheld	2006 (delayed from 2001)
Subjects tested	Reading, writing, mathematics. While science is tested, passing science is not required for graduation.
Types of questions	Multiple-choice for reading and mathematics; a single writing prompt for writing
Grade first administered	10 th
Grade(s) exam aligned to	10 th
Number of retakes allowed before end of grade 12	Four retakes, beginning in fall of 11 th grade
Retakes after grade 12	Students who have met all other graduation requirements are allowed to retake the exam an unlimited number of times after 12 th grade.

Does the state have reciprocity with other states?	Yes.
Exit exam used for No Child Left Behind?	The first administration in grade 10 is used for NCLB purposes.
Same cut score for graduation and NCLB?	Yes
Evaluations of state exit exam	2005 AIMS alignment study by the University of Arizona, Department of Educational Psychology, is available at www.ade.az.gov/standards/AIMS/Administering/Default.asp 2009 AIMS Mathematics alignment study is available at www.ade.az.gov/standards/AIMS/Administering/Default.asp
State test contractor	NCS Pearson
Does the state provide students with alternate paths to graduation?	<p>Students who complete high school and have yet to pass one or more sections of the assessment might meet the AIMS graduation requirement via AIMS Augmentation or College Entrance Exam Reciprocity. Students must meet the eligibility requirements for the alternate paths.</p> <p>AIMS Augmentation allows students to augment their AIMS scores with points derived from required course grades. If the augmented score is at or greater than the “Meets the Standard” threshold, the augmented score counts as passing for graduation purposes.</p> <p>In the 2008-09 school year, 2,553 students (4%) used AIMS augmentation, and in the 2009-10 school year, 4,273 students (7%) took this route.</p> <p>College Entrance Exam Reciprocity allows students to substitute SAT or ACT subtest scores that meet the State Board of Education approved minimum scores for non-passing AIMS scores.</p>
Alternate paths to graduation specifically for English language learners	Same as above.
Alternate paths to graduation specifically for students with disabilities	Students with disabilities may be exempted from having to pass AIMS to graduate from high school. Students with disabilities who are not exempt from passing the exam may use the same alternate paths described above.
Who makes decisions on whether a student is eligible to use alternate paths?	State statute and state board of education rules define eligibility for the alternate paths.
How are students identified as eligible for alternate paths to	Schools determine whether or not students meet the eligibility criteria.

graduate?

When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?

Yes

How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?

Less than one

Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam

The state offers technical assistance to help:

- Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, and train-the-trainer workshops;
- All teachers prepare students for the exam, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, and fiscal resources to fund local personnel to provide assistance;
- Teachers become more proficient in their content area, which includes online assistance, specialist(s) in the state education agency, field-based specialists, and train-the-trainer workshops;
- Schools identify and target students for assistance, which includes online assistance and train-the-trainer workshops;
- Schools implement comprehensive school reform, which includes online assistance, specialist(s) in the state education agency, and field-based specialists;
- Districts improve formative uses of assessments, which include online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and additional professional development opportunities for educators;
- Districts improve professional development for teachers, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and additional workshops for AZ educators;
- Districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency and field-based specialists.

The state also provides:

- State-developed formative assessments
- Test items from prior years
- Exam preparation materials for students and teachers

Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam

The state provides:

- Targeted remediation programs for students
- Additional professional development for teachers in the formative uses of assessment

Does the state provide funding for remediation?

Yes. The state tutoring fund is available for tutoring for HS students who have not passed the AIMS HS tests. Additionally, high school tutoring is an option for Prop 301 funds, which is a voter initiative that provides specific additional funds for schools.

Are districts mandated by law to provide remediation?

Yes. Students who failed to pass one or more sections of the AIMS HS test were eligible for AIMS augmentation if certain criteria were met, including participation in remediation.

Are students required to participate in remediation?

Yes, in order to take advantage of AIMS augmentation.

Part II: Student Performance

Initial pass rates, 2008-09

Percentage of Students Passing on First Try, 10 th Grade, 2008-09				
Student Group	Reading/ Language Arts	Writing	Math	Science
All students	75%	72%	70%	34%
White	87%	82%	81%	51%
African American	66%	66%	57%	23%
Latino	63%	63%	59%	22%
Asian	84%	85%	86%	50%
Native American	53%	51%	49%	15%
English language learners	16%	17%	21%	2%
Migrant	57%	49%	52%	13%
Students with disabilities	32%	25%	28%	16%
Free or reduced-price lunch eligible	61%	59%	57%	22%
Passing score (scale of 500-900)	674	678	683	500

Note: These data retrieved from <https://www.azed.gov/srcs/statereportcards/StateReportCard08-09.pdf> on May 26, 2010. While the rates are reported here, science is not required for graduation.

Denominator used when calculating these rates: The number of students in their second year of high school enrolled on test day

Initial pass rates, 2009-10

Percentage of Students Passing on First Try, 10th Grade, 2009-10				
Student Group	Reading/ Language Arts	Writing	Math	Science
All students	77%	73%	58%	40%
White	88%	83%	72%	55%
African American	69%	67%	45%	28%
Latino	67%	63%	46%	25%
Asian	84%	83%	78%	58%
Native American	58%	53%	37%	18%
English language learners	12%	14%	11%	1%
Migrant	49%	42%	40%	13%
Students with disabilities	30%	28%	13%	9%
Free or reduced-price lunch eligible	66%	61%	45%	26%
Passing score (scale of 500-900)	674	678	487	500

Note: Data provided by the Arizona State Department of Education. While the rates are reported here, science is not required for graduation.

Denominator used when calculating these rates: The number of students in their second year of high school enrolled on test day

Cumulative pass rates, 2008-09

Percentage of Students Passing by the End of 12th Grade, 2008-09			
Student Group	Reading/ Language Arts	Writing	Math
All students	92%	92%	87%
White	96%	96%	93%
African American	87%	89%	77%
Latino	87%	89%	83%
Asian	95%	96%	96%
Native American	82%	85%	74%
English language learners	60%	64%	59%
Migrant	83%	86%	79%
Students with disabilities	51%	53%	34%
Free or reduced-price lunch eligible	85%	87%	80%
Passing score (scale of 500-900)	674	678	683

Note: Data provided by Arizona State Department of Education.

Denominator used when calculating these rates: The number of students in 2009 cohort enrolled on testing day spring of 2009.

Cumulative pass rates, 2009-10

Percentage of Students Passing by the End of 12th Grade, 2009-10			
Student Group	Reading/ Language Arts	Writing	Math
All students	92%	92%	87%

White	96%	96%	93%
African American	86%	88%	78%
Latino	88%	88%	81%
Asian	95%	96%	94%
Native American	83%	83%	74%
English language learners	64%	66%	59%
Migrant	82%	78%	79%
Students with disabilities	52%	53%	34%
Free or reduced-price lunch eligible	87%	87%	80%
Passing score (scale of 500-900)	674	678	683

Note: Data provided by Arizona State Department of Education.

Denominator used when calculating these rates: The number of students in 2010 cohort enrolled on testing day spring of 2010.

Student Group	State Graduation Rates	
	2008-09	2009-10
All students	76%	NA
White	83%	NA
African American	73%	NA
Latino	69%	NA
Asian	88%	NA
Native American	63%	NA
English language learners	44%	NA
Migrant	80%	NA
Students with disabilities	65%	NA
Free or reduced-price lunch eligible	69%	NA

Note: Data provided by the Arizona State Department of Education.

Current state graduation rate calculation formula for AYP purposes.

Arizona uses the Adjusted Cohort Rate.