2022 A-F Letter Grade Accountability System:
Alternative Schools 9-12 Business Rules

Last Updated November 8, 2022
Modified and Annotated Based on Impact of COVID-10

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Introduction

These business rules detail Arizona's 2022 A-F Alternative Schools Letter Grade Accountability System for educators, parents, and other stakeholders. The Arizona Department of Education's (ADE) mission is equity for all students to achieve their full potential. As a state, we are also committed to holding schools accountable to this goal using a fair accountability model that differentiates the performance of schools and Local Education Agencies (LEAs).

An Alternative School A-F Letter Grade model was developed per A.R.S. §15-241 (i), "Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools". The complete A.R.S. §15-241 is available here: https://www.azleg.gov/ars/15/00241.htm.

Using the A-F Alternative Schools Letter Grade Accountability System, Arizona makes annual accountability determinations for schools and LEAs based on student academic outcomes, growth to graduation, English language learners, graduation rate, and college and career readiness. The accountability system outlined here uses several metrics to measure student learning and growth in Arizona public schools that have been approved for Alternative School Status through the application process.

Legislation Considerations: The FY 2022 A-F Business rules will remain in draft form until the close of the 2022 legislative session, as there are legislative items being considered by the Arizona 2022 Legislators that may affect the 2022 A-F Accountability models. Please note that if there is impact to the models, they will be noted and communicated clearly to the field.

Business Rules

Once the Arizona State Board of Education approves the A-F Letter Grade Models for a given fiscal year, business rules that reflect the approved model are created and shared with stakeholders on the Accountability & Research website (http://www.azed.gov/accountability-research/resources/). Following the calculation of A-F Letter Grades, corresponding release by the State Board of Education, and conclusion of the appeals process, the ADE Accountability team adds descriptive statistics and graphs at which point the business rules are finalized.

Prior to the finalization of the business rules, some changes may occur including small edits to the text (e.g., punctuation, spelling, formatting, etc.), clarifications to the description of components and the addition of details (i.e., statewide averages). A footer appears on each page that contains the date on which the business rules were most recently updated. In addition, the last page includes a date and brief description of each change that occurs.

The Accountability & Research team will continue to post the most updated document as quickly as possible for stakeholders. To ensure you are using the most up to date version, you should bookmark the applicable link from our website as opposed to saving or printing a copy.

Overview of the A-F Letter Grade Accountability System

As outlined by A.R.S. §15-241, the State Board of Education (SBE) determined the criteria for each school classification. Details regarding A-F and the process can be found at https://azsbe.az.gov/f-school-letter-grades. The following outlines the alternative school model for fiscal year 2022 (school year 2021-2022) that was approved on December 13, 2021.

The A-F Alternative School Letter Grade accountability system includes the following:

1. Percentage of proficient students on state assessment
2. Measures of progress towards graduation including academic persistence, earning 4.5 credits or greater, and the successful graduation of students who are within one semester of the necessary credits to graduate
3. EL language proficiency and growth
4. Graduation rate
5. Indicators to measure students' readiness to succeed in a career or post-secondary enrollment

Per A.R.S. §15-241 (b), "Each school, charter holder and school district shall submit to the department any data that is required and requested and that is necessary to compile the achievement profile. A school or local education agency that fails to submit the information that is necessary is not eligible to receive monies from the classroom site improvement fund established by section 15-977". The complete A.R.S. §15-241 is available here: https://www.azleg.gov/ars/15/00241.htm.

Data Inclusion Criteria

ACT, MSAA, AzSCI Test, MSAA Science Test and AZELLA data are used in the letter grade calculation after validation against the statewide Arizona Education Data Standards (AzEDS). Using the student's AzEDS identification as the unique identifier, integrity checks consider valid student enrollment and accurate student identification on test date relevant to the grade level and subject tested.

The following criteria outline specific details and descriptions of student data included in the calculation of the A-F Letter Grades for alternative schools.

ACT – The American College Test (ACT) is the approved statewide assessment for students in Grades 9-12. The ACT is administered to students in Grade 11 during the spring testing window. While students may take the ACT multiple times, accountability measures are calculated using only the ACT that was administered to students in Grade 11 as part of the state's statewide assessment.

ACT ELA performance results are based off a composite of a student's ACT English, ACT Reading, and ACT Writing tests.

Alternative School Full Academic Year (FAY) – Students were included in the proficiency component if they were enrolled on October 1, 2021 and continuously enrolled until the first weekday in May (May 2, 2022). Students with breaks in enrollment fewer than 10 consecutive calendar days each in the same school are still considered FAY.

AZELLA FAY – Students were included in the EL calculations if they were enrolled within the first ten school days of the school's calendar year and continuously enrolled until the last day of the state testing window for AZELLA.

AOI FAY — Students that attend AOIs are considered to be FAY students if they log enough minutes at the AOI. Students in grades 9-12 must log 32,400 minutes at an AOI school to be considered FAY.

English Learner (EL) – Any student identified with an EL need
- with a less than proficient score on AZELLA in the current or prior fiscal year
- students that may have been identified during the pandemic based on the Home Language Survey

Fluent English Proficient – Any student identified with an EL need in a prior fiscal year who has reclassified as Proficient on the AZELLA 1, 2, 3, or 4 years ago.

EL FEP – Any student identified with an EL need for Fiscal Year 2022 plus any student identified as Fluent English Proficient in year 1, 2, 3, or 4.

Special Education Student – Any student receiving special education services on October 1, 2021 as defined by Federal law and reported for the ESS Census. To confirm whether a student meets this criterion, schools can check their SPED07 report in the ESS Census Application. Information regarding the ESS Census process can be found here: http://www.azed.gov/specialeducation/data-management/federal-sped-census/

Special Education Cohort – any student who received special education services during high school.

N-Size – the minimum number of students required for the indicator to be calculated and for the school eligible to earn the points. The N-Size for all indicators is 10 students.

Current Year – refers to Fiscal Year 2022

Prior Year – refers to Fiscal Year 2021

Recently Arrived English Learner (RAEL) – A RAEL in the current year is a student who meets the following data criteria: 1) is new to Arizona schools as determined by having his/her first enrollment ever in an Arizona school and 2) is not proficient in English as determined by a less than proficient result on the AZELLA.

Ethnicity – Student data submitted via AzEDS in the ethnicity fields (i.e., White, African American, Hispanic, Native American/Alaskan Indian, Asian, or Pacific Islander) is used for the subgroup calculations.

Homeless Cohort – Any student who was identified as Homeless during high school.

Income Eligibility 1 & 2 – Student data submitted via AzEDS in the IncomeEligibility1 and

IncomeEligibility2 fields are used to define an economically disadvantaged student. A student is defined as economically disadvantaged if the school submits a 1/yes for either the IncomeEligibility1 or IncomeEligibility2 field.

New School – A school opened in the 2021-2022 school year with a new entity ID. These schools will not receive an A-F letter grade based on their first year of operation.

DRP Enrolled Student – A DRP enrolled student is a student who is enrolled in an official, ADE sanctioned Dropout Recovery Program. The list of LEAs approved to operate a Dropout Recovery Program is available here: https://www.azed.gov/dropout-prevention/dropout-recovery-program-drp/. DRP enrolled students are included in all components for which they meet the eligibility requirements. Additional information about how DRP enrolled students are utilized in A-F components is available within each component's section below.

The table below describes the grade-level and Alternative FAY requirements for each indicator of the A-F Letter Grade Accountability System.

Indicator	Component	Alternative FAY	Grades	Cohort/Year (if applicable)
Proficiency	ACT ELA and Math	✓	11	Cohort 2023
	MSAA ELA and Math	✓	11	Cohort 2023
Growth to Graduation	Academic Persistence		9-12	
	Credit Earned		9-12	
	On-Track to Graduate		10-12	
EL	EL Proficiency and Growth	AZELLA FAY	9-12	
Graduation Rate	4-year Graduation rate			Cohort 2021
	5-year Graduation rate			Cohort 2020
	6-year Graduation rate			Cohort 2019
	7-year Graduation rate			Cohort 2018
College and Career Readiness	Career and College Readiness Self-Report		On-Track to Graduate Students and All Current Year Graduates	
Bonus	Graduation Rate			Cohort 2021
	ACT ASPIRE			Cohort 2025

Regardless of a student's special education status, the accountability system uses all verified ACT data from students enrolled the full academic year. For students who take the MSAA assessment and are enrolled the full academic year, these data are used in the Proficiency component.

Students with a performance level reported from the ACT ELA and Math and MSAA ELA and Math are utilized in certain calculations (detailed below). The ADE does not include assessments for students where no answer items are selected and no scale score or performance level is assigned. The following table indicates the only valid performance levels on ACT and MSAA for all subjects.

ACT/MSAA Achievement Levels
Minimally Proficient (1)
Partially Proficient (2)
Proficient (3)
Highly Proficient (4)

A-F Static File

The A-F static file merges assessment data with enrollment data from AzEDS to serve as the base for the majority of A-F Letter Grade calculations and to help schools understand performance based on various accountability-related business rules (i.e. FAY). Students are included in a school's static file if they meet any of the below criteria:

- Enrolled on the first day of the Spring AzSCI Test Window (March 21, 2022)
- Enrolled on the first day of the Spring AASA State Test Window (April 4, 2022)

Timeline & Appeals
Information will be added once determined by the Arizona State Board of Education.

Cut Scores
Due to the population of alternative schools, only 9-12 alternative schools will receive a grade for the 2021-2022 school year.

- 9-12 Letter Grade model is used for alternative schools that serve grades 9 through 12 (or any configuration within that such as 10-12, 9-11, etc.). Students are only included in this model if they are enrolled in grades 9-12. For example, if a school is a 7-12, only students enrolled in grades 9-12 will be included in the calculation of the school's letter grade.
- Alternative 9-12 schools eligible for 60 or more of the 100 total points available will receive a letter grade.
- Due to the fact that schools can be eligible for and earn a different amount of points, cut scores for letter grades for all models were established on percentages. Percentage Earned = Total Points Earned (excluding bonus points) / Total Points Eligible. Cut scores for Fiscal Year 2022 are below.

A	B	C	D	F
100% – 84%	<84% – 66%	<66% – 48%	<48% – 30%	<30% – 0%

2022 A-F Alternative School Letter Grade Model

N-Size

The alternative school model requires schools to have 10 students in each indicator to be eligible to earn the points. Exceptions to this rule are:

- Proficiency must have 10 students who meet the criteria for Alternative School FAY
- Graduation rate – requires 10 students in the cohort
- CCRI – requires 10 students who graduated during the 2020-2021 school year and/or met the criteria for the On-Track to Graduate Component

Schools that do not meet the minimum N-Size of 10 students cannot earn points for that indicator.

RAELS

Recently Arrived English Learner (RAEL) year 1 and year 2 students are excluded from proficiency calculations for ELA only.

Alternative School Model

Pie chart of the Alternative School Model:
- Proficiency 15%
- Academic Persistence 10%
- Credits Earned 10%
- On-Track to Graduate 10%
- EL Proficiency and Growth 10%
- Graduation Rate 10%
- College and Career Readiness 35%
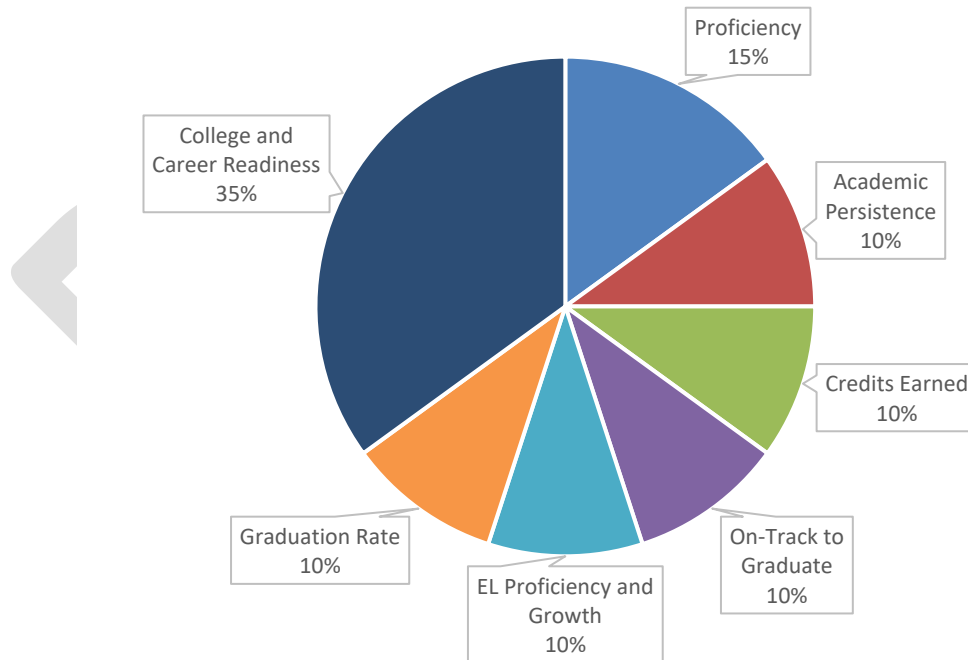
Weight	Indicators
15%	Proficiency, Statewide Assessment
30%	Growth to Graduation
	10% Academic Persistence
	10% Credits Earned
	10% On-Track to Graduate
10%	Proficiency and Growth, English Language Learners
10%	Graduation Rate
35%	College and Career Readiness

The alternative school model is based on a scale of 0-100 points for schools that have all available indicators; the scale is adjusted for those indicators that do not meet the N-Size. All indicators must have a minimum of 10 students to be included in a school's letter grade. All indicators are capped at the total percent possible.

The following school configurations are graded on the 9-12 model:
- 9-12
- Configurations within 9-12
  - 10-12
  - 11-12
  - 12

- Configurations that extend beyond grades 9-12
  - 6-12 (only students in grades 9-12 are included)
  - 7-12 (only students in grades 9-12 are included)
  - 8-12 (only students in grades 9-12 are included)

Proficiency

Proficiency results are worth 15% of an alternative school's letter grade. The 2022 ACT ELA and Math scores are utilized for grade 11 FAY students. Schools must have a minimum of 10 Alternative School FAY students who tested on one of the applicable assessments to be eligible for proficiency points. Invalid test records count as not tested. Proficiency points are capped at 15. The achievement levels are weighted such that students scoring performance level 4 earn the most points (see below).

Achievement Level	Point Value
Minimally Proficient (1)	0
Partially Proficient (2)	0.6
Proficient (3)	1.0
Highly Proficient (4)	1.3

Percent Tested

Proficiency calculations are impacted by percent tested. Schools that do not meet the 95% test threshold mandated by law are negatively impacted on the proficiency calculation. Students may be taking the ACT or the MSAA assessments in grades 11 (Cohort 2023). Thus, if a student tested on one of these assessments in the 2022 Spring testing window, they would count as tested.

The below percent tested formula is used:

$$Grades\ 9-12\ \%\ Tested$$
$$= 100 \left[\frac{0.5\ (No.\ of\ students\ tested\ in\ ELA + No.\ of\ Students\ Tested\ in\ Math)}{(No.\ of\ students\ in\ Cohort\ 2023)} \right]$$

In Fiscal Year 2022, the first day of the AASA State Testing Window is April 4, 2022.

Percent Proficient for Schools that Meet 95% Tested

$$\%\ Proficient\ for\ Schools\ Meeting\ 95\%\ Tested$$
$$= 100 \left(\frac{\left[\begin{array}{l} (No.\ of\ FAY\ students\ PP\ on\ ACT\ ELA\ or\ MSAA\ ELA + No.\ of\ FAY\ students\ PP\ on\ ACT\ Math\ or\ MSAA\ Math)0.6) \\ +(No.\ of\ FAY\ students\ P\ on\ ACT\ ELA\ or\ MSAA\ ELA + No.\ of\ FAY\ students\ P\ on\ ACT\ Math\ or\ MSAA\ Math)1.0) \\ +(No.\ of\ FAY\ students\ HP\ on\ ACT\ ELA\ or\ MSAA\ ELA + No.\ of\ FAY\ students\ HP\ on\ ACT\ Math\ or\ MSAA\ Math)1.3) \end{array} \right]}{No.\ of\ FAY\ students\ tested\ on\ ACT\ ELA\ or\ MSAA\ ELA + No.\ of\ FAY\ students\ tested\ on\ ACT\ Math\ or\ MSAA\ Math} \right)$$

Schools that do not meet 95% tested will see an increase in the denominator of their proficiency calculation. The total number of students added to the denominator (and thereby included in the numerator as 0) equals the number of students needed to meet the 95% test threshold.

Example: A school was supposed to test 100 students. They tested 92. The school needed to test 95 students to meet or exceed the 95% test threshold. Because they did not meet the threshold we do the following:

- Number of students needing to test to meet 95% – number of students actually tested

The number generated from the above subtraction is then added to the proficiency calculation denominator (see formula below).

Percent Proficient for Schools that DO NOT Meet 95% Tested

$$\% \textbf{Proficient for Schools DO NOT Meet } 95\% \textbf{ Tested}$$

$$= 100 \left(\frac{\begin{bmatrix} (No.\,of\,FAY\,students\,PP\,on\,ACT\,ELA\,or\,MSAA\,ELA + No.\,of\,FAY\,students\,PP\,on\,ACT\,Math\,or\,MSAA\,Math)0.6) \\ + (No.\,of\,FAY\,students\,P\,on\,ACT\,ELA\,or\,MSAA\,ELA + No.\,of\,FAY\,students\,P\,on\,ACT\,Math\,or\,MSAA\,Math)1.0) \\ + (No.\,of\,FAY\,students\,HP\,on\,ACT\,ELA\,or\,MSAA\,ELA + No.\,of\,FAY\,students\,HP\,on\,ACT\,Math\,or\,MSAA\,Math)1.3) \end{bmatrix}}{\begin{array}{c} (No.\,of\,FAY\,students\,tested\,on\,ACT\,ELA\,or\,MSAA\,ELA + No.\,of\,FAY\,students\,tested\,on\,ACT\,Math\,or\,MSAA\,Math) \\ + 2(No.\,of\,Students\,needed\,to\,Meet\,95\%\,tested) \end{array}} \right)$$

DRP Enrolled Students: If a DRP enrolled student meets the inclusion criteria, they will be included in the Proficiency component.

Growth to Graduation

The Growth to Graduation component seeks to measure students' progress towards graduation. This indicator is worth 30% of an alternative school's overall letter grade.

Academic Persistence

This measure is worth 10% of an alternative school's overall letter grade. Academic persistence is calculated by taking the list of eligible students who finished the 2020-2021 school year at an alternative school and checking for subsequent enrollment at any public school in Arizona by October 1 of the 2021-2022 school year. Students are eligible to be included if they receive an applicable Year-End Status Code from the school from the previous fiscal year (school year 2020-2021). More information on Year-End Status Codes and the Persistence Rate calculation is available in the Graduation, Dropout and Persistence Rate Technical Manual here:

https://www.azed.gov/sites/default/files/2021/11/FY22%20Grad%20Drop%20and%20Persistence%20Rate%20
0Tech%20Manual.pdf

Schools can check their data regarding Academic Persistence through the "Persistence Rate Report" available in ADEConnect. This report includes both student- and school-level information and alternative schools are encouraged to review this information as part of the data verification window for A-F Letter Grades. For Fiscal Year 2022 A-F Letter Grades, schools should review the 2022 Persistence Rate Report which shows the students that were eligible to re-enroll from Fiscal Year 2021 and whether or not they have an enrollment on or before October 1 of Fiscal Year 2022. Please note that the Persistence Rate Report available in ADEConnect includes students in grades 6-12. For the purpose of Alternative A-F Letter Grades for Fiscal Year 2022, only students enrolled in grades 9-12 in the 2020-2021 school year will be eligible for inclusion in the Academic Persistence component.

The formula to calculate a school's persistence rate is below.

$$\textbf{Persistence Rate}$$
$$= \left[\frac{Number\,of\,students\,eligible\,students\,enrolled\,in\,grades\,9-12\,\,who\,re-enroll\,by\,Oct.\,1\,of\,CY}{Number\,of\,students\,enrolled\,in\,grades\,9-12\,eligible\,to\,re-enroll\,based\,on\,PY} \right]$$

DRP Enrolled Students: As long as a DRP enrolled student has an applicable prior year withdrawal code, they will be included in the Academic Persistence component.

Credits Earned

This measure is worth 10% of an alternative school's overall letter grade.

Schools self-report the number of students who were continuously enrolled for at least 80 school days or more during the fiscal year. If a student has breaks in enrollment less than 10 consecutive calendar days each they are still eligible to be included in this component. *If a student has 80 or more days enrolled with your school including more than one enrollment, the student could not have more than a 10 day break in enrollment to be included.[i]*

For example, if a student withdraws from School A on Monday and enrolls at School B on Tuesday, then withdraws from School B and re-enrolls at School A on the following Monday, the student would still be included in this measure for School A because their break in enrollment was fewer than 10 calendar days.

Students who required fewer than 4.5 credits to graduate, are included if they complete the remaining credits and graduate even if they are enrolled for less than 80 days.

Schools report the number of students meeting those enrollment criteria who earned greater than or equal to 4.5 credits, or the remaining credits needed for graduation, by the end of the school year defined as June 30th of the fiscal year.

***Students that are enrolled in an official ADE sanctioned Dropout Recovery Program (see list of approved LEAs here: https://www.azed.gov/dropout-prevention/dropout-recovery-program-drp/) should be included in the Credits Earned measure if they meet the above criteria. However, if a Dropout Recovery Program student meets the above criteria but according to their learning plan, will not complete the 4.5 credits or the remaining credits needed to graduate, by the end of the fiscal year, the student should not be included in this self-reported measure.

DEADLINES:

Submission: The spreadsheet with the list of students' SSIDs who meet the enrollment criteria for this component and the indicator of whether or not the student earned greater than or equal to 4.5 credits OR the remaining credits needed to graduate is due by July 30, 2022.

Schools that have less than 10 students (0-9) meeting the above enrollment criteria **MUST** submit "N/A" for their school by the submission deadline.

The formula to calculate a school's Credits Earned points is below.

Credits Earned

$$= 10 \times \left[\frac{\begin{array}{l} No.\,of\,students\,continuously\,enrolled\,for\,at\,least\,80\,days\,who\,earned\,4.5\,or\,more\,credits) + (No.\,of \\ students\,continuously\,enrolled\,for\,at\,least\,80\,days\,who\,earned\,all\,remaining\,credits\,needed\,to\,graduate) \end{array}}{No.\,of\,students\,continuously\,enrolled\,for\,at\,least\,80\,days} \right]$$

To receive points for the Credits Earned component, schools must follow all submission requirements. Data received in any other format than the one provided cannot be accepted. Data MUST be submitted using the excel template available through ADEConnect on the A-F Self-Reporting Data application.

Submitted data must include ONLY the following information:
1. LEA Name
2. LEA Entity ID
3. School Name
4. School Entity ID
5. SSIDs (State Student Identification) of students meeting above enrollment criteria
6. Indicator of if the student earned at least 4.5 credits that fiscal year or earned all the remaining credits needed to graduate

If any additional data is included in the submission it could be a violation of FERPA.

Credits Earned data submissions are collected through ADEConnect on the A-F Self Reporting Data application.

DRP Enrolled Students: If a DRP enrolled student meets the enrollment criteria and according to their official learning plan is able to earn greater than or equal to 4.5 credits, or the remaining credits needed to graduate, they should be included in this component.

On-Track to Graduate

This measure is worth 10% of an alternative school's overall letter grade. Schools submit a self-reported list of students who meet the below criteria. At the conclusion of the school year, the school will submit the updated spreadsheet to include the students in the initial submission and their corresponding Withdrawal/Year-End Status code as well as the points earned.

Per A.R.S. § 15-241(B), "Each school, charter holder and school district shall submit to the department any data that is required and requested and that is necessary to compile the achievement profile. A school or local education agency that fails to submit the information that is necessary is not eligible to receive monies from the classroom site fund established by section 15-977" (https://www.azleg.gov/ars/15/00241.htm).

DEADLINES:
Initial Submission: The initial spreadsheet with the list of students' SSIDs who meet the below criteria must be submitted by March 15, 2022.

Final Submission: The final spreadsheet with the list of students' SSIDs who meet the below criteria and their affiliated Withdrawal/Year-End Status code must be submitted by July 30, 2022.

On-Track to Graduate Student Criteria:
Students must be included in the school's self-reported On Track to Graduate list if they meet the below criteria.

1. Enrolled at the school on January 31, 2022

   AND

2. Need no more than 3 credits to meet the SBE established graduation requirements (Figure A) as of January 31, 2022

        <u>AND</u>

3. Mathematics credits account for no more than 1 of the remaining credits the student must earn to graduate

<u>OR</u>

4. Graduated during the current school year (2021-2022) prior to January 31, 2022.

The formula to calculate a school's On-Track to Graduate is below.

$$On-Track\ to\ Graduate = 10 * \left[\frac{\substack{Number\ of\ submitted\ On-Track\ Students \\ who\ graduated\ from\ the\ school\ by\ June\ 30, 2022}}{\substack{Number\ of\ students\ included\ on\ the\ initial \\ On-Track\ To\ Graduate\ Spreadsheet}} \right]$$

See appendix for a flowchart to assist in identifying which students should be included.

Students must meet criteria 1, 2, and 3 or criteria 4 to be included in this component. If students do not meet the specific criteria outlined above, they are not eligible to be included in this component, even if they may end up receiving all the credits needed to graduate. However, those students may potentially be eligible for inclusion in other Alternative A-F Letter Grade components.

Students that are enrolled in an official ADE sanctioned Dropout Recovery Program (see list of approved LEAs here: https://www.azed.gov/dropout-prevention/dropout-recovery-program-drp/) should be included in the On-Track to Graduate measure if they meet the above criteria. However, if a Dropout Recovery Program student meets the above criteria but according to their learning plan, will not complete the 3 credits by the end of the fiscal year, the student should not be included in this self-reported measure.

Note, students who receive a withdrawal code that removes them from the school's cohort (i.e. "W1") are removed from this calculation. If a student were to receive a W1, but return before being gone for ten or more consecutive days, that student should remain in the calculation. Additional information about withdrawal codes that remove a student from the school's cohort is available in the Graduation, Dropout, and Persistence Rate Technical Manual under "Exited Students" on page 10. The Graduation, Dropout, and Persistence Rate Technical Manual is available here:

https://www.azed.gov/sites/default/files/2021/11/FY22%20Grad%20Drop%20and%20Persistence%20Rate%20Tech%20Manual.pdf

On-Track to Graduate Data Submission:
To receive points for On Track to Graduate, schools must follow all submission requirements. Data received in any other format than the one provided cannot be accepted. Data MUST be submitted using the excel template available through ADEConnect on the A-F Self-Reporting Data application.

Submitted data must include ONLY the following information:
7. LEA Name
8. LEA Entity ID

9. School Name
10. School Entity ID
11. SSIDs (State Student Identification) of students meeting above criteria

If any additional data is included in the submission it could be a violation of FERPA.

Schools that have less than 10 students (0-9) meeting the below criteria **MUST** submit "N/A" for their school for both the initial submission deadline and final submission deadline. The initial and final submission of On-Track to Graduate data will be collected through ADEConnect on the A-F Self-Reporting Data application.

Normalizing (Transforming) EL Data

While ideally all data would be normally distributed, most data is not. Normally distributed data means when visualized through a histogram that data is bell-curve shaped. Further, the mean (average) and median (the midpoint of the data) of the data are approximately the same. When data does not have a normal distribution, this is called a non-normal distribution. When data has a non-normal distribution, data can be "transformed" to have a normal distribution. Below is an example of non-normally distributed data and the same data that has been transformed to have a normal distribution.

Data transformation means applying the same mathematical operation to each piece of the original data. The transformation process changes every school and student in the same way. A variety of statistical methods are used for normalizing data based upon which approach provides a distribution as close as possible to normal.

Once transformed, the relationship between data points does not change, but the relationship across data points does. Transformation modifies all the data, in the same way, to normalize the distribution as much as possible. Individual school or student performance is not damaged or improved during the transformation process.

Data is normalized for two reasons. First, most statistical methods used to analyze data include an assumption of a normal distribution. For potential analysis to be as accurate as possible, data needs to have as close as possible to a normal distribution. Second, letter grade scores are a combination of several indicators. For the combined letter grade to be as accurate as possible, all data included in the grade calculation needs to approximately have a normal distribution.
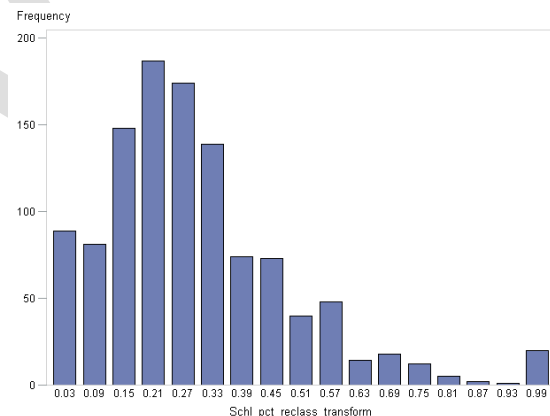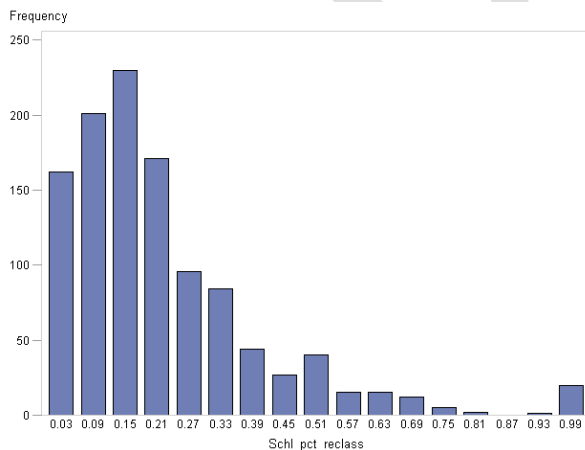
EL Proficiency and Growth

English Learner proficiency and growth is worth 10% of an alternative school's letter grade. Schools must have a minimum of 10 AZELLA FAY EL students to be eligible for the points. EL proficiency is worth 5% and EL growth is worth 5%.

EL Proficiency

EL calculations include students in grades 9-12 with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals. EL calculations also include students who reassess as proficient outside of the Spring AZELLA testing window in addition to those that do so during the testing window. EL students must also be AZELLA FAY. Invalid test records count as not tested. Schools with less than 10 AZELLA FAY EL students are not eligible for these points. EL proficiency calculates the proficiency percentage of EL students. The following formula is used.

$$\textbf{\textit{EL Proficiency}} \% = 100 \left[\frac{(No.\,of\;FAY\;students\;proficient\;on\;AZELLA)}{\substack{(No.\,of\;FAY\;students\;with\;an\;EL\;need,\;including\;parent\;withdrawals,\\ who\;had\;a\;valid\;current\;AZELLA\;proficiency\;level)}} \right]$$

To earn proficiency points, the school's EL proficiency percentage is compared to the State's current year proficiency percentage. The State's current year Percent Proficient will be calculated using data from both traditional and alternative schools' EL performance to ensure that there is enough data to create a statistically valid comparison point.

$$\textbf{\textit{EL 9}} - \textbf{\textit{12 Statewide CY Proficiency}} \%$$
$$= 100 \left[\frac{(Sum\;of\;School\;Averages\;that\;have\;the\;necessary\;FAY\;n-count)}{(No.\,of\;Schools\;that\;have\;the\;necessary\;FAY\;n-count\;to\;be\;eligible\;for\;points)} \right]$$

Up to 5 points are awarded for proficiency using the following system:

STANDARDIZED	Range	Points
EL Proficiency is greater than or equal to the EL statewide mean current year percent proficient.	19.97%	5
EL Proficiency is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent proficient.	15.30% - 19.96%	4
EL Proficiency is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent proficient.	10.63% - 15.29%	3
EL Proficiency is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent proficient.	1.29% - 10.62%	2
EL Proficiency is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent proficient.	0.0001% - 1.28%	1
If a school's EL Proficiency is 0%, due to no reclassification.	0%	0

The cut score ranges were limited to extending four decimal places. In limited cases this may mean some schools scores will not fit exactly in one of the ranges, as presented in this file.

EL Growth

EL growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results. To be included in the EL growth calculations, two test records are required. Invalid test records count as not tested. A student who is takes a placement exam for the first time by October 1st and then takes a spring reassessment will be included. Students who had a placement exam in one school and a reassessment in another school within the same school year will not be included as they will not qualify as AZELLA FAY.

The table below shows how many points each level of growth is worth.

Prior Year Achievement Level	Current Year Achievement Level	Point Value
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	
Pre-Emergent/Emergent	Intermediate	2
Basic/Intermediate	Proficient	
Basic	Proficient	
Pre-Emergent/Emergent	Proficient	3

The following formula is used to calculate growth:

$$EL\ School\ Growth\ \% = 100 \left[\frac{\binom{(No.\,of\ AZELLA\ FAY\ students\ who\ increased\ one\ proficiency\ level)}{+(No.\,of\ AZELLA\ FAY\ student\ who\ increased\ two\ proficiency\ levels\ x\ 2.0)}{+(No.\,of\ AZELLA\ FAY\ students\ who\ increased\ three\ proficiency\ levels\ X\ 3.0)}}{No.\,of\ AZELLA\ FAY\ students\ tested\ with\ an\ EL\ need,\ including\ parent\ withdrawals\ with\ a\ valid\ current\ and\ prior\ year\ AZELLA\ proficiency\ level} \right]$$

To earn growth points, the school's EL growth percentage is compared to the State's current year growth percentage. The State's current year Percent Growth will be calculated using data from both traditional and alternative schools' EL performance to ensure that there is enough data to create a statistically valid comparison point.

$$EL\ 9-12\ Statewide\ Current\ Year\ Growth\ Percent$$
$$= 100 \left[\frac{(Sum\ of\ EL\ Growth\ of\ all\ schools\ AZELLA\ FAY\ n-count\ to\ be\ eligible\ for\ points)}{No.\,of\ schools\ that\ have\ the\ necessary\ AZELLA\ FAY\ n-count\ to\ be\ eligible\ for\ points} \right]$$

Up to 5 points are awarded for growth using the following system:

STANDARDIZED	Range	Points
EL Growth is greater than or equal to the EL statewide mean current year percent growth.	34.68%	5
EL Growth is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent growth.	28.81% - 34.67%	4
EL Growth is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent growth.	10.6% - 15.29%	3
EL Growth is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent growth.	1.29% - 10.6%	2
EL Growth is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent growth.	0.0001% - 1.28%	1
If a school's EL Growth is 0%, due to no growth.	0%	0

The cut score ranges were limited to extending four decimal places. In limited cases this may mean some schools scores will not fit exactly in one of the ranges, as presented in this file.

DRP Enrolled Students: If a DRP enrolled student meets the inclusion criteria, they will be included in the EL Proficiency and Growth component.

Graduation

The graduation (Grad) rate indicator is worth 10% of a 9-12 Alternative school's letter grade. Schools must have a minimum of 10 students in the 4-year cohort to be eligible for points.

4-, 5-, 6-, or 7-year calculation

Schools receive points for the **best** of their 4-, 5-, 6-, or 7-year graduation rate.

Graduation Rate	Cohort
4-year	2021
5-year	2020
6-year	2019
7-year	2018

The following formula displays how graduation rate is calculated for each cohort.

$$Graduation\ Rate = 100 \left[\frac{Number\ of\ Graduates\ (G\ or\ W7\ or\ S7)\ in\ the\ Cohort}{(Number\ of\ students\ in\ the\ Cohort)} \right]$$

Additional information related to how graduation rate is calculated is available in the Graduation, Dropout and Persistence Rate Technical Manual available here:

https://www.azed.gov/sites/default/files/2021/11/FY22%20Grad%20Drop%20and%20Persistence%20Rate%20Tech%20Manual.pdf

DRP Enrolled Students: If a DRP enrolled student meets the inclusion criteria, they will be included in the Graduation rate for the student's assigned cohort.

College and Career Ready

The College and Career Ready indicator is worth 35% of an alternative school's letter grade. College and Career Ready points are self-reported through ADEConnect on the A-F Self Reporting Data application. Schools must have a minimum of 10 students who were included in the On-Track to Graduate component OR graduated in the 2021-2022 school year to be eligible for these points. All students who meet the below criteria MUST be included in this self-reported data.

Criteria for Inclusion:
- Students who graduated at any point during the 2021-2022 school year
- Students who were included in the On-Track to Graduation initial submission for the 2021-2022 school year

Note that students who are removed from the On-Track to Graduate calculation after the initial data submission due to withdrawal from the school's cohort (see information above under On-Track to Graduate) are also removed from the CCRI component.

Schools can download the student level spreadsheet from ADEConnect on the Accountability application to assist with the calculations outlined below. Schools should look over each student's entire high school experience to determine how each student performed on the metrics outlined below. Schools will then submit their CCRI information (see formula below).

Scoring:
- A student who earns at least 1 full CCRI point will count in the numerator of the following calculation.

Students that are enrolled in an official ADE sanctioned Dropout Recovery Program (see list of approved LEAs here: https://www.azed.gov/dropout-prevention/dropout-recovery-program-drp/) should be included in the On-Track to Graduate measure if they meet the above criteria. However, if a Dropout Recovery Program student meets the above criteria but according to their learning plan, will not complete the 3 credits by the end of the fiscal year, the student should not be included in this self-reported measure.

Note, students who receive a withdrawal code that removes them from the school's cohort (i.e. "W1") are removed from this calculation. If a student were to receive a W1, but return before being gone for ten or more consecutive days, that student should remain in the calculation. Additional information about withdrawal codes that remove a student from the school's cohort is available in the Graduation, Dropout, and Persistence Rate Technical Manual under "Exited Students". The Graduation, Dropout, and Persistence Rate Technical Manual is available here:

https://www.azed.gov/sites/default/files/2021/11/FY22%20Grad%20Drop%20and%20Persistence%20Rate%20Tech%20Manual.pdf

Value	Indicators
1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
.5 per exam	Passing score on AzMerit Algebra 2 or ELA 11
.35 per exam	Meets cut score on ACT English, math, reading or science exam
.5 per exam	Meets cut score on SAT English or math exam
.5 per exam	Meets cut score on any AP exam
0.5	Completes the FAFSA
.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
.5	Meets benchmarks for ASVAB
.5	Meets benchmarks for ACT WorkKeys, or met benchmarks for Arizona Career Readiness Program
.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS, EdReady (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam
.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License *See appendix for list of approved CTE credentials for this category.
1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours
1	Meets all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses
.25 per exam	AzMERIT – partially proficient on Algebra 2 or ELA 11
.25 per sub-test	Valid and Reliable Vendor Assessment – aligned with the school mission and has score benchmarks including College and Career Ready
.5 per course	Second Language – Credit earned in a second or dual language course, please note that English courses would not be applicable for this indicator

.5 per course	Work Study – credit earned in course, verified by W2/pay stubs & evaluated by school supervisor (not to be combined with the traditional school indicator)
.5 per course	Workplace Readiness – credit earned in a course that prepares student to find, interview for, obtain, and keep employment
.5 per course	Career Readiness – credit earned in a course that prepares student for a specific vocation (not the formal CTE programming through ADE)
.5 per course	Service Learning – credit earned in a course that involves both learning and community action goals
1	Military Enlistment – Verified by a copy of signed Statement for Enlistment or similar, and/or copy of a Release of Records from the U.S. Military, signed by the recruit
.5	Recipient of Competitive Scholarship to Post-Secondary Institution – Minimum aware of $500
1	Post-Secondary Enrollment – Must be enrollment in a post-secondary institution which may include a 4-year college/university, a community college, and/or a trade school

Bonus Points

Alternative schools are eligible to earn bonus points if their Cohort 2020 5-Year graduation rate meets or exceeds 80% of the state average for the following subgroups: McKinney-Vento/Homeless cohort, foster care cohort, and special education cohort. A school can earn up to 6 bonus points (2 points per subgroup that meets or exceeds 80% of the state average). In order to be eligible to earn bonus points, a school must have at least 10 students in the subgroup. To be eligible for all 6 points, a school would need to have at least 10 students in the McKinney-Vento/Homeless cohort subgroup, 10 students in the foster care cohort subgroup, and 10 students in the special education cohort subgroup. However, a student could fall into multiple groups and be counted as 1 of the 10 required students for each subgroup for which they belong.

Additional information about how graduation rates are calculated can be found in the Graduation, Dropout, and Persistence Rate Technical Manual here:

https://www.azed.gov/sites/default/files/2021/11/FY22%20Grad%20Drop%20and%20Persistence%20Rate%20Tech%20Manual.pdf

ACT Aspire Bonus Point

Schools can earn up to 3 bonus points on administering ACT Aspire to Grade 9 (Cohort 2025) students.

The following details how points are earned.

ACT Aspire Bonus Points (0, 1.5 or 3 points)
- A school's current year percent tested is greater than or equal to 95% = 3 points
- A school's current year percent tested is greater than or equal to 90% and less than 95% = 1.5 points
Note: Students who took the MSAA test in FY 2021 or FY 2019 are not included in the ACT Aspire calculation.[ii]

Calculating Total Points

Based on the decision of the State Board of Education (SBE), the calculation of a school's total points is based on the scores the school received on each component of the Alternative A-F Letter Grade model for which they are eligible. Below are a few examples of how total points can be calculated, however this is not every possible combination of indicators.

Schools that meet the N-Size for every indicator can earn up to 100 points.

$$
\text{Letter Grade} = \left[\begin{array}{c} \big(0.15(Proficiency)\big) + \big(0.30(Growth\ to\ Graduation)\big) + \big(0.10(EL\ Proficient\ and\ Growth\ Points)\big) \\ + (0.10(Graduation\ Points)) + (0.34(College\ and\ Career\ Ready\ Points)) \end{array} \right] + Bonus\ Points
$$

Schools that meet the N-Size for every indicator except for EL Proficiency and Growth can earn up to 90 points.

$$
\begin{aligned}
&\text{Letter Grade} \\
&= 100 \left(\frac{\left[\begin{array}{c} \big(0.15(Proficiency)\big) + \big(0.30(Growth\ to\ Graduation)\big) \\ + (0.10(Graduation\ Points)) + (0.35(College\ and\ Career\ Ready\ Points)) \end{array} \right]}{90} \right) + Bonus\ Points
\end{aligned}
$$

Schools that meet the N-Size for every indicator except EL Proficiency and Growth and Graduation Rate can earn up to 80 points.

$$
\begin{aligned}
&\text{Letter Grade} \\
&= 100 \left(\frac{\left[\begin{array}{c} \big(0.15(Proficiency)\big) + \big(0.30(Growth\ to\ Graduation)\big) \\ + (0.35(College\ and\ Career\ Ready\ Points)) \end{array} \right]}{80} \right) + Bonus\ Points
\end{aligned}
$$

Schools without enough students to be eligible for 60 points will be not rated in Fiscal Year 2022.

Appendix

List of Acronyms and Abbreviations

Acronym/Abbreviation	Meaning
AASA	Arizona's Academic Standards Assessment
ACT	American College Testing
ADM	Annual Daily Membership
AOI	Arizona Online Instruction
AVG	Average
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzMerit	Arizona's Measurement of Educational to Inform Teaching
CCRI	College and Career Readiness Index
CY	Current Year
DRP	Dropout Recovery Program
EL	English Language
ELA	English Language Arts
EOC	End of Course
FAY	Full Academic Year
FY	Fiscal Year
HP	Highly Performing on ACT (Performance Level 4)
MP	Minimally Performing on ACT (Performance Level 1)
MSAA	Multi-State Alternate Assessment
No.	Number
P	Proficient Performing on ACT (Performance Level 3)
PP	Partially Performing on ACT (Performance Level 2)
PY	Previous Year
RAEL	Recently Arrived English Learner
SBE	State Board of Education
SG	Subgroup
SPED	Special Education
SY	School Year

Career and Technical List of Qualifying Programs
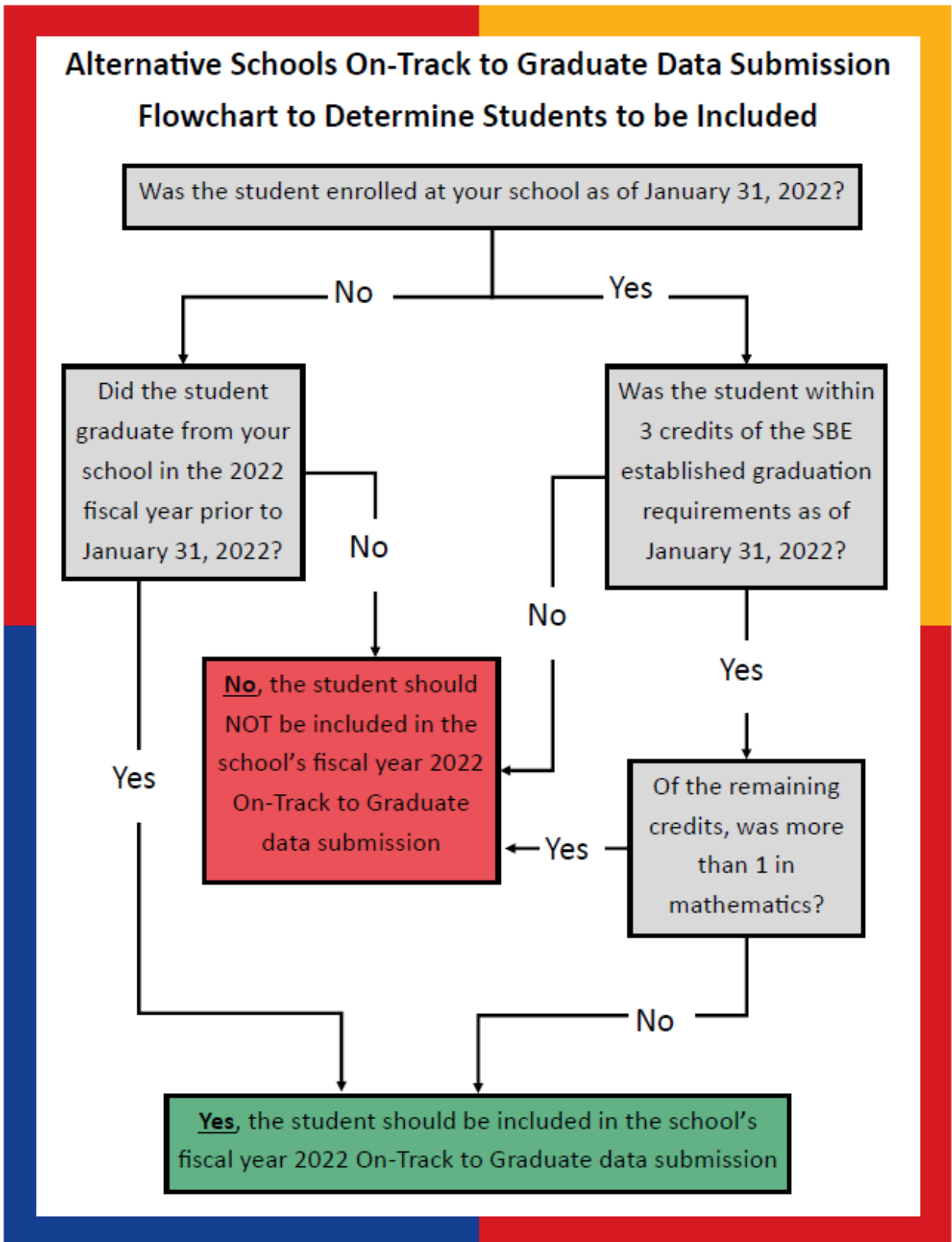
Fiscal Year 2022 A-F CCRR Credentials for CTE Programs
*Changes to this list could occur after April 1, 2022

Credential Name

- Adobe Certified Associate (ACA)
- Amatrol
- American Welding Society Certification (AWS)
- APCO International- Public Safety Telecommunication Dispatcher
- Apple Certified Pro (ACP) - Final Cut Pro
- Approved Veterinary Assistant (AVA)
- Arizona Aesthetician License
- Arizona Agriculture Skills & Competencies Certificate
- Arizona Center for Fire Service Excellence-Fire Fighter I and II
- Arizona Cosmetology License
- Arizona Department of Public Safety- Security Guard Certification
- Arizona Landscape Contractor Association (ALCA)
- ASE Student Certifications-G1, A1-A8, AST
- ASE Student Certifications-Medium/Heavy Diesel (T2-T6)
- ASE/ICar Student Certifications-Paint and Refinishing, Non-Structural Repair, Mechanical and Electrical
- Autodesk AutoCAD Certified User
- Autodesk Certified User - 3ds Max; Maya
- Beginning Jewelry Sales
- Biotechnician Assistant Credential (BACE)
- CAD-CAM
- Certified Cardiographic Tech (CCT)
- Certified Front Desk Representative
- Certified Fundamentals Cook (CFC) and Pastry Cook (CFPC)
- Certified Guest Service Professional (CGSP)
- Certified Healthcare Documentation Specialist Transcriptionist (CHDS)
- Certified Hospitality and Tourism Management Professional
- Certified Internet Web (CIW) - JavaScript Specialist
- Certified Nurse Assistant (CNA)
- Certified Personal Trainer (CPT)
- Certified Pharmacy Technician (CPhT)
- Certified Phlebotomy Technician
- Certified Physical Therapy Aide (CPTA)
- Certified Restaurant Server
- Chief Architect Certified User
- Child Development Associate Credential
- Clinical Medical Assistant (CCMA)
- CompTIA A+
- CompTIA IT Fundamentals
- CompTIA Network+
- CompTIA Security +
- CSX Cybersecurity Fundamentals Certificate
- Emergency Medical Responder (EMR)
- Emergency Medical Technician (EMT)
- FAA Airframe Mechanic
- FAA Ground Instruction; Instrument; Control Tower and Remote Pilot
- FAA Powerplant Mechanic
- FCC License
- Licensed Massage Therapist (LMT)
- Licensed Nurse Assistant (LNA)
- Manufacturing Skill Standards Council (MSSC)
- Master CAM
- Mechatronics
- Microsoft Office Specialist (MOS) credential
- Microsoft Technology Associate (MTA)
- NAFTrack Certification
- National Institute for Metalworking Skills (NIMS)
- National ProStart Certificate of Achievement (COA)
- NCCER Cabinetmaking
- NCCER Carpentry
- NCCER Construction Technologies
- NCCER Core
- NCCER Heavy Equipment Operator
- NCCER HVAC
- NCCER Welding
- Oracle Java certification-fundamentals
- OSHA 10
- Praxis Para Pro Certificate
- PrintED/SkillsUSA Student Certification
- Programmer I -JAVA basics
- QuickBooks Certified User (QBCU)
- Radiation Health and Safety (RHS)(by Dental Assisting National Board)
- Registered Clinical Medical Assistant Specialist (RCMAS)
- Registered Medical Assistant (RMA)
- ServSafe Food Protection Manager
- SolidWorks - Certified Solidworks Associate (CSWA), Certified Solidworks Professional (CSWP)
- Wildland Firefighter

Alternative Schools On-Track to Graduate Data Submission Flowchart to Determine Students to be Included

Was the student enrolled at your school as of January 31, 2022?

No → Did the student graduate from your school in the 2022 fiscal year prior to January 31, 2022?

Yes → Was the student within 3 credits of the SBE established graduation requirements as of January 31, 2022?

No → **No**, the student should NOT be included in the school's fiscal year 2022 On-Track to Graduate data submission

Yes → Of the remaining credits, was more than 1 in mathematics?

Yes → **No**, the student should NOT be included in the school's fiscal year 2022 On-Track to Graduate data submission

No → **Yes**, the student should be included in the school's fiscal year 2022 On-Track to Graduate data submission

Yes → **Yes**, the student should be included in the school's fiscal year 2022 On-Track to Graduate data submission

[i] Clarified Credits Earned language to cover multiple enrollments.

[ii] Clarified ACT Aspire bonus point did not include students who had taken the MSAA in previous years.