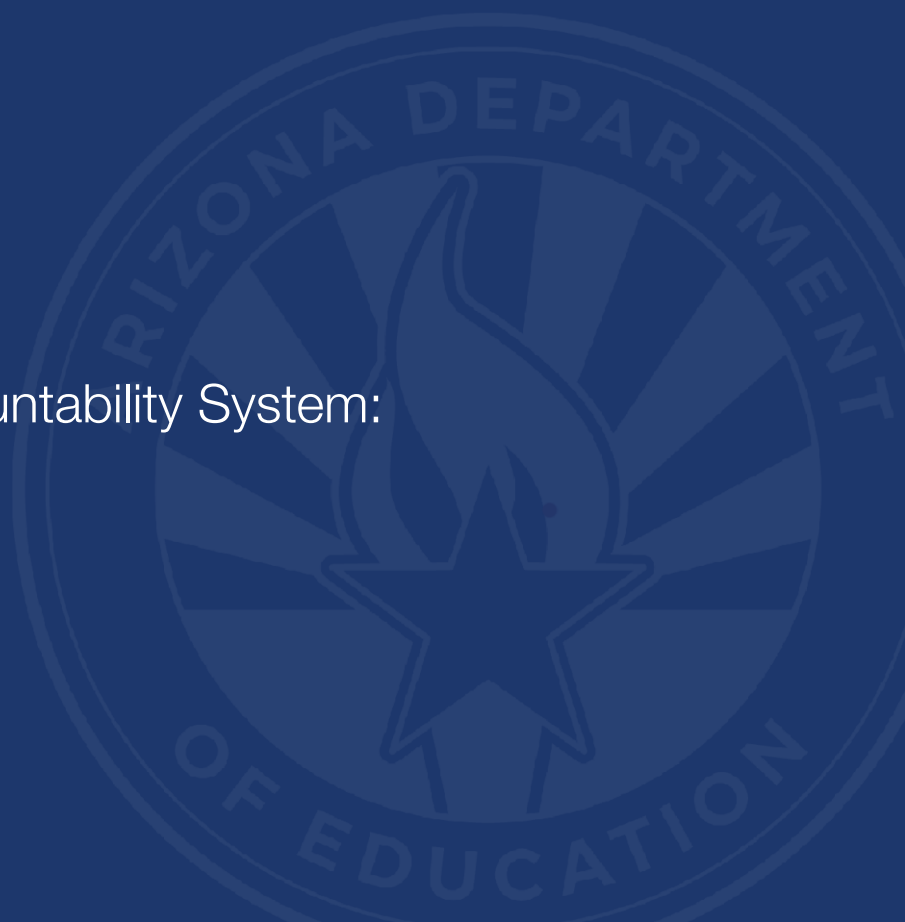




2023

A-F Letter Grade Accountability System:
Business Rules

K-8



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Introduction

These business rules detail Arizona's 2023 A-F Letter Grade Accountability System for educators, parents, and other stakeholders. The Arizona Department of Education's (ADE) mission is "We are a Service Organization committed to raising academic outcomes and empowering parents." As a state, we are also committed to holding schools accountable to this goal using an accountability model that differentiates the performance of schools.

Using the A-F Letter Grade Accountability System, Arizona makes annual accountability determinations for schools based on student academic outcomes. The accountability system outlined here uses several metrics to measure student learning and growth in Arizona public schools.

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/>).

Prior to finalizing 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).

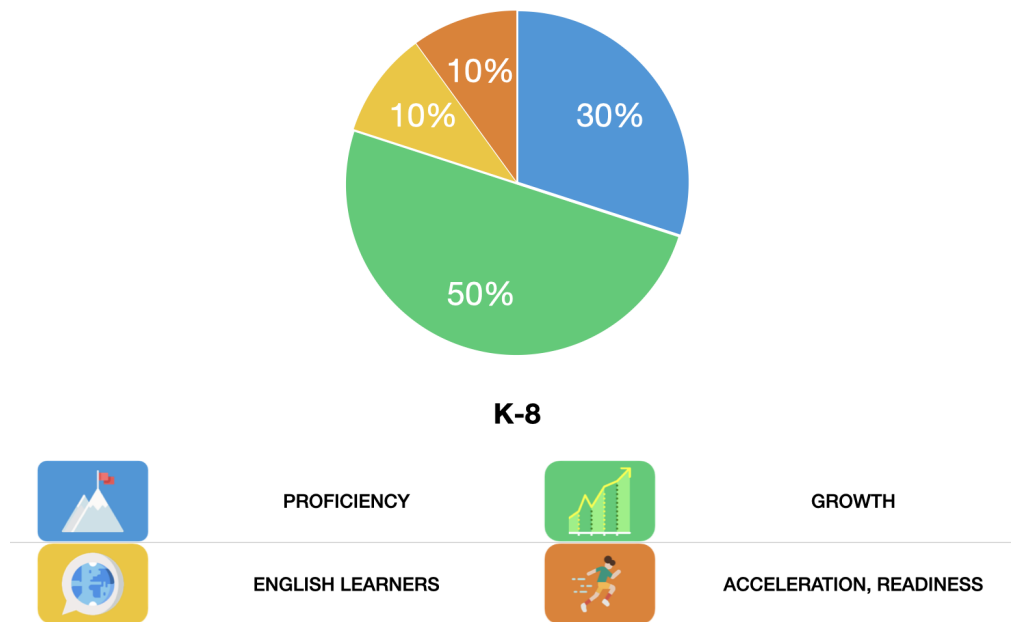
The Accountability & Research team will continue to post the most updated document as quickly as possible for stakeholders. To ensure you are using the most up to date version, you should bookmark the applicable link from our website as opposed to saving or printing a copy.

Overview of the A-F Letter Grade Accountability System

A-F Indicators

What does the A-F Accountability system measure?	
Proficiency	English Learners
<p>Students earn points for scoring Partially Proficient or above on state English and math tests. Higher points awarded for students with greater levels of proficiency. The school's final score is based on the average points students score.</p> <p>Considerations: Points are deducted if a school tests fewer than 95% of students</p>	<p>Points earned based on the percentage of students reaching English proficiency, compared to the results of schools statewide. Schools also receive points for students whose English proficiency improves year to year. Higher points are earned for greater gains.</p> <p>Considerations: To earn EL points, schools must have enough students to be eligible for both EL growth and EL proficiency</p>
Growth	Acceleration, Readiness
<p>Student Growth Percentiles (SGP) compare each student's growth to peers who scored similarly the previous year. Students can earn higher points depending on their previous score and level of growth. For example, Minimally Proficient in 2022 and high growth earns the highest points.</p> <p>Considerations: Student Growth Target (SGT), each student's progress toward proficiency, is not included in the Growth Indicator this year</p>	<p>K-8 schools earn points for improving outcomes in 3rd grade literacy, 8th grade math, attendance, test scores amongst student demographic groups, and the inclusion of Special Education students in mainstream classes.</p> <p>Considerations: For many schools, there are more points available than are needed to earn the total score</p>

A-F Letter Grade Model



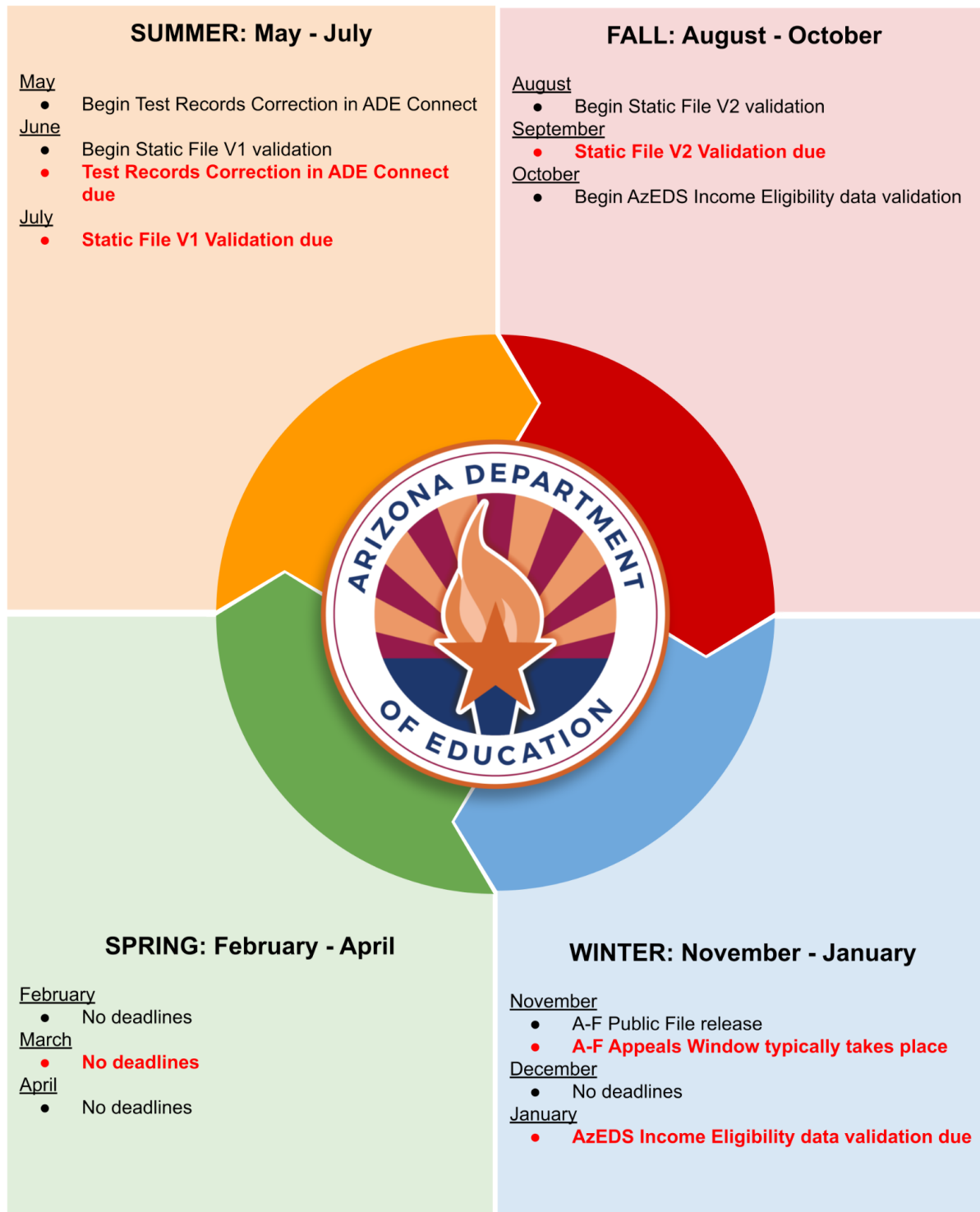
Indicator Model Weights

Indicator	Traditional K-8
Growth	50%
Proficiency	30%
English Learners	10%
Acceleration/Readiness	10%

The models are based on a scale of 0-100 points. To be eligible for points in a given indicator, schools must have a N-size of at least 10 students who meet the inclusion criteria (FAY, etc.). For schools that are not eligible for all their model's indicators, the scale is adjusted. Although it is possible to earn more points than necessary for some indicators, final points are capped at the total percent possible.

A-F Life Cycle

The visual below provides an overview of important tasks in the A-F process. See the [Important Timelines](#) section for specific dates.



Important Timelines

	Task	K-8	Start Date	Due Date
?	Verify Income Eligibility AzEDS student level data (used in Accountability October 1 reporting)	✓	10-31-2022	1-18-2023
?	Correct Test Records in ADEConnect	✓	Mid May	6-30-2023
?	Static File V1 Validation	✓	Mid June	7-15-2023
?	Validate Static File V2	✓	Mid August	9-15-2023
?	A-F Public File release on the State Board of Education's website	✓	by 11-1-2023	
?	A-F Appeals Window	✓	Typically 11-1-2023	Typically mid-Nov. 2023

School Configurations

Model	Description	Examples
K-8	Schools serving grades K through 8 or any configuration within will be evaluated on the K-8 model	K-8, K-5, 6-8, K-2, etc.

* During the static file data validation window in June, it is important for each school to verify the accountability model is correctly assigned in the static file.

Cut Scores

- To place all schools on an equivalent scale, cut scores are established on a 100-point scale, based on the percentage of eligible points each school earns.
- Pursuant to A.R.S. § 15-241.02(D), schools that receive three consecutive D's "shall be assigned a letter grade of F unless an alternate letter grade is assigned after an appeal...". Schools receiving a third "D" letter grade are assigned a "D" in the initial release of A-F Letter Grades. If the school does not file an appeal of their grade, it is changed to an F following the close of the A-F Letter Grade Appeal window.
- The table below shows cut scores approved by the State Board of Education for fiscal years 2023 and 2022

Model	Fiscal Year	F	D	C	B	A
K-8	2022	0 to 47.82%	>47.83 to 60.10%	>60.11 to 72.38%	>72.39 to 84.66%	>84.67 to 100%
K-8	2023	pending	pending	pending	pending	pending

Statutory Provisions

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 2023 A-F models were approved on **April 24, 2023**.

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>.

A-F Static File

The A-F static file is available through ADEConnect. It includes the assessment and enrollment data used for the majority of A-F Letter Grade calculations. Students are included in a school's static file if they meet the following criteria:

- Have an enrollment record in a valid public school (excluding JTEDs, Exceptional Education Facilities) in fiscal year 2023, free of key integrity errors related to the accountability process.
- Tuition payer code not equal to 2

Key Terms

Below are the definitions of key terms regarding data-inclusion criteria

Achievement Assessments

- AASA – Arizona's Academic Standards Assessment (AASA) is the statewide achievement test for Arizona students in Grades 3-8. All Arizona public school students in Grades 3-8 will take the grade level AASA assessments in English Language Arts and Mathematics.
- AzSci – Arizona's Science Test, the AzSCI assessment will be administered to students in Grades 5 and 8
- MSAA – The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes. The MSAA will be administered in ELA and Mathematics in Grades 3-8 and 11, and Science in Grades 5 and 8
- AZELLA – The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the student's proficiency scores determine appropriate placement for instruction.

AOIs

- Arizona Online Instruction designates an online school.

Chronic Absenteeism

- Chronically Absent – A student is chronically absent if that student has absences (excused and unexcused) 10% or more of a school's calendar year (e.g., 18 days for a school meeting 5 days per week, 14.4 days for a school meeting 4 days a week). Schools can validate how many absences a student has using the STUD10 report in the AzEDS portal on ADEConnect. Additional information on what defines an absence can be found here: <https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00901.htm>. Students who are enrolled in Kindergarten or are flagged as chronically ill in AzEDS are removed from the Chronic Absenteeism calculation.
- AOI Chronically Absent – AOIs take attendance by logging minutes of activity. For each AOI student a number of required instructional minutes is calculated based on AZ 15-808 (F), and the proportion of the school year each student attends an AOI school. Students that are missing more than 10% of the required instructional minutes are considered chronically absent.

Current Year

- Refers to fiscal year 2023 (the 2022-2023 school year)

English Learner (EL)

- English Learner (EL) – Any student identified with an EL need. Students have an EL need if they have a less than proficient score on AZELLA in the current or prior fiscal year.
- EL FEP – Any student identified with an EL need for fiscal year 2023 plus any student identified as Fluent English Proficient 1, 2, 3, or 4 years ago.
- English Learner Cohort – Any student identified with an EL need (e.g., with a less than proficient score on the AZELLA) any time during high school.
- 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.
- 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.

FAY (Full Academic Year) - Definitions

- FAY
 - Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
 - **For traditional schools**, students enrolled within the **first ten school days** of the school's calendar year and continuously enrolled until the **first weekday in May** (May 1, 2023).
 - **For alternative schools**, students enrolled **on October 1, 2022** and continuously enrolled until the **first weekday in May** (May 1, 2023).
 - **For AOI schools**, students who log enough minutes at the AOI. To be considered AOI FAY, students must meet the minimum minutes required for their grade:

Grade	Required Minutes
Kindergarten	16,020
1-3	32,040
4-6	40,050
7-8	48,060

- The table below compares the FAY criteria for traditional and AOI schools.

Model	FAY Starting Point	FAY Ending Date
Traditional Schools	within the first ten school days	first weekday in May (May 1, 2023)
AOI Schools	N/A	Meet required minutes by May 2, 2023 (see table above)

- 2-year FAY – Students who are FAY two consecutive years in a row (fiscal year 2022, fiscal year 2023) at the same school. 2-year FAY students are not included in 1-year FAY stability calculations.
- 3-year FAY – Students who are FAY three consecutive years in a row (fiscal year 2021, fiscal year 2022, fiscal year 2023) at the same school. 3-year FAY students are not included in 2-year FAY and 1-year FAY stability calculations.
- 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, March 17, 2023. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered AZELLA FAY.

Homeless

- Student data submitted via AzEDS in the Homeless field.
- Homeless - Any student who was identified as homeless during the current year.
- 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.

Integrity

- Students who do not meet key integrity rules related to accountability and membership will not be included in calculations. The 'ADM_Integrity' column in the Static File shows a 1 for students who have met integrity. Integrity errors can be reviewed in ADEConnect.

New School

- A school opened in the 2022-2023 school year with a new entity ID. These schools will not receive an A-F letter grade their first year in operation.

N-Size

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

Parent in Military

- Student data submitted via AzEDS in the Parent in Military field.

Prior Year

- Refers to fiscal year 2022

Special Education

- Special Education Student - Any student receiving special education services on October 1, 2022 as defined by federal law. 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.

The table below describes the grade-level and FAY requirements for each indicator of the A-F Letter Grade Accountability System. **Please keep in mind that FAY for Traditional and AOI schools is slightly different.**

Indicator	Component	FAY	Grades	K-8 Model
Proficiency Performance on achievement assessments	AASA ELA and Math	✓	3-8	✓
	MSAA ELA and Math	✓	3-8	✓
Growth¹ Student gains on achievement assessments	AASA ELA and Math Student Growth Percentiles (SGP)	✓	4-8	✓
EL	EL Proficiency and Growth	✓	K-8	✓
Acceleration/ Readiness Indicators of students' ability to accelerate beyond elementary school	Grade 8 Math	✓	8	✓
	Grade 3 ELA	✓	3	✓
	Chronic Absenteeism		1-8	✓
	Subgroup Improvement	✓	3-8	✓
	Special Education Inclusion	✓	K-8	✓
Bonus	AzSCI and MSAA Science Proficiency	✓	5, 8	✓
	Special Education Enrollment	✓	K-8	✓

Regardless of a student's special education status, the accountability system uses all verified AASA 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 but not in the calculation of student growth percentiles or student growth targets (Growth).

¹ MSAA results are not used in Growth calculations

Students with a performance level reported from the AASA English Language Arts and Mathematics assessments, MSAA and AzSCI, are utilized in certain calculations (detailed below). The department does not include AASA, MSAA, and AzSCI records 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 AASA or MSAA at all grade levels and for all subjects.

AASA, AzSci, MSAA Achievement Levels
Minimally Proficient (1)
Partially Proficient (2)
Proficient (3)
Highly Proficient (4)

A-F Technical Guidance

Proficiency Indicator

Possible Score

Below are the scores available for the Proficiency indicator in each model.

Model	Possible Score
K-8	30

Indicator Intent

- The Proficiency indicator is designed to award points to schools whose students demonstrate proficiency in English Language Arts and Mathematics. Schools earn points for students who score Partially Proficient or higher, with more points awarded for higher proficiency levels. The Proficiency indicator also includes a provision designed to meet the requirement in Ariz. Admin. Code R7-2-310.D. that "...Failure to administer a statewide assessment to at least 95 percent of all students will be factored into the statewide accountability system."

Indicator Details

- The 2023 **AASA, or MSAA ELA and Math** scores are utilized for **grades 3-8 FAY** students.
- Schools must have a minimum of **10 FAY students** to be eligible for points.
- If a student took the same assessment more than once, the **highest score** is utilized – this applies only to assessments taken as part of state testing. Invalid test records count as not tested.
- Proficiency **points are capped** at the Possible Score value above for each model.
- Assessment results for students who meet the criteria for **FAY at more than one school are automatically included in Proficiency and Participation** calculations for each school.
- Schools earn **more points for students who score higher proficiency levels**. (see below) 0.6 points for Partially Proficient, 1 point for Proficient, 1.3 points for Highly Proficient. The final Proficiency Indicator score is therefore an average of the points earned by students, not a measure of the percentage of students who were proficient.

Performance Level Point Values

Description	Performance Level	Point Value
Minimally Proficient	1	0
Partially Proficient	2	0.6
Proficient	3	1.0
Highly Proficient	4	1.3

- **K-8 proficiency is calculated two ways:** using the proficiency calculation for all FAY students, and weighting the proficiency calculation by the number of years groups of students have been FAY.. The higher of the two proficiency point totals will be used for letter grade calculations.

Updates for fiscal year 2023:

- Fix for concurrently enrolled students. Test results for students who meet FAY criteria at more than one school will automatically be included in all schools' static files, regardless of where they tested. Schools do not need to coordinate testing locations.
- Percent tested calculation changed. The denominator is held to 95% of students. This was changed in order to provide consistency – all students are held accountable to the same percentage of students, and also to reward schools who test more than the required 95% of students.
- Proficiency calculation changed. Proficiency points are multiplied by the participation multiplier rather than adding students into the denominator. This results in a more consistent approach across schools. The previous formula affected schools differently based on their enrollment patterns.

Percent Tested (Participation)

- 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 are included in the 95% tested calculation for a school if they are enrolled in a tested grade (3-8) on the first day of the state testing window.

First Day of Testing Windows

Assessment	1st Day of Testing Window
AASA	April 3, 2023
MSAA	March 13, 2023

Calculation

Percent Tested Calculation

-
- Inclusion Criteria
 - Students enrolled on the first day of the testing window

$$pct_multiplier = \left[\frac{(n_tested_ela_and_math)}{2 \times .95 \times (n_enrolled_test_day_1)} \right]$$

- Variables
 - *n_tested_ela_and_math*: the number of students tested in ELA (AASA, MSAA) plus the number of students tested in Math (AASA, MSAA)
 - *n_enrolled_test_day_1*: the number of students in grades 3-8 enrolled on the first day of the testing window.

Proficiency Calculation

Inclusion Criteria:

- FAY students
- Grades 3-8
- Student's enrolled grade must match assessment grade
- Valid score on AASA, or MSAA
- Does not include ELA test records for RAEL students

$$avg_prof = \left(\frac{\begin{bmatrix} 0.6 \times (n_fay_ela_PP + n_fay_math_PP) + \\ 1.0 \times (n_fay_ela_P + n_fay_math_P) + \\ 1.3 \times (n_fay_ela_HP + n_fay_math_HP) \end{bmatrix}}{(n_fay_tested_ela + n_fay_tested_math)} \right)$$

- Variables
 - *n_fay_ela_PP*: number of FAY students who scored Partially Proficient in ELA
 - *n_fay_ela_P*: number of FAY students who scored Partially Proficient in ELA
 - *n_fay_ela_HP*: number of FAY students who scored Partially Proficient in ELA
 - *n_fay_math_PP*: number of FAY students who scored Partially Proficient in Math
 - *n_fay_math_P*: number of FAY students who scored Proficient in Math
 - *n_fay_math_HP*: number of FAY students who scored Highly Proficient in Math
 - *n_fay_tested_ela*: number of FAY students tested in ELA
 - *n_fay_tested_math*: number of FAY students tested in Math

Stability Proficiency Calculation (K-8 only)

- This calculation weights student scores higher for students that have been at the same school for multiple years, with whom the school has had the greatest opportunity to make an impact.
- To perform this calculation, students are sorted into 3 FAY-year groups:
 - *FAYa*: The group of students who have been FAY at the school the greatest number of years.
 - *FAYb*: The group of students (if any) who have been FAY at the school second greatest number of years
 - *FAYc*: The group of students (if any) who have been FAY at the school fewer years than the *FAYmid* group.
- Proficiency is calculated for each group, using the [Proficiency Calculation](#) formula above.
- Each FAY-year group must have a minimum of 10 tested FAY students. If the minimum is not met, those students are added to the next lowest FAY-year group. For example, if a school has eight tested 3-year FAY students, thirteen tested 2-year FAY, and twenty tested 1-year FAY students the 3-year and 2-year FAY group is merged as the minimum is not met for the 3-year. This would give the school twenty-one tested students in the *FAYa* group, and twenty students in the *FAYb* group. See the tables below for examples.

Example 1	
FAY students	Group
3-year FAY (20 students) →	<i>FAYa</i> (20 students)
2-year FAY (20 students) →	<i>FAYb</i> (20 students)
FAY (20 students) →	<i>FAYc</i> (20 students)

Example 2	
FAY students	Group
3-year FAY (8 students) →	<i>FAYa</i> (21 students)
2-year FAY (13 students) →	
FAY (20 students) →	<i>FAYb</i> (20 students)

- The proficiency score for each FAY-group is then weighted according to the values in the table below, and the average is taken to determine the final *avg_proficiency_{stability}* value.

FAY Group Multipliers

Number of FAY Groups	Multiplier Values		
	F_a	F_b	F_c
3	3	2	1
2	3	2	0
1	3	0	0

$$avg_prof_{stability} = \left(\frac{\left[F_a(avg_prof_FAYa) + F_b(avg_prof_FAYb) + F_c(avg_prof_FAYc) \right]}{F_a + F_b + F_c} \right)$$

- Variables

- *avg_proficiency_FAYa*: Average proficiency value for FAYa group, calculated using Proficiency Calculation formula.
- *avg_proficiency_FAYb*: Average proficiency value for FAYb group, calculated using Proficiency Calculation formula.
- *avg_proficiency_FAYc*: Average proficiency value for FAYc group, calculated using Proficiency Calculation formula.
- $F_a F_b F_c$: FAY group multipliers listed in the table above.

Final Proficiency Points Calculation:

$$prof_points = avg_prof \times 100 \times pct_multiplier \times model_weight$$

- Variables

- *avg_prof*: the average proficiency calculated using the [Proficiency Calculation](#) above (for K-8 schools the higher value for either the *avg_prof* value or the *avg_prof_{stability}* value).
- *pct_multiplier*: multiplier based on the percentage of students tested enrolled on day 1 of testing who were tested. See [Percent Tested Calculation](#) above.
- *model_weight*: The number of points available in each A-F model:
 - K-8: **30**

Growth Indicator

Possible Score

Below are the scores available for the Growth Indicator in each model. Final points are capped at the possible score.

Model	Possible Score
K-8	50

Indicator Intent

- The Growth Indicator is designed to award schools points for the progress students make on state achievement assessments. The Growth Indicator is designed to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if the student is not yet meeting standard.

Indicator Details

- In most years, Arizona's Growth Indicator is based on two measures: The Student Growth Percentile (SGP) and the Student Growth Target (SGT). For fiscal year 2023, the Growth Indicator **does not** include Student Growth Target (SGT).
- ADE will produce the prospective SGTs for every student in grades 3-8 for the upcoming 2022-2023 school year and release them to schools for the purpose of guiding classroom instruction.
- A Student Growth Percentile describes a student's growth compared to other students with similar prior test scores (their academic peers).
- Schools receive a final score that is weighted based on students' previous year test scores and how much they grew. For example a student who previously scored Minimally Proficient and demonstrated high growth would receive more points than a student who previously scored Highly Proficient and demonstrated low growth.
- The Growth Indicator includes only data from state assessment results; it does not compare students based on demographic information.
- A Student Growth Percentile is a number between 1 and 99. If a student has an SGP of 40, it means that the student grew more than 40% of his/her academic peers in a school year.
- Students receive a separate SGP for ELA and Math.
- SGPs of FAY students are then categorized into three levels ranging from low to high:
 - 1= Low (SGP 1-33)
 - 2= Average (SGP 34-66)
 - 3= High (SGP 67-99)

- SGP results in fiscal year 2023 will be based on students' AzM2 and AASA scores from fiscal years 2021-2023.

Calculation

Inclusion Criteria:

- FAY students
 - Note: To build the growth model, ADE includes test records from students considered non-FAY at the time of testing, but schools are only held accountable for their FAY students' results.
- Grades 4-8
- Student's enrolled grade must match assessment grade.
- Valid score on AASA or MSAA
- Students must have both a valid test record for fiscal year 2023 and a record for the same subject in fiscal year 2022 and 2021.
- To meet the n-count for the Growth Indicator, there must be at least 10 FAY students with a current and prior year test record.
- Does not include MSAA scores (there are not enough scores statewide to accurately calculate SGPs for MSAA).

SGP Calculation

$$sgp_score = \frac{model_score}{2} \times \left(\begin{bmatrix} 1.0 \times ela_pct_py_hp_high \\ 1.2 \times ela_pct_py_p_high \\ 1.8 \times ela_pct_py_pp_high \\ 2.0 \times ela_pct_py_pp_high \end{bmatrix} + \begin{bmatrix} 1.0 \times math_pct_py_hp_high \\ 1.2 \times math_pct_py_p_high \\ 1.8 \times math_pct_py_pp_high \\ 2.0 \times math_pct_py_pp_high \end{bmatrix} \right)$$

- Points are awarded according to the table below, based on students' previous year test scores and how much they grew.

SGP Weights

Prior-Year Achievement Level	Low Growth (SGP 1-33)	Average Growth (SGP 34-66)	High Growth (SGP 67-99)
Highly Proficient (HP)	0	1	1
Proficient (P)	0	1	1.2
Partially Proficient (PP)	0	1	1.8
Minimally Proficient (HP)	0	1	2

- Variables

- *sgp_score*: the final score for growth, based on SGP, capped at the value of *model_score*
- *model_score*: the total possible score available for the Growth Indicator in each model.
 - K-8: **50**
- *ela_pct_py_hp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **highly proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_p_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_pp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **partially proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_mp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **minimally proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_avg*: The percentage of all ELA results included in the Growth Indicator calculation who scored **any proficiency level** in ELA the prior year and demonstrated **average** growth.
- *math_pct_py_hp_high*: The percentage of all math results included in the Growth Indicator calculation that were **highly proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_p_high*: The percentage of all math results included in the Growth Indicator calculation that were **proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_pp_high*: The percentage of all math results included in the Growth Indicator calculation that were **partially proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_mp_high*: The percentage of all math results included in the Growth Indicator calculation that were **minimally proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_avg*: The percentage of all math results included in the Growth Indicator calculation who scored **any proficiency level** in ELA the prior year and demonstrated **average** growth.

Updates for fiscal year 2023

- SGP results will be calculated using three years of assessment results. Fiscal year 2022 results were calculated with data from only the two years post-pandemic

EL Indicator

Possible Score

Model	Possible EL Proficiency	Possible EL Growth	Possible Score
K-8	5	+	5 = 10

Indicator Details

- **Normalizing EL Data**
 - The final points earned by each school for EL proficiency and EL growth are calculated in comparison to the statewide average.
 - The percentage of students who reach proficiency and demonstrate growth at each school tends to be right-skewed with a handful of schools across the state realizing very high percentages of proficiency and/or growth. As a result the statewide average is very high, with a wide standard deviation, making it almost impossible for the vast majority of schools to reach the point thresholds.
 - To normalize the distribution and calculate a more representative mean and standard deviation, we remove outliers². The new statistics more accurately reflect the achievements of schools across the state.
- Schools must be eligible for both EL Growth and EL Proficiency to earn EL points.

Updates for fiscal year 2023

- EL Indicator numbers will be reported back in untransformed numbers. This is a change to provide clearer understanding of the data so that schools can validate results and connect the numbers to student outcomes.

EL Proficiency Component

Component Intent

- The EL Proficiency Component is designed to award schools points for English Learners (ELs) who demonstrate proficiency on the AZELLA assessment.

² Outliers are calculated based on the interquartile range (IQR). Any point that is 1.5 X IQR greater than the third quartile or 1.5 X IQR less than the first quartile is removed to normalize the data.

Component Details

- To earn EL Proficiency points, a school must have at least 10 AZELLA FAY students.

Calculation, EL Proficiency (0, 1, 2, 3, 4, or 5 points)

Inclusion Criteria:

- AZELLA FAY students
- Students with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals.
- For EL Proficiency, students in grades K-8.

EL School % Proficient Calculation

$$el_sch_pct_prof = 100 \left[\frac{n_azella_proficient}{n_azella_fay} \right]$$

- Variables
 - *el_sch_pct_prof*: The school's percentage of EL students who score proficient on AZELLA
 - *n_azella_proficient*: The number of AZELLA FAY students who score proficient on AZELLA
 - *n_azella_fay*: The number of AZELLA FAY students with an EL need, including parent withdrawals, who had a valid current AZELLA proficiency level

EL Proficiency Statewide Average Calculation

$$avg_el_prof_az = \left[\frac{sum_el_sch_pct_prof}{n_el_eligible_schools} \right]$$

- Variables
 - *avg_el_prof_az*: The average percentage of EL students who score proficient on AZELLA in schools across Arizona.
 - *sum_el_sch_pct_prof*: The sum of all schools' who meet AZELLA FAY n-count (10) [percentage of EL proficient students](#), excluding outliers.
 - *n_el_eligible_schools*: The number of schools who meet the AZELLA FAY n-count (10), excluding outlier schools.

- Up to 5 points are awarded for EL Proficiency using the following system:

The school's EL % Proficiency is...	K-8 Statewide Range		Pts
	Estimated Range ³	2023	
greater than or equal to the statewide el proficiency average.	Pending estimate	Expected in Sept.	5
0.01 to 0.50 sd below the statewide el proficiency average.	Pending estimate	Expected in Sept.	4
0.51 to 1.00 sd below the statewide el proficiency average.	Pending estimate	Expected in Sept.	3
1.01 to 2.00 sd below the statewide el proficiency average.	Pending estimate	Expected in Sept.	2
2.01 to 3.00 sd below the statewide el proficiency average.	Pending estimate	Expected in Sept.	1
0% , due to no reclassification.	0%	0%	0

EL Growth Component

Component Intent

- The EL Growth Component is designed to award schools points for English Learners (ELs) who increase their AZELLA performance level score.

Component Details

- To earn EL Growth points, a school must have at least 10 AZELLA FAY students with an AZELLA record in the reassessment window in the spring of fiscal year 2023 and a prior record from either fiscal year 2022 or prior to the placement test window cutoff in the fall of fiscal year 2023. In other words, the goal is to measure 1 year of growth for each EL student; and students with multiple records between 2022 and the spring of 2023 will have priority given to the records that come closest to being a year apart.
- EL growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results, unless they are kindergarten students in which case the placement test is compared to the current year reassessment.

³ The estimated range is based on...

- Students earn a point for every level they increase on AZELLA. See the tables below.

AZELLA Proficiency Levels

Lowest.....Highest				
AZELLA	Pre-Emergent/ Emergent	Basic	Intermediate	Proficient
KG Placement	Pre-Emergent/ Emergent	Basic/ Intermediate		Proficient

Prior AZELLA Level	Current Year	
	AZELLA Level	Points
Pre-Emergent/Emergent	→ Basic	1
Basic	→ Intermediate	
Basic/Intermediate	→ Intermediate	
Intermediate	→ Proficient	
Pre-Emergent/Emergent	→ Intermediate	2
Basic	→ Proficient	
Basic/Intermediate	→ Proficient	
Pre-Emergent/Emergent	→ Proficient	3

Calculation, EL Growth (5 points)

Inclusion Criteria:

- AZELLA FAY students
- Students with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals.
- Students with a prior AZELLA record
 - The following types would count as a prior AZELLA record
 - A grade 1-8 AZELLA record taken in fiscal year 2022, or
 - A kindergarten placement test taken by January 1st, 2023
 - A grade 1-8 AZELLA record taken by October 1, 2022

EL Growth School Average

$$avg_el_growth = \left[\frac{n_1level_growth + (2 \times n_2levels_growth) + (3 \times n_3levels_growth)}{n_azella_tested} \right]$$

- Variables
 - avg_el_growth*: The average number of EL levels students at a school grew.
 - n_1level_growth*: The number of AZELLA FAY students who increased one proficiency level
 - n_2levels_growth*: The number of AZELLA FAY students who increased two proficiency levels
 - n_3levels_growth*: The number of AZELLA FAY students who increased three proficiency levels
 - n_azella_tested*: The number of AZELLA FAY students with an EL need (including parent withdrawals) who were tested and have a current and prior year AZELLA proficiency level.

EL Growth Statewide Average

$$avg_el_growth_az = \left[\frac{sum_sch_el_avg_growth}{n_el_eligible_schools} \right]$$

- Variables
 - avg_el_growth_az*: The statewide average EL levels students grew per school
 - sum_sch_el_avg_growth*: The sum of school-level EL growth averages.
 - n_el_eligible_schools*: The number of schools who meet the AZELLA FAY n-count (10), excluding outlier schools.
- Up to 5 points are awarded for EL Growth using the following system:

The school's average EL Growth is...	K-8 Statewide Range		Pts
	Estimated Range ⁴	2023	
greater than or equal to the statewide growth average.	estimate	pending	5
0.01 to 0.50 sd below the statewide growth average.		pending	4
0.51 to 1.00 sd below the statewide growth average.		pending	3
1.01 to 2.00 sd below the statewide growth average.		pending	2
2.01 to 3.00 sd below the statewide growth average.		pending	1
0% , due to no reclassification.	0%	0%	0

⁴ The estimated range is based on...

Acceleration/Readiness Indicator

Possible Score

Model	Grade 8 Math Performance	Grade 3 ELA MP	Chronic Absenteeism	Subgroup Improvement	Special Education Inclusion	Total Possible Score***
K-8	5	5	2*	6**	2	10

* Non-FAY students are also included in Chronic Absenteeism calculations.

** Each subgroup must meet the n-count of 10 in both fiscal year 2023 and fiscal year 2022. Schools can earn 2 points per subgroup, for a maximum of 6 points.

*** Acceleration Readiness Scores are capped at 10

Updates for fiscal year 2023

- The Special Education data has been updated to match the definition provided in Key Terms above, limiting Special Education students to those who were receiving Special Education services on October 1, 2022

Grade 8 Math Performance Component

Component Intent

- The Grade 8 Math Performance Component is designed to measure schools' success in preparing students for high school math. It incentivizes schools to annually increase their **percent highly proficient** and **decrease their percent minimally proficient** from the prior year on the Grade 8 AASA/MSAA Mathematics assessment.

Component Details

- Schools earn points for improving the percentages of students who score highly proficient or minimally proficient on AASA or MSAA math.

Calculations, Grade 8 Math Performance (0, 2.5, or 5 points)

Inclusion criteria

- FAY students who take the Grade 8 AASA/MSAA Mathematics assessment in fiscal year 2023
- FAY students who take the Grade 8 AASA/MSAA Mathematics assessment in fiscal year 2022 as baseline for comparison

Percentage highly proficient

$$pct_gr_8_hp = 100 \left(\frac{gr_8_stu_hp}{total_gr_8_stu} \right)$$

Percentage minimally proficient

$$pct_gr_8_mp = 100 \left(\frac{gr_8_stu_mp}{total_gr_8_stu} \right)$$

Variables

- *pct_gr_8_hp*: The percentage of 8th grade students in a given fiscal year who are **highly proficient** on AASSA or MSSA Math assessment.
- *pct_gr_8_mp*: The percentage of 8th grade students in a given fiscal year who are **minimally proficient** on AASSA or MSSA Math assessment.
- *gr_8_stu_hp*: The number of grade 8 FAY students in a given fiscal year that score **highly proficient** on AASSA or MSSA math assessment
- *gr_8_stu_mp*: The number of grade 8 FAY students in a given fiscal year that score **minimally proficient** on AASSA or MSSA math assessment
- *total_gr_8_stu*: The total number of grade 8 FAY students with a valid math test score in a given fiscal year.

Final points for Grade 8 Math (0, 2.5, or 5 points)

- **Grade 8 Math Highly Proficient.** Schools earn 2.5 points for either of the following:
 - **60% HP:** The percentage of grade 8 math highly proficient students in fiscal year 2023 is greater than or equal to 60%.
 - **Increasing or maintaining percentage HP:** The change in the percentage of grade 8 math highly proficient students in fiscal year 2023 compared to fiscal year 2022 is greater than or equal to 0.
- **Grade 8 Math Minimally Proficient.** Schools earn 2.5 points for either of the following:
 - **10% MP:** The percentage of grade 8 math minimally proficient students in fiscal year 2023 is less than or equal to 10%.
 - **Decreasing or maintaining percentage MP:** The change in the percentage of grade 8 math minimally proficient students in fiscal year 2023 compared to fiscal year 2022 is less than or equal to 0.

Grade 3 ELA Minimally Proficient Component

Component Intent

- The Grade 3 ELA Minimally Proficient Component is designed to reward schools for improving early literacy outcomes. It incentivizes schools to reduce the percentage of grade 3 students who are minimally proficient on AASA ELA from prior year to current year.

Component Details

- Schools earn points for reducing the percentage of students who score minimally proficient on AASA or MSAA ELA.

Calculation, Grade 3 ELA Minimally Proficient (0 or 5 points)

Inclusion Criteria

- Grade 3 FAY students in fiscal year 2023 or 2022 with valid ELA score on AASA or MSAA

Percentage minimally proficient

$$pct_gr_3_mp = 100 \left(\frac{gr_3_stu_mp}{total_gr_3_stu} \right)$$

Variables

- Grade 3 ELA Minimally Proficient**
 - pct_gr_3_mp*: The percentage of 3rd grade students in a given fiscal year who are **minimally proficient** on AASSA or MSSA ELA assessment.
 - gr_3_stu_mp*: The number of grade 3 FAY students in a given fiscal year who score **minimally proficient** on AASA or MSAA ELA assessment
 - total_gr_3_stu*: The total number of grade 3 FAY students with a valid ELA test score in a given fiscal year.

Final points for Grade 3 ELA Minimally Proficient (0 or 5 points)

- Schools earn 5 points for either of the following:
 - 12% MP**: The percentage of grade 3 ELA minimally proficient students in fiscal year 2023 is less than or equal to 12%.
 - Decreasing or maintaining percentage MP**: The change in the percentage of grade 3 ELA minimally proficient students in fiscal year 2023 compared to fiscal year 2022 is less than or equal to 0.

Chronic Absenteeism Reduction Component

Component Intent

- The Chronic Absenteeism Reduction Component is designed to annually reduce the percentage of students who are absent more than 10% of the school year.

Component Details

- For AOIs, there are differences in how students are identified as chronically absent. We determine if a student has been absent 10% or more of the school year. For details, see the Calculation section below.

Calculation, AOI Student Chronically Absent

Pending

- For each FTE 1.0 student, we calculate the number of weekdays the student is enrolled at an AOI up to a maximum of 180 days.
- Each student's attendance minutes are calculated based on the number of minutes submitted for attendance.
- We calculate each student's required instructional minutes, based on the hours required for each grade in [A.R.S. § 15-808](#).
- To get a time value for a day of instruction, the student's required minutes are divided by the number of weekdays a student is enrolled.
- Required instructional time is converted into Minutes of Instruction Per School Day, which is then multiplied by each student's Number of Enrolled School Days.
- AOI students are chronically absent if Attendance Minutes divided by Required Minutes is less than 90%.

Chronic Absenteeism School Percentage Calculation (2 points)

Inclusion Criteria

- Grades 1-8 in fiscal year 2023.
- Grades 1-8 in fiscal year 2022 establish the baseline comparison.
- Includes both FAY and non-FAY students.
- Excludes students who are flagged as chronically ill in AzEDS.
- Includes all absences reported for a student, whether excused or unexcused
- For AOI's only AOI students that are Full Time Equivalent (FTE 1.0) are included. Also, see the [Indicator Details](#) section above for information on how chronically absent students are identified differently at AOIs.
- To be eligible for these points, a school must meet the minimum N-Size of 10 students.

$$pct_chronic_absent = 100 \left(\frac{n_chronic_absent}{total_students} \right)$$

Variables

- **pct_chronic_absent**: The percentage of grade 1-8 students in a given year who are absent 10% or more of the school year.
- **n_chronic_absent**: The number of grade 1-8 students in a given year who are absent 10% or more of the school year. This includes both FAY and non-FAY students.
- **total_students**: The total number of grade 1-8 students enrolled in a given year. This includes both FAY and non-FAY students.

Final points for Chronic Absenteeism Reduction (0 or 2 points)

- Schools earn 2 points for either of the following:
 - **4% Chronic Absenteeism**: The percentage of grade 1-8 students who are chronically absent in fiscal year 2023 is less than or equal to 4%.
 - **Decreasing or maintaining percentage Chronically Absent**: The change in the percentage of grade 1-8 students who are chronically absent in fiscal year 2023 compared to fiscal year 2022 is less than or equal to 0.

K-8 Subgroup Improvement Component

Component Intent

- The K-8 Subgroup Improvement Component is designed to measure annual improvement in the proficiency points earned by several subgroups on AASA/MSAA ELA and math.

Component Details

- The average proficiency points earned by each subgroup are calculated with the same [point values used for each proficiency level](#) in the Proficiency Indicator.
- To be eligible for points, each subgroup must have **at least 10 FAY students in both the fiscal year 2023 and 2022**.
- If a school meets the N-Size for all subgroups, the school is eligible to earn 2 points per subgroup per test subject. In other words, a possible **52 points are available (13 subgroups times 2 subjects times 2 points)**. **Final points are capped at 6**.
- The improvement in **both ELA and math proficiency** is measured for each of the following subgroups:
 1. African American
 2. Asian
 3. Hispanic
 4. Native American/Alaskan Indian
 5. Pacific Islander
 6. White
 7. Two or More Races
 8. Economically Disadvantaged
 9. EL and FEP1-4

- 10. Foster care
- 11. Homeless
- 12. Parent in Military
- 13. Special Education

Calculation, Subgroup Proficiency Improvement (0, 2, 4, or 6 points)

Inclusion Criteria

- FAY students
- Grades 3-8
- Student's enrolled grade must match assessment grade
- Valid score on AASA, or MSAA
- Does not include ELA test records for RAEL students

$$sg_test_change = 100 \left(\frac{\begin{bmatrix} 0.6 \times n_fay_PP_cy+ \\ 1.0 \times n_fay_P_cy+ \\ 1.3 \times n_fay_HP_cy \end{bmatrix}}{n_fay_tested_cy} - \frac{\begin{bmatrix} 0.6 \times n_fay_PP_py+ \\ 1.0 \times n_fay_P_py+ \\ 1.3 \times n_fay_HP_py \end{bmatrix}}{n_fay_tested_py} \right)$$

Variables

- ***sg_test_change***: the change in average proficiency points earned by the subgroup on a given test
- ***n_fay_PP_cy***: number of FAY students who scored Partially Proficient in the current year (2023) on the given test
- ***n_fay_P_cy***: number of FAY students who scored Partially Proficient in the current year (2023) on the given test
- ***n_fay_HP_cy***: number of FAY students who scored Partially Proficient in the current year (2023) on the given test
- ***n_fay_tested_cy***: number of FAY students tested in the current year (2023) on the given test
- ***n_fay_PP_py***: number of FAY students who scored Partially Proficient in the prior year (2022) on the given test
- ***n_fay_P_py***: number of FAY students who scored Partially Proficient in the prior year (2022) on the given test
- ***n_fay_HP_py***: number of FAY students who scored Partially Proficient in the prior year (2022) on the given test
- ***n_fay_tested_py***: number of FAY students tested in the prior year (2022) on the given test

Final points for Subgroup Improvement (capped at 6 points)

- Schools earn 2 points for each subgroup if the change in average proficiency points earned (*sg_test_change*) for the test in fiscal year 2023 is greater than 0.

Special Education Inclusion Component

Component Intent

- The Special Education Inclusion Component is meant to reward schools that have greater than the state average of **special education (SPED) students in the general education classroom at least 80% of the day**. (In fiscal year 2022, the state average was 9.20%). The State Board adopted this metric based on research demonstrating positive outcomes for students in schools that increase the time special education students spend in general education classrooms.

Component Details

- This calculation includes grades **K-8 students**. To be eligible for these points, a school must meet the minimum **N-size of 10 FAY students**.

Calculation, Special Education Inclusion (0 or 2 points)Inclusion Criteria

- K-8 Students receiving special education services on October 1, 2022
- K-8 FAY students

$$sch_sped_inclusion_pct = 100 \left(\frac{oct_1_sped_included}{n_fay_students} \right)$$

Variables

- sch_sped_inclusion_pct*: The school's percentage of K-8 students enrolled in special education services on October 1, 2022 and participating in the general education classroom 80% or more of their day.
- oct_1_sped_included*: The number of K-8 students enrolled in special education services on October 1, 2022 and participating in the general education classroom 80% or more of their day.
- n_fay_students*: The number of FAY K-8 students

Final points for Special Education Inclusion Component (0 or 2 points)

- Schools earn 2 points if their percentage of K-8 students enrolled in special education services on October 1, 2022 and participating in the general education classroom 80% or more of their day (*sch_sped_inclusion_pct*) is greater than the average statewide percentage.

Bonus Points

Possible Bonus Points

Model	Special Education Enrollment	Science Proficiency	Total Possible Bonus Points
K-8	2	3	5

Special Education Enrollment Bonus

Details

- This metric awards bonus points to K-8 schools based on comparisons to the percentage of special education students enrolled statewide.
- Because of FERPA considerations, a school must have at least 10 students receiving Special Education services on October 1, 2022 to be eligible for these points.

Calculation, Special Education Enrollment Bonus (0, 1, 1.5, or 2 points)

Inclusion Criteria

- Special Education students receiving services on October 1, 2022
- FAY students

School and State Percentage Special Education Enrollment

- The percentages of students enrolled in the school and in the state are calculated using the same formula. The values are then compared to each other to award points.

$$pct_sped_enroll = 100 \left(\frac{oct_1_sped_enrollment}{n_fay_students} \right)$$

Variables

- *pct_sped_enroll*: The percentage of all students enrolled on October 1, 2022 receiving special education services.
- *oct_1_sped_enrollment*: The number of students receiving special education services on October 1, 2022.

- *n_fay_students*: The number of all FAY students.

Final points for Special Education Enrollment Bonus (0, 1, 1.5, or 2 points)

- Schools earn points based on how their special education enrollment compares to the statewide special education enrollment percentage.

The school's percentage of special education enrollment is...	K-8 statewide percentage		Bonus Points
	2022	2023	
80% or more of the statewide percentage	11.39%	pending	2
70% - 79% of the statewide percentage	9.97%	pending	1.5
60% - 69% of the statewide percentage	8.55%	pending	1
Below 60% of the statewide percentage	8.54%	pending	0

Science Proficiency Bonus

Details

- Schools that administer the AzSCI/MSAA Science test to 95% of the students in Grades 5 and 8 can earn up to 3 bonus points based on the school's percentage of students who reach proficiency compared to the statewide average.

Calculation, Science Proficiency Bonus (0, 1.5, or 3 points)

Inclusion Criteria

- Students enrolled in in Grade 5 or Grade 8 on the first day of AzSci Window, March 20, 2023 (for 95% calculation)
- FAY students enrolled in in Grade 5 or Grade 8 with a valid AzSci or MSAA Science result (for proficiency calculation)

$$sci_pct_prof = 100 \left(\frac{n_fay_sci_P_HP}{n_fay_tested_sci} \right)$$

Variables

- *sci_pct_prof*: The percentage of FAY students enrolled in Grade 5 or 8 who demonstrated proficiency on AzSci or MSAA Science.
- *n_fay_sci_P_HP*: The number of FAY students enrolled in Grade 5 or 8 who scored Proficient or Highly Proficient on AzSci or MSAA Science.
- *n_fay_tested_sci*: the number of FAY students enrolled in Grade 5 or 8 with a valid AzSci or MSAA Science result.

Final points for Science Proficiency Bonus (0, 1.5, or 3 points)

- Schools earn points based on how their special education enrollment compares to the statewide special education enrollment percentage.

The school's percentage of science proficient students is...	K-8 statewide average		Bonus Points
	2022	2023	
1 sd* or more above the statewide average	45.37%	pending	3
Greater than the statewide average, and less than 1 sd above the statewide average	26.74%	pending	1.5
Less than or equal to the statewide average	>26.74%	pending	0

Standard Deviations

- K-8, fiscal year 2023: pending
- K-8, fiscal year 2022: 18.63

Calculating Total A-F Letter Grade Score

Details

- Bonus points are added after the percentage of points earned in all other Indicators is calculated to a 100-point scale. This approach makes the value of bonus points equivalent across all schools on a given A-F model.

Eligibility Criteria

- Small schools with fewer than 10 FAY students will receive a designation of Not Rated.
- A school with a new entity ID whose first year in operation is the 2022-2023 school year will not receive an A-F letter grade score.
- In order to receive an A-F letter grade score, schools must be eligible for the minimum point threshold corresponding to their A-F model in the table below. Schools that do not meet the eligibility threshold will receive a designation of Not Rated (NR).

Model	Minimum Eligible Points
K-8	80

Calculations

K-8 Schools

$$k8_score = 100 \left(\frac{proficiency + growth + el + accel_ready}{sum_eligible_points} \right) + bonus_points$$

Variables

- k8_score*: K-8 school's total A-F Letter Grade Score
- proficiency*: Proficiency Indicator score
- growth*: Growth Indicator score
- el*: EL Indicator score
- accel_ready*: Acceleration/Readiness Indicator score
- sum_eligible_points*: The total number of points for which a school is eligible, according to the model weights. [See table here](#)
- k8_pct*: The percentage of the school's students enrolled in grades K-8
- k8_pts*: The points the non-typical school earned according to the K-8 model
- k8_pts_eligible*: The number of K-8 points for which the school was eligible
- k8_bonus*: The number of K-8 bonus points the school earned

Calculating LEA Letter Grades

For fiscal year 2023 LEAs will also receive a letter grade. LEAs with only one school will receive the grade of that school.

Calculation

$$lea_gpa = \left(\frac{\left[\begin{array}{l} (n_A_schools \times 4) + \\ (n_B_schools \times 3) + \\ (n_C_schools \times 2) + \\ (n_D_schools \times 1) + \end{array} \right]}{n_schools} \right)$$

Round the lea_gpa to the nearest whole number, and convert to a letter grade using the scale below:

- 4 = A
- 3 = B
- 2 = C
- 1 = D
- 0 = F

Variables

- *lea_gpa*: the average points earned for school letter grades
- *n_A_schools*: the number of A schools in the LEA
- *n_B_schools*: the number of B schools in the LEA
- *n_C_schools*: the number of C schools in the LEA
- *n_D_schools*: the number of D schools in the LEA
- *n_schools*: the number of schools in the LEA

Appendix

List of Acronyms and Abbreviations

Acronym/ Abbreviation	Meaning
AASA	Arizona's Academic Standards Assessment
ADM	Annual Daily Membership
AOI	Arizona Online Instruction
AVG	Average
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzMerit/AzM2	Arizona's Measurement of Education to Inform Teaching
AzSCI	Arizona Science Test
CY	Current Year
DRP	Dropout Recovery Program
EL	English Language
ELA	English Language Arts
EOC	End of Course
FAY	Full Academic Year
FEP	Fluent English Proficient
FY	Fiscal Year
HP	Highly Performing on AASA
MP	Minimally Performing on AASA
MSAA	Multi-State Alternate Assessment (Math, ELA)
MSAA Science	Multi-State Alternate Assessment Science Test
No.	Number
P	Proficient Performing on AASA
PP	Partially Performing on AASA
PY	Previous Year
RAEL	Recently Arrived English Learner
SBE	State Board of Education

Acronym/ Abbreviation	Meaning
SG	Subgroup
SGP	Student Growth Percentile
SGT	Student Growth Target
SPED	Special Education
SY	School Year

Revisions

May 21, 2023:

- Corrected spelling, grammar, conventions mistakes.