2023

A-F Letter Grade Accountability System:
Business Rules

Traditional 9-12

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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).

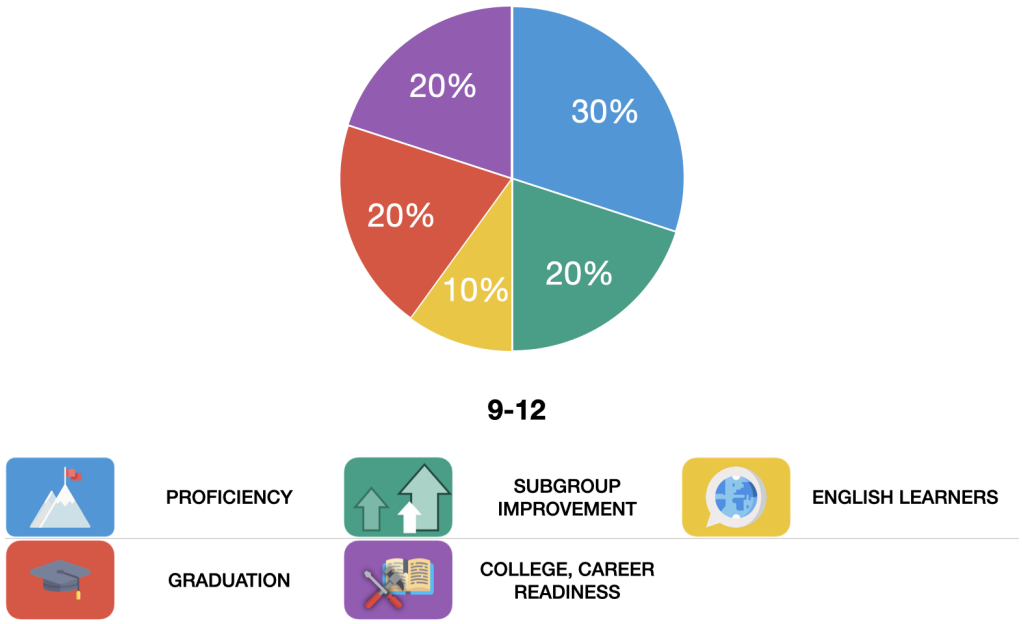
The Accountability & Research team will continue to post the most updated document as quickly as possible for stakeholders. To ensure you are using the most up to date version, you should bookmark the applicable link from our website as opposed to saving or printing a copy.

Overview of the A-F Letter Grade Accountability System

A-F Indicators

What does the A-F Accountability system measure?	
Proficiency	**English Learners**
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. **Considerations**: Points are deducted if a school tests fewer than 95% of students.	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. **Considerations:** To earn EL points, schools must have enough students to be eligible for both EL growth and EL proficiency.
9-12 Subgroup Improvement	**Graduation**
The Subgroup Proficiency Indicator is designed to measure the improvement of several subgroups in state assessment performance, graduation rate, and dropout rate. **Considerations**: This indicator replaces Growth for Traditional 9-12 schools in 2023. It was used previously in the 2018-2019 school year. To earn full points, schools must show improvement in all subgroups for which they are eligible.	Points earned for both the graduation rate, and for improving the graduation rate. **Considerations**: Graduation calculations use data from cohorts with a '1-year lag'. In other words, the 2022 cohort is used for 4-year grad rate data, 2021 cohort for 5-year, etc..
College and Career Readiness	**LEA Letter Grades**
Traditional 9-12 schools record graduating seniors' completion of activities, including AP testing, dual enrollment, FAFSA completion, Career and Technical Education, workplace certification, and many others. **Considerations**: The CCRI spreadsheets have been updated for the 2022-2023 school year. They now include additional point options for ACT and ACT Work Keys. Traditional 9-12 schools can also earn points for diploma seals.	LEAs will also receive a letter grade that is the rounded average of schools' letter grades. LEAs with only one school will receive the grade of that school. See the video here for a brief overview Considerations: All schools, regardless of size, have equal weight when calculating the average for the LEA grade

A-F Letter Grade Model



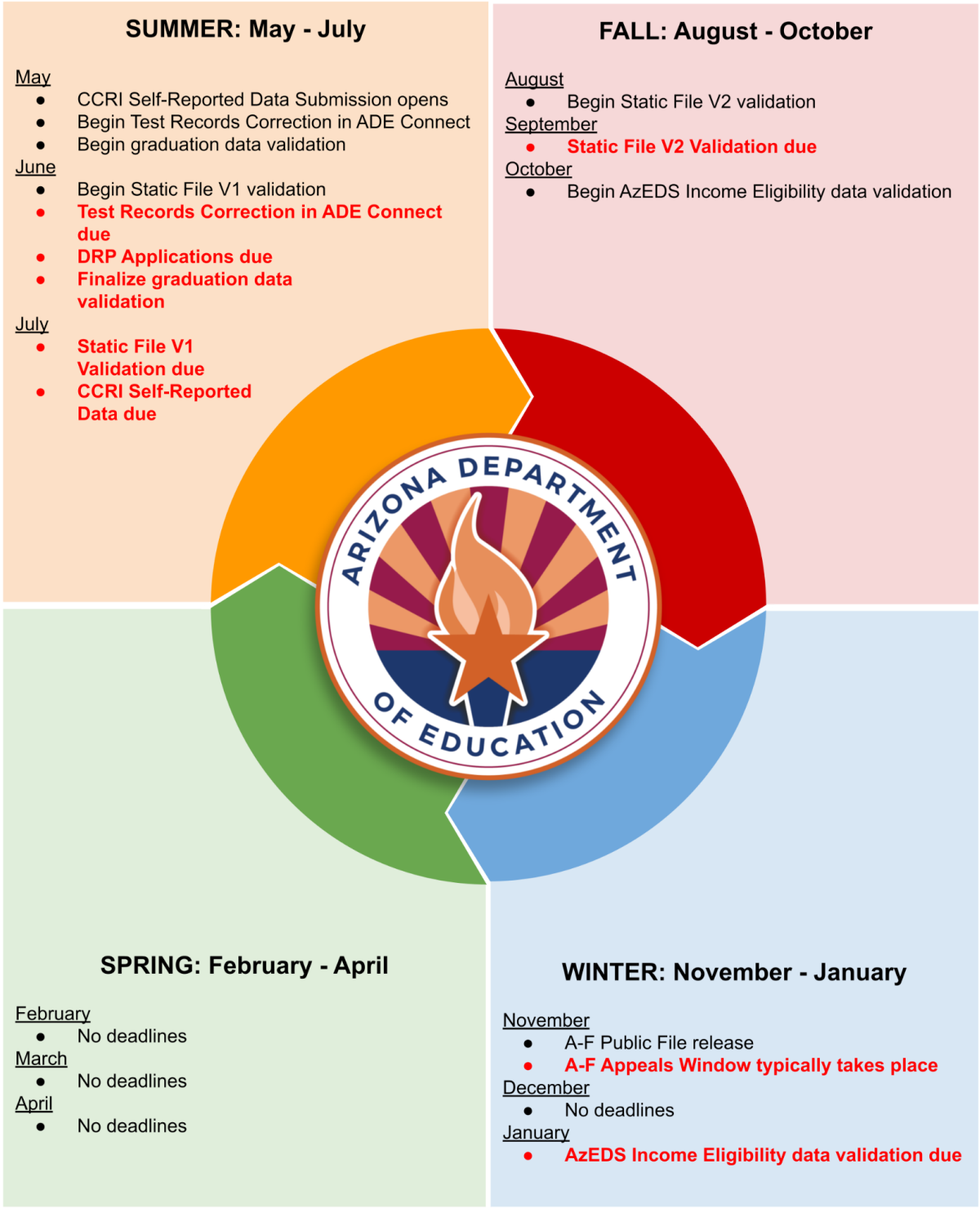
Indicator Model Weights

Indicator	Traditional 9-12
Proficiency	30%
Graduation	20%
College, Career Readiness	20%
Subgroup Improvement	20%
English Learners	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. **Start dates are in black, due dates in red.**



ImportantTimelines

	Task	9-12	Start Date	Due Date
☐	Verify Income Eligibility AzEDS student level data (used in Accountability October 1 reporting)	✓	10-31-2022	1-18-2023
☐	Submit CCRI Self-Reported Data	✓	Early May	7-31-2023
☐	Correct Test Records in ADEConnect	✓	Mid May	6-30-2023
☐	Validate Graduation Data for fiscal year 2023 graduates	✓	Late May	07-01-2023
☐	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
Traditional 9-12	Schools serving grades 9 through 12 or any configuration within will be evaluated on the 9-12 model.	9-12, 9-10, 10-12, 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	A	B	C	D	F
9-12	**2022**	0 to 31%	>31 to 48%	>48 to 65%	>65 to 82%	>82 to 100%
9-12	**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

- 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 Cohort Grade 11 as part of the state's statewide assessment.
  ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.
- AzSci – Arizona's Science Test, the AzSCI assessment will be administered to students in Grade 11 (Cohort 2024)
- 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 Grade 11, and Science in Grade 11.
- 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)

DRP Enrolled Student

- A DRP enrolled student 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 Alternative 9-12 components for which they meet the eligibility requirements. Additional information about how DRP enrolled students are utilized in Alternative 9-12 A-F components is available within each component's section below.

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 AOI schools,** students who log enough minutes at the AOI by May 2nd. To be considered AOI FAY, students must meet the minimum minutes required for their grade:

Grade	Required Minutes
9-12	32,400

  - The table below compares the FAY criteria for traditional, alternative, 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)

- 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
Proficiency Performance on achievement assessments	ACT ELA and Math	✔	11*
	MSAA ELA and Math	✔	3-8, 11*
EL	EL Proficiency and Growth	✔	K-12
Subgroup Improvement	ACT, MSAA ELA and Math Proficiency	✔	11*
	Grad Rate		Cohorts 2022 and 2021
	Dropout rate		9-12 Fiscal Years 2023 and 2022
Graduation Rate	4-year Graduation rate		Cohort 2022
	5-year Graduation rate		Cohort 2021
	6-year Graduation rate		Cohort 2020
	7-year Graduation rate		Cohort 2019
CCRI Indicators of students' readiness to succeed in a career or post-secondary enrollment.	College and Career Readiness Self-Report	**	Cohort 2023
Bonus	AzSCI and MSAA Science Proficiency	✔	5, 8, 11
	Special Education Enrollment	✔	K-12
	Post-secondary/ military enrollment		Cohort 2023
	ACT Aspire Participation		Cohort 2026, typically grade 9

* Cohort 2024 (all students in Cohort 2024 regardless of enrolled grade, typically 11th grade)
** For traditional 9-12 schools, cohort 2023 students that were enrolled by October 1 and continuously enrolled until May 1 or graduated early in the current or a prior fiscal year.

Regardless of a student's special education status, the accountability system uses all verified ACT and MSAA data from students enrolled the full academic year.

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

AASA, , ACT, 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
9-12	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 **ACT or MSAA ELA and Math** scores are utilized for **cohort 2024 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. If a school wishes to substitute a student's national ACT score to count toward participation and proficiency, they can apply to the ADE Assessment Unit. See the linked document for details: https://www.azed.gov/sites/default/files/2023/01/ACT%20Score%20Replacement%20-%20parent%20consent%20form.pdf).
- 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

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 (cohort 2024) on the first day of the state testing window.

First Day of Testing Windows

Assessment	1st Day of Testing Window
ACT	April 4, 2023
MSAA	March 13, 2023

Calculation

Percent Tested Calculation

- Inclusion Criteria
  - Students enrolled on the first day of the testing window
    - Note: Students enrolled on the first day of testing are indicated with a value of 1 in the 'ELAMathWindow' column of the Static File
  - ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.

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

- Variables
    - *n_tested_ela_and_math:* the number of students tested in ELA (AASA, ACT, MSAA) plus the number of students tested in Math (AASA, ACT, MSAA)
    - *n_enrolled_test_day_1:* the number of students in cohort 2024 enrolled on the first day of the testing window.

Proficiency Calculation

Inclusion Criteria:

- FAY students
- Cohort 2024
- Student's enrolled grade must match assessment grade
- Valid score on ACT or MSAA
- ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.
- Does not include ELA test records for RAEL students

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

- 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

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.
  - *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:
    - 9-12: **30**

9-12 Subgroup Improvement Indicator

Possible Score

Model	Subgroup Proficiency	Subgroup Graduation	Subgroup Dropout	Total Possible Score
9-12	10	5	5	**20**

Calculation, 9-12 Subgroup Improvement Total Score (0-20 points)

$$sg_improve_total = 20\left(\frac{sg_prof_pts912 + sg_grad_pts912 + sg_dropout_pts912}{sum_eligible_component_points}\right)$$

Variables

- *sg_improve_total*: The total number of points earned for the 9-12 Subgroup Improvement Indicator
- *sg_prof_pts912*: The points earned for the 9-12 Subgroup Proficiency component. See calculation below.
- *sg_grad_pts912*: The points earned for the 9-12 Subgroup Graduation component. See calculation below.
- *sg_dropout_pts912*: The points earned for the 9-12 Subgroup Dropout component. See calculation below.
- *sum_eligible_component_points*: The sum of point values for each 9-12 Subgroup Improvement component for which the school is eligible. Component point values are:
    - Subgroup Proficiency: 10
    - Subgroup Graduation: 5
    - Subgroup Dropout: 5

Updates for fiscal year 2023

- The Subgroup Improvement Indicator replaces the Growth Indicator for Traditional 9-12 schools in fiscal year 2023. The State Board of Educations' 5-year Accountability Plan calls for the change because of the impracticability of calculating SGP for cohort 2024 students. Cohort 2024 students last participated in achievement assessments as 7th graders in 2019.
- The Subgroup Improvement Indicator was also used for 9-12 schools' accountability in fiscal year 2019. Schools can view data and results in ADEConnect.
- The State Board of Educations' 5-year Accountability Plan calls for a return to the Growth Indicator in fiscal year 2024, measuring growth between ACT Aspire and ACT.

Subgroup Proficiency Component

Component Intent

- The Subgroup Proficiency Component is designed to see annual improvement for several subgroups in the proficiency points earned on ACT/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.
- **Comparison groups**
  - Proficiency compares points earned on ACT/MSAA for students in cohort 2024 to cohort 2023
  - Graduation rate compares cohort 2022 students' rate to cohort 2021.
  - Dropout rate compare the rate of all students enrolled in high school in fiscal year 2023 the dropout rate of all students enrolled in fiscal year 2022
- To be eligible for points, each subgroup must have **at least 10 eligible students in both the comparison groups**.
- The Proficiency Improvement component for 9-12 schools is calculated differently than the similar Subgroup Improvement component of the Acceleration/Readiness Indicator for K-8 schools. For 9-12 schools, the final points are based on the percentage of subgroups who showed improvement out of all eligible subgroups; whereas K-8 subgroup improvement allows schools to accumulate points for each subgroup who improves, capping the final points.
- The improvements in ELA proficiency, math proficiency, graduation rate, and dropout rate are 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, 9-12 Subgroup Proficiency Improvement (0-10 points)

Inclusion criteria

- FAY students
- Cohort 2024.
- Cohort 2023 establishes the baseline comparison.
- At least 10 students in each subgroup for each cohort year
- Student's enrolled grade must match assessment grade
- Valid ELA or math score on ACT, or MSAA
- ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.
- Does not include ELA test records for RAEL students
- Students marked RALEP 1 and 2 are removed from the ELA calculations

Subgroup Improvement Calculation

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

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 9-12 Subgroup Proficiency (0-10)

$$sg_prof_pts912 = 10\left(\frac{n_subgroups_improved}{n_eligible_subgroups_cy}\right)$$

Variables

- *sg_prof_pts912*: The total points earned for the 9-12 Subgroup Proficiency Improvement Component
- *n_subgroups_improved*: The number of subgroups who showed improvement or maintained their results in fiscal year 2023 (*sg_test_change* greater than or equal to 0. See Subgroup Improvement Calculation above)
- *n_eligible_subgroups_cy*: The number of subgroups for which the school meets the n-count of 10 for eligibility in the current year, fiscal year 2023

Subgroup Graduation Component

Component Intent

- The Subgroup Graduation Component is designed to measure annual improvement in the graduation rate of several subgroups.

Calculation, Subgroup Graduation (0-5 points)

Inclusion criteria

- Cohort 2022 students
- Cohort 2021 students establish baseline data
- At least 10 students in each cohort year

$$sg_grad_pts912 = 5\left(\frac{n_subgroups_improved}{n_eligible_subgroups_cohort_2022}\right)$$

Variables

- *sg_grad_pts912*: Points earned based on the percentage of eligible Cohort 2022 subgroups who improved their graduation rate or maintained a graduation rate >90%. To earn full points on the Subgroup Graduation component, a school would need to improve their graduation rates or maintain a graduation rate >90% in all subgroups for which it meets the eligibility count of 10.
- *n_subgroups_improved*: The number of Cohort 2022 subgroups who showed improvement or maintained a graduation rate of 90% or more

- *n_eligible_subgroups_cy*: The number of Cohort 2022 subgroups for which the school meets the n-count of 10 for eligibility.

Subgroup Dropout Component

Component Intent

- The Subgroup Dropout Component is designed to measure annual improvement in the dropout rate of several subgroups.

Calculation, (0-5 points)

Inclusion criteria

- Students enrolled in grades 9-12 in fiscal year 2023
- Students enrolled in grades 9-12 in fiscal year 2022 establish the baseline data
- Includes both FAY and non-FAY students

$$sg_drop_pts912 = 5\left(\frac{n_subgroups_improved}{n_eligible_subgroups_cy}\right)$$

Variables

- *sg_prof_pts912*: Points earned based on the percentage of eligible students in fiscal year 2022 subgroups who improved their dropout rate or maintained a dropout rate of 0%. To earn full points on the Subgroup Dropout component, a school would need to improve their dropout rates or maintain a dropout rate of 0% in all subgroups for which it meets the eligibility count of 10.
- *n_subgroups_improved*: The number of subgroups in fiscal year 2023 whose dropout rate improved or remained at 0%
- *n_eligible_subgroups_cy*: The number of subgroups for which the school meets the n-count of 10 for eligibility in the current year, fiscal year 2023

9-12 Subgroup Improvement Final Points

- The final points for the 9-12 Subgroup Improvement Indicator, are the percentage of the Subgroup Proficiency Component points, Subgroup Graduation Component points, and Subgroup Dropout Component points earned out of all eligible points

$$sg_improve912_total = \left(\frac{sg_prof_pts912 + sg_grad_pts912 + sg_drop_pts912}{sg_improve912_elig}\right)$$

Variables

- *sg_improve912_total*: The percentage of eligible points earned.
- *sg_prof_pts912*: points earned for 9-12 subgroup proficiency improvement

- *sg_grad_pts912*: points earned for 9-12 subgroup graduation rate improvement
- *sg_drop_pts912*: points earned for 9-12 dropout rate improvement
- *sg_improve912_elig*: The number of points for which the school was eligible

EL Indicator

Possible Score

Model	Possible EL Proficiency		Possible EL Growth		Possible Score
9-12	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 outliers[1]. 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.

[1] 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 9-12

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…	9-12 & Alt Statewide Range	Pts
	2023	
greater than or equal to the statewide el proficiency average.	>= 21.28	5
0.01 to 0.50 sd below the statewide el proficiency average.	15.94 - 21.27	4
0.51 to 1.00 sd below the statewide el proficiency average.	10.61 - 15.93	3
1.01 to 2.00 sd below the statewide el proficiency average.	0.01 - 10.60	2
2.01 to 3.00 sd below the statewide el proficiency average.	N/A	1
0%, due to no reclassification.	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.

- 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 8-12 AZELLA record taken in fiscal year 2022, or
        - A grade 8-12 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 2 AZELLA records

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…	9-12 & Alt Statewide Range	Pts
	2023	
greater than or equal to the statewide growth average.	>= 0.32	5
0.01 to 0.50 sd below the statewide growth average.	0.26 - 0.31	4
0.51 to 1.00 sd below the statewide growth average.	0.20 - 0.25	3
1.01 to 2.00 sd below the statewide growth average.	0.07 - 0.19	2
2.01 to 3.00 sd below the statewide growth average.	0.01 - 0.06	1
0%, due to no reclassification.	0	0

Graduation Indicator

Possible Score

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

Model	Possible Score
9-12	20

Updates for fiscal year 2023

- No updates to Graduation Indicator for fiscal year 2023

4, 5, 6, 7-year Graduation Rate Component

Component Intent

- For traditional schools, the intent of the multiple year calculation is to hold schools accountable to multiple cohorts.
- For alternative schools, the intent of the component is to hold schools accountable to the progression of students across cohorts.

Component Details

- Schools must have a minimum of 10 students in a given 4-year cohort to be eligible for that cohort's points.
- Graduation rate data lags a year behind most other data sources, allowing time for the data to be finalized.
- **Traditional 9-12 Schools:** The **cohorts are weighted** accordingly with the greatest **emphasis on the 4-year cohort** (see below). These points are capped at 10.
- Students are included in the calculations based on their cohort. The table below shows the cohorts that are used to calculate each graduation rate type.

Graduation Rate Type	Cohort	Weight
4-year	2022	5.0%
5-year	2021	4.0%
6-year	2020	2.5%
7-year	2019	0.5%

Calculation, Graduation Rate

Inclusion criteria

- Students in a given cohort

$$grad_rt = 100\left(\frac{grads}{grads + non_grads}\right)$$

Variables

- *grad_rt*: graduation rate for a given cohort
- *grads*: students in a given cohort with the following year-end/exit codes: G, W7, S7
- *non_grads*: all other students, except students with one of the following year-end/exit codes ['W1', 'W21', 'W22', 'S1', 'S21', 'S22', 'S99', 'W6', 'S6', 'W8', 'S8', 'W9', 'S9', 'W17', 'S17', 'W17', 'S17', 'W18', 'S18', 'W19', 'S19', 'W20', 'S20', 'WP', 'WD', 'WK']

Calculation, Graduation Rate Component (Traditional 9-12) (0-10 points)

Inclusion criteria

- Students in cohorts 2019 - 2022
- Includes both FAY and non-FAY students

$$grad_rt_pts_{trad} = \left[\begin{array}{l} .05(cohort_2022_grad_rt4) + \\ .04(cohort_2021_grad_rt5) + \\ .025(cohort_2020_grad_rt6) + \\ .005(cohort_2019_grad_rt7) \end{array}\right]$$

Variables

- $grad_rt_pts_{trad}$: The sum of points earned for each graduating cohort's corresponding graduation rate type. See the Graduation Rate calculation above
- *cohort_2022_grad_rt4*: The 4-year graduation rate for cohort 2022
- *cohort_2021_grad_rt5*: The 5-year graduation rate for cohort 2021
- *cohort_2020_grad_rt6*: The 6-year graduation rate for cohort 2020
- *cohort_2019_grad_rt7*: The 7-year graduation rate for cohort 2019

4-year Graduation Rate Improvement Component

Component Intent

- The Graduation Improvement Component is meant to encourage schools to increase their cohort 2022 4-year graduation rate compared to cohort 2021 4-year graduation rate. Schools can earn points for increasing the graduation rate or for maintaining a 4-year graduation rate of 90% or higher.

Calculation, Graduation Improvement Component (0, 5, or 10 points)

Inclusion criteria

- Students in cohort 2022
- Students in cohort 2021 establish the comparison year.
- Includes both FAY and non-FAY students
- Up to 10 points are awarded for the Graduation Improvement Component using the following system:

The cohort 2022 4-year graduation rate is…	Points
90% or higher	**10**
greater than the cohort 2021 4-year graduation rate **+ 2**	**10**
equal to the cohort 2021 4-year graduation rate **± 2**	**5**
less than the cohort 2021 4-year graduation rate **- 2**	**0**

Calculation, Final Graduation Indicator Points

Inclusion Criteria

- **Traditional 9-12:** To earn the full 20 points, the school must be eligible for both the Graduation Rate Component and the Graduation Rate Improvement Component.

Traditional 9-12 (0-20 points)

$$grad_indicator_pts = grad_rt_pts_{trad} + grad_rt_imp_pts$$

Variables

- *grad_indicator_pts*:
- *grad_rt_pts*$_{trad}$: The points earned for graduation rate, according to the Traditional 9-12 calculation (weighted by graduation rate type)
- *grad_rt_imp_pts*: The points earned for graduation rate improvement (Traditional 9-12 only).

CCRI (College and Career Readiness Indicator)

Possible Score

Model	Possible Score
9-12	20*

* Students can earn a score of up to 22, however school scores are capped at 20.

Updates for fiscal year 2023

- Students can earn points for diploma seals.
- The CCRI points available for AzMERIT have been changed to similar measures on ACT as follows.
    - Students who earn a score of Proficient on ACT ELA/math (0.5 points/test)
    - Students who earn a score of Highly Proficient on ACT ELA/math, or a science score of at least 20 (additional 0.5 points/test)
    - Click the link to view the cut scores established by the Arizona State Board of Education).
    - Note: for alternative schools, a small number of students may have qualifying scores of PP, P, or HP on AzMERIT ELA 11 or AzMERIT Algebra 2. These scores can be included in the corresponding metrics
- Additional points are available for higher levels on ACT WorkKeys.
- A minor update was made for consistency. The CCRI bonus point is applied with other bonus points, after all Indicator Scores are calculated. This ensures that the bonus point carries the same weight for all schools.

Indicator Intent

- The College and Career Readiness Indicator is designed to award points to schools who encourage graduates to engage in a variety of activities that will prepare them for post-secondary success.

Indicator Details

- CCRI scores are self-reported through ADEConnect by **July 31, 2023**
- **Schools that are not eligible for CCRI points must still complete the Self-Report data application and indicate that they are ineligible for points. This ensures that the Indicator is removed from the school's final letter grade score, rather than receiving 0 points for the Indicator.**

- Students that are concurrently enrolled at multiple schools should be reported in the CCRI data for the student's diploma-issuing school.
- If monitored, the school should be able to provide documentation to verify each student's CCRI points.
- Schools can download the student level spreadsheet from ADEConnect to assist with the calculations.
- Schools should look over each student's entire high school experience to determine how each student performed on the metrics outlined below.
- The table below summarizes important information about the CCRI

Detail	Traditional 9-12
Eligibility	• At least 10 students in cohort 2023. • These students should have been enrolled by Oct. 1, 2022, and stayed continuously enrolled until May 1,2023. • Cohort 2023 students who graduated during a prior fiscal year are also included.
	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".
CCRI Points	Final score depends on the number and type of points earned: Blue (college readiness) points and Red (career readiness) points
Final Student Score	0, 10, 20, or 22
Final School Score	0-20: average of student scores (Students can earn a score of up to 22, however school scores are capped at 20)
Bonus Point	Schools earn 1 point if they meet either of the following conditions • They increase the percentage of cohort 2023 students that either enroll in post-secondary education or enlist in the military, compared to cohort 2022, or • 85% or more of cohort 2023 either enroll in post-secondary education or enlist in the military

Calculation, CCRI: Traditional 9-12 (0-20 points)

Inclusion criteria

- All cohort 2023 students continuously enrolled between Oct. 1, 2022, and May 1,2023.
- Cohort 2023 students who graduated during a prior fiscal year.

$$ccri_final_score = \left(\frac{sum_student_scores}{total_students}\right)$$

Variables

- *ccri_final_score*: The average of all eligible students' CCRI scores. **Capped at 20.**
- *total_students*: The total number of eligible students
- *sum_student_score*: The sum of CCRI scores of all eligible students.
    - Students' CCRI ***points*** contribute their final ***score*** according to the table below

CCRI *POINTS* earned	***SCORE***
A student accumulates at least **1 CCRI point**	10
A student accumulates at least **2 CCRI point**	20
A student accumulates at least **1 BLUE CCRI point** **AND** at least **1 RED CCRI point**	22

CCRI Points Description

Pt. Color	CCRI Value	CCRI Point
blue	1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
blue	.5 per exam	AZ Proficient or higher score on ACT ELA or ACT Math
blue	.5 per exam	AZ Highly Proficient on ACT (ELA ≥ 25, Math ≥ 25) or ACT Science ≥ 20
blue	.5 per exam	Meets cut score on SAT English or math exam
blue	.5 per exam	Meets cut score on any AP exam
blue	.5 per course	Passes a college 100-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)
blue	.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
blue	.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
blue	1	Meets all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses
blue or red	0.5 points per seal	Arizona diploma seals. Note: diploma seals are capped at 1 point.
blue or red	0.5	Completes the FAFSA
red	1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
red	.5 per course	Passes a college 100-level 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)
red	.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
red	0.5	Meets benchmarks for ASVAB
red	0.5	Meets benchmarks for ACT WorkKeys, or met benchmarks for Arizona Career Readiness Credentials
red	.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License No more than one total CCRI point may be awarded. *See appendix for list of approved CTE credentials for this category.
red	1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours

Bonus Points

Possible Bonus Points

Model	Special Education Enrollment	Science Proficiency	Military/Post-Secondary Enrollment (CCRI)	ACT Aspire Participation	Subgroup 5-year Grad Rate	Total Possible Bonus Points
9-12	2	3	1	3		**9**

Special Education Enrollment Bonus

Details

- This metric awards bonus points to 9-12 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…	9-12 statewide percentage		Bonus Points
	2022	2023	
80% or more of the statewide percentage	9.05%	13.29%	2
70% - 79% of the statewide percentage	7.92%	11.63%	1.5
60% - 69% of the statewide percentage	6.78%	9.97%	1
Below 60% of the statewide percentage	6.77%	9.96%	0

Science Proficiency Bonus

Details

- Schools that administer the AzSCI/MSAA Science test to 95% of the students in cohort 2024 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 cohort 2024 on the first day of AzSci Window, March 20, 2023 (for 95% calculation)
- FAY students enrolled in cohort 2024 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 cohort 2024 who demonstrated proficiency on AzSci or MSAA Science.

- *n_fay_sci_P_HP*: The number of FAY students enrolled in cohort 2024 who scored Proficient or Highly Proficient on AzSci or MSAA Science.
- *n_fay_tested_sci*: the number of FAY students enrolled in 2024 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…	9-12 statewide average		Bonus Points
	2022	2023	
1 sd* or more above the statewide average	43.28%	>=42.39%	3
Greater than the statewide average, and **less than 1 sd** above the statewide average	21.64%	>23.67%	1.5
Less than or equal to the statewide average	<=21.64%	<=23.67%	0

Standard Deviations

- 9-12, fiscal year 2023: pending
- 9-12, fiscal year 2022: 21.64

ACT Aspire Participation Bonus

Details

- Traditional 9-12 schools earn up to 3 bonus points for administering ACT Aspire to cohort 2026 students (typically 9th grade), based on the percentage of students who complete both the ELA and math tests.

Calculation, ACT Aspire Participation Bonus (0, 1.5, or 3 points)

Inclusion Criteria

- Students enrolled in cohort 2026 on the first day of the ACT Aspire window, April 3, 2023
- Does not include MSAA results

- Does not have a minimum n-count

$$pct_aspire_tested = 100\left(\frac{n_cohort_tested_ELA_math}{cohort_enrolled_day1}\right)$$

Variables

- *pct_aspire_tested*: The percentage of cohort 2026 students who have a valid ELA and math score on ACT Aspire
- *n_cohort_tested_ELA_math*: The number of cohort 2026 students who have a valid ELA and math score on ACT Aspire
- *cohort_enrolled_day1*: The number of cohort 2026 students enrolled on the first day of the ACT Aspire testing window, April 3, 2023

Final points for ACT Aspire Participation Bonus (0, 1.5, or 3 points)

- **3 points: 95% or more** of cohort 2026 students have a valid ELA and math score on ACT Aspire
- **1.5 points: 90% or more, but less than 95%** of cohort 2026 students have a valid ELA and math score on ACT Aspire

CCRI: Military/Post-Secondary Enrollment Bonus (Traditional 9-12 only)

Details

- Schools earn 1 point if they meet either of the following conditions
    - They increase the percentage of cohort 2023 students that either enroll in post-secondary education or enlist in the military, compared to cohort 2022, or
    - 85% or more of cohort 2023 either enroll in post-secondary education or enlist in the military
- The bonus point is calculated and self-reported by the school as part of their CCRI data submission.
- For accuracy and best results, schools should compare enrollment/enlistment numbers for a comparable point in time each year, for example June of 2023 and June of 2022. Otherwise, it may be more difficult to earn the bonus point. For example, the post-secondary enrollment of cohort 2022 students in September of 2022 may be much higher than the enrollment of cohort 2023 students in June of 2023.

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
9-12	50

Calculations

9-12 Schools

$$9_12_score = 100\left(\frac{proficiency + sg_improve + el + grad + ccri}{sum_eligible_points}\right) + bonus_points$$

Variables

- *9_12_score*: Traditional 9-12 school's total A-F Letter Grade Score
- *proficiency*: Proficiency Indicator score
- *el*: EL Indicator score
- *sg_improve*: Subgroup Improvement Indicator score
- *grad*: Graduation Rate Indicator score
- *ccri*: College and Career 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
- *912_pct*: The percentage of the school's students enrolled in grades 9-12
- *912_pts*: The points the non-typical school earned according to the 9-12 model
- *912_pts_eligible*: The number of 9-12 points for which the school was eligible
- *912_bonus*: The number of 9-12 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
ACT	American College Test
ADM	Annual Daily Membership
AOI	Arizona Online Instruction
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzMerit/AzM2	Arizona's Measurement of Education to Inform Teaching
AzSCI	Arizona Science Test
CCRI	College and Career Readiness Index
DRP	Dropout Recovery Program
EL	English Language
ELA	English Language Arts
FAY	Full Academic Year
FEP	Fluent English Proficient
HP	Highly Proficient on assessment
MP	Minimally Proficient on assessment
MSAA	Multi-State Alternate Assessment (Math, ELA)
MSAA Science	Multi-State Alternate Assessment Science Test
P	Proficient on assessment
PP	Partially Proficient on assessment
RAEL	Recently Arrived English Learner
SBE	State Board of Education
SGP	Student Growth Percentile
SGT	Student Growth Target
SPED	Special Education

Fiscal Year 2023 A-F CCRR Credentials for CTE Programs

Changes to this list could occur after April 1, 2023

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

Revisions

Nov 29, 2023

- Updated statewide values for EL Proficiency, EL Growth, Special Education Inclusion, Special Education Enrollment, and Science Proficiency
- Added description of LEA grades to A-F Indicators Overview table
- Corrected spelling, grammar, conventions mistakes.
- Pagination changes to improve readability
- Added clarification that AOI minutes must be reached by May 2nd to count toward FAY.
- Added note that diploma seals are capped at 1 CCRI point.
- Corrected CCRI point values for ACT