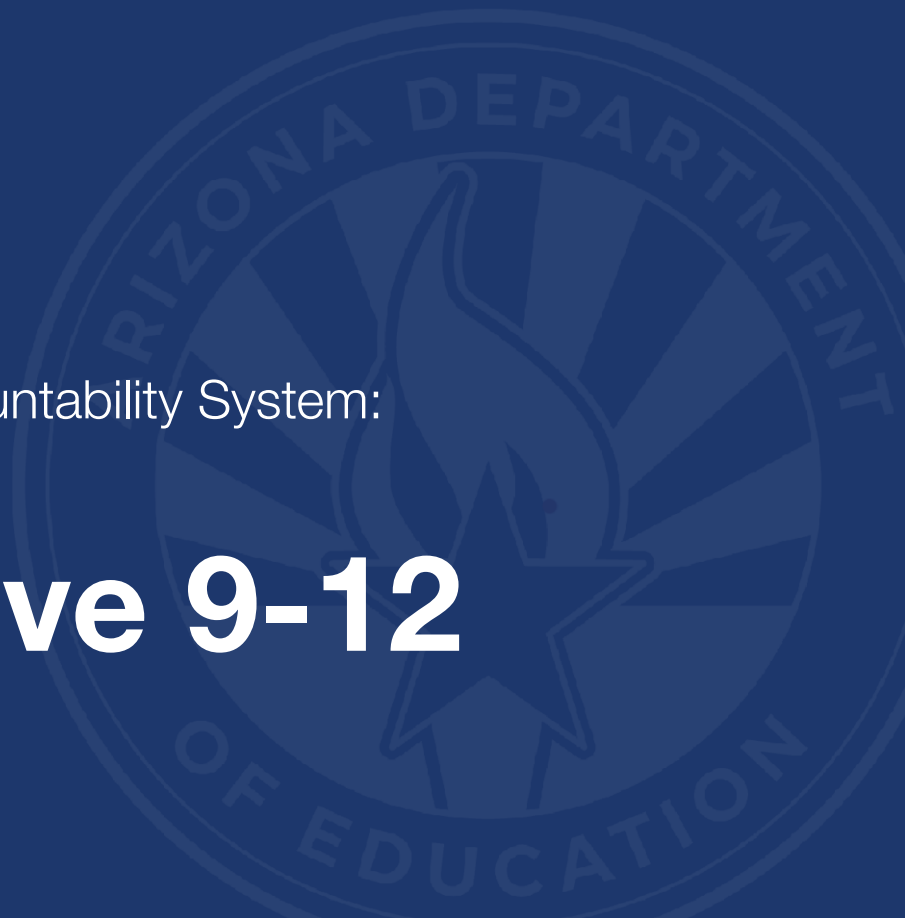




2023

A-F Letter Grade Accountability System:  
Business Rules

# Alternative 9-12



**Approved April 24, 2023**

**Last Updated Nov 29, 2023**

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## Contact Information

### **Arizona State Board of Education (SBE)**

For information regarding the process and decisions surrounding A-F letter grades, contact SBE

(602)-542-5057  
[inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov)  
[AZSBE A-F Page](#)

### **Arizona Department of Education (ADE)**

For technical business rule questions, contact ADE - Accountability and Research Unit

(602) 542-5151  
[achieve@azed.gov](mailto:achieve@azed.gov)  
[ADE Accountability Page](#)

## 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).

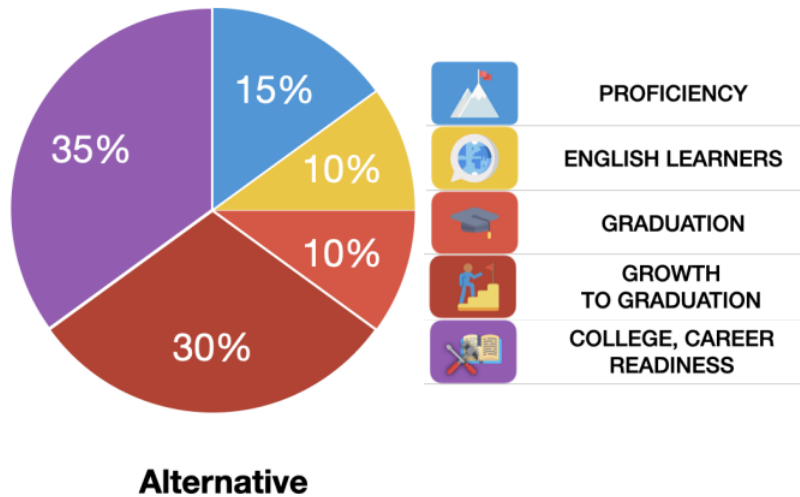
The Accountability & Research team will continue to post the most updated document as quickly as possible for stakeholders. To ensure you are using the most up to date version, you should bookmark the applicable link from our website as opposed to saving or printing a copy.

# 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><b>Considerations:</b> 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><b>Considerations:</b> To earn EL points, schools must have enough students to be eligible for both EL growth and EL proficiency.</p>
Graduation	Growth to Graduation
<p>Points earned for both the graduation rate, and for improving the graduation rate.</p> <p><b>Considerations:</b> 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..</p>	<p>Alternative schools earn points for helping students stay in school, earn credits, and progress toward graduation.</p> <p><b>Considerations:</b> Alternative schools submit data for this indicator in February and May</p>
College and Career Readiness	LEA Letter Grades
<p>Alternative 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.</p> <p><b>Considerations:</b> The CCRI spreadsheets have been updated for the 2022-2023 school year. They now include additional point options for ACT and ACT Work Keys.</p>	<p>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. <a href="#">See the video here</a> for a brief overview</p> <p><b>Considerations:</b> All schools, regardless of size, have equal weight when calculating the average for the LEA grade</p>

## A-F Letter Grade Model



## Indicator Model Weights

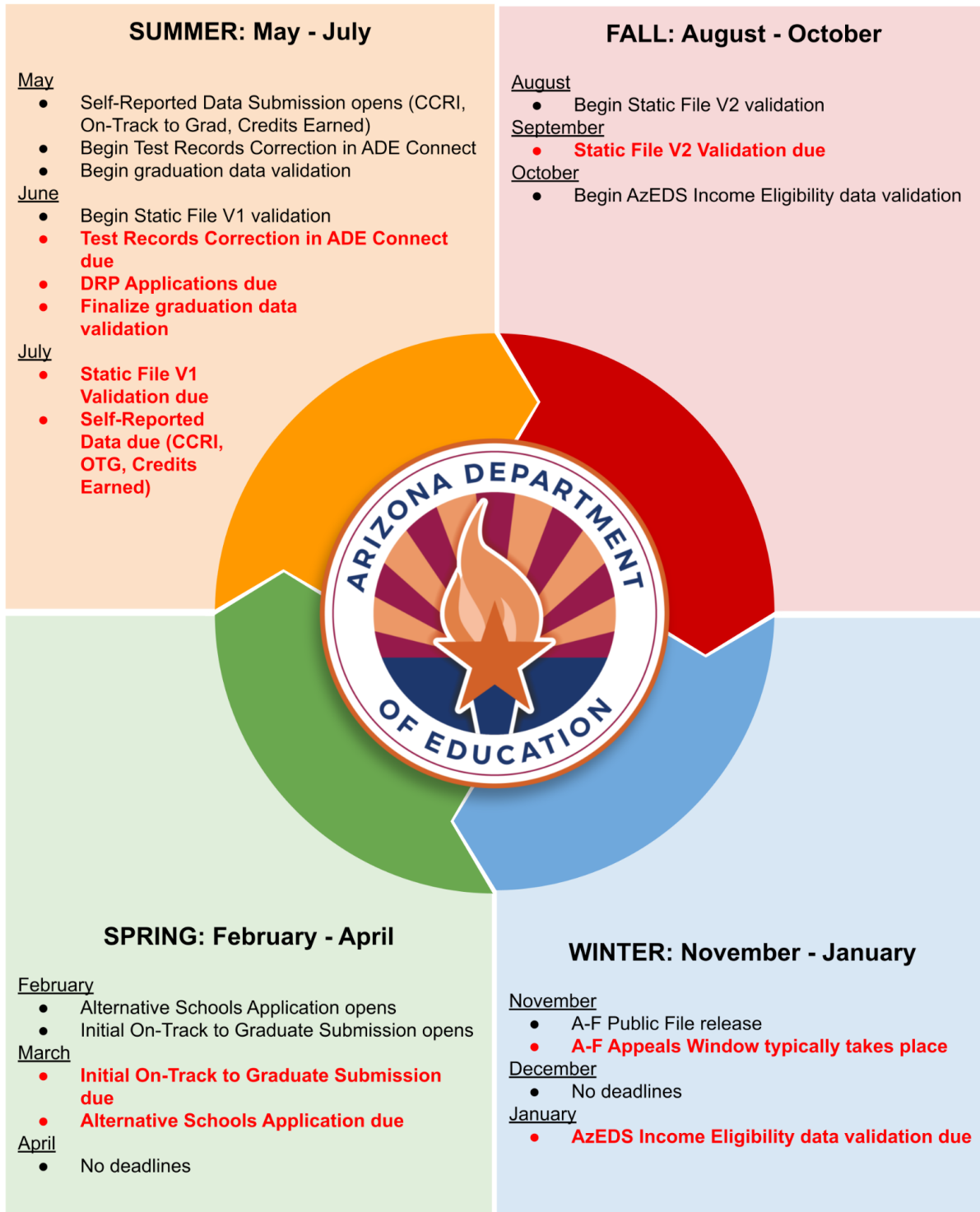
Indicator	Alternative 9-12
Proficiency	15%
English Learners	10%
Growth	
Acceleration/Readiness	
Graduation	10%
College, Career Readiness	35%
Subgroup Improvement	
Growth to Graduation	30%

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.**



## Important Timelines

	Task	Alt	Start Date	Due Date
?	Verify Income Eligibility AzEDS student level data (used in Accountability October 1 reporting)	✓	10-31-2022	1-18-2023
?	Alternative Schools Application for fiscal year 2024	✓	Early Feb. 2023	3-31-2023
?	Initial On-Track to Graduate Submission	✓	Early Feb. 2023	3-15-2023
?	Submit CCRI Self-Reported Data	✓	Early May	7-31-2023
?	Submit Credits Earned Self-Reported Data	✓	Early May	7-31-2023
?	Final On-Track to Graduate Submission	✓	Early May	7-30-2023
?	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
?	<a href="#">DRP Application</a> for fiscal year 2024	✓		6-30-2023

## School Configurations

Model	Description
Alternative 9-12	Approved Alternative Schools will be graded on the Alternative School Model.

\* 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
Alt. 9-12	2022	100 : 83	82.99 : 65	64.99 : 47	46.99 : 29	28.99 : 0
Alt. 9-12	2023	100 : 83	82.99 : 65	64.99 : 47	46.99 : 29	28.99 : 0

## 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.
- 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 Grades 5, 8, and 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 Grades 3-8 and 11, and Science in Grades 5, 8, and 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 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 by May 2nd. 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
9-12	32,400

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

Model	FAY Starting Point	FAY Ending Date
<b>Alternative 9-12 Schools</b>	<b>on</b> Oct. 1, 2022	<b>first day of testing window</b> (April 4, 2023)
<b>AOI Schools</b>	N/A	<b>Meet required minutes by</b> <b>May 2, 2023</b> (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, Alternative, and AOI schools is slightly different.**

Indicator	Component	FAY	Grades	Alt Model
<b>Proficiency</b> Performance on achievement assessments	ACT ELA and Math	✓	11*	✓
	MCAA ELA and Math	✓	3-8, 11*	✓
<b>EL</b>	EL Proficiency and Growth	✓	K-12	✓
<b>Graduation Rate</b>	4-year Graduation rate		Cohort 2022	✓
	5-year Graduation rate		Cohort 2021	✓
	6-year Graduation rate		Cohort 2020	✓
	7-year Graduation rate		Cohort 2019	✓
<b>Growth to Graduation</b> Progress towards graduation	Academic Persistence		9-12	✓
	Credit Earned		9-12	✓
	On-Track to Graduate		10-12	✓
<b>CCRI</b> Indicators of students' readiness to succeed in a career or post-secondary enrollment	College and Career Readiness Self-Report	**	Cohort 2023 Alt on-track to grad <sup>1</sup>	✓
<b>Bonus</b>	AzSCI and MCAA Science Proficiency	✓	5, 8, 11	✓
	ACT Aspire Participation		Cohort 2026, typically grade 9	✓

\* Cohort 2024 (all students in Cohort 2024 regardless of enrolled grade, typically 11th grade)

<sup>1</sup> For Alternative Schools, CCRI includes On-Track to Graduate Students and All Current Year Graduates

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.

<b>AASA, , ACT, AzSci, MSAA Achievement Levels</b>
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
Alternative 9-12	15

### 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
<b>Minimally Proficient</b>	1	0
<b>Partially Proficient</b>	2	0.6
<b>Proficient</b>	3	1.0
<b>Highly Proficient</b>	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 (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

$$avg\_prof = \left( \frac{\left[ \begin{array}{l} 0.6 \times (n\_fay\_ela\_PP + n\_fay\_math\_PP) + \\ 1.0 \times (n\_fay\_ela\_P + n\_fay\_math\_P) + \\ 1.3 \times (n\_fay\_ela\_HP + n\_fay\_math\_HP) \end{array} \right]}{(n\_fay\_tested\_ela + n\_fay\_tested\_math)} \right)$$

- 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 (for K-8 schools the higher value for either the *avg\_prof* value or the *avg\_prof<sub>stability</sub>* 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:
  - Alternative: **15**



## EL Indicator

### Possible Score

Model	Possible EL Proficiency		Possible EL Growth		Possible Score
<b>Alternative 9-12</b>	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<sup>2</sup>. 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.

<sup>2</sup> 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-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	
<b>greater than or equal to</b> the statewide el proficiency average.	$\geq 21.28$	5
<b>0.01 to 0.50 sd below</b> the statewide el proficiency average.	15.94 - 21.27	4
<b>0.51 to 1.00 sd below</b> the statewide el proficiency average.	10.61 - 15.93	3
<b>1.01 to 2.00 sd below</b> the statewide el proficiency average.	0.01 - 10.60	2
<b>2.01 to 3.00 sd below</b> the statewide el proficiency average.	N/A	1
<b>0%</b> , 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 1-12 AZELLA record taken in fiscal year 2022, or
    - A kindergarten placement test taken by January 1st, 2023
    - A grade 9-12 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	
<b>greater than or equal to</b> the statewide growth average.	>= 0.32	5
<b>0.01 to 0.50 sd below</b> the statewide growth average.	0.26 - 0.31	4
<b>0.51 to 1.00 sd below</b> the statewide growth average.	0.20 - 0.25	3
<b>1.01 to 2.00 sd below</b> the statewide growth average.	0.07 - 0.19	2
<b>2.01 to 3.00 sd below</b> the statewide growth average.	0.01 - 0.06	1
<b>0%</b> , 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
Alternative 9-12	10

### 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 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.
- **Alternative 9-12 Schools:** Schools receive points for the **best of their 4-, 5-, 6-, or 7-year** graduation rate.
- 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 (Alt 9-12) (0-10 points)

---

### Inclusion criteria

- Students in cohorts 2019 - 2022
- Includes both FAY and non-FAY students
- **DRP Enrolled Students:** If a DRP enrolled student meets the inclusion criteria, they will be included in the Graduation rate for the student's assigned cohort.

$$grad\_rt\_pts_{alt} = .1(max\_grad\_rt\_type)$$

### Variables

- *grad\_rt\_pts<sub>alt</sub>*: The points earned by an Alternative 9-12 school for graduation rate outcomes. See the [Graduation Rate calculation above](#)
- *max\_grad\_rt\_type*: The highest of a school's 4-, 5-, 6-, or 7-year graduation rate.

## Calculation, Final Graduation Indicator Points

---

### Alternative 9-12 (0-10 points)

$$grad\_indicator\_pts = grad\_rt\_pts_{alt}$$

### Variables

- *grad\_indicator\_pts*:
- *grad\_rt\_pts<sub>alt</sub>*: The points earned for graduation rate, according to the Alternative 9-12 calculation (the best graduation rate amongst the graduation rate types)

## Growth to Graduation Indicator (Alternative 9-12 only)

### Possible Score

Model	Academic Persistence	Credits Earned	On-Track to Graduate	Total Possible Score
<b>Alternative 9-12</b>	10	10	10	<b>30</b>

### Updates for fiscal year 2023

- No updates to Growth to Graduation Indicator for fiscal year 2023

### Academic Persistence Component

#### Component Intent

- The Academic Persistence Component is meant to reward Alternative Schools whose students continue their high school education.

#### Component Details

- The Academic Persistence is based on grade 9-12 students who finished the 2020-2021 school year at the alternative school, receiving an applicable Year-End Status Code, and subsequently enrolled at any Arizona public school by October 1, 2022.
- More information on Year-End Status Codes and the Persistence Rate calculation is available in the [Graduation, Dropout and Persistence Rate Technical Manual](#).
- Schools should validate student- and school-level data using the “Persistence Rate Report” available in ADEConnect.
  - For Fiscal Year 2023 A-F Letter Grades, schools should review the 2023 Persistence Rate Report which shows the students who were eligible to re-enroll from Fiscal Year 2022 and whether or not they have an enrollment on or before October 1, 2022.
  - Please note that the Persistence Rate Report available in ADEConnect includes students in grades 6-12. For the purpose of Alternative A-F Letter Grades for Fiscal Year 2023, only students enrolled in grades 9-12 in the 2020-2021 school year will be eligible for inclusion in the Academic Persistence component.



## Calculation, (0-10 points)

### Inclusion criteria

- Grade 9-12 students who finished the 2020-2021 school year at an alternative school, receiving an applicable Year-End Status Code
- **DRP Enrolled Students:** As long as a DRP enrolled student has an applicable prior year withdrawal code, they will be included in the Academic Persistence component.

$$persistence\_pts = 10 \left( \frac{n\_reenrolled\_oct1}{n\_eligible\_students} \right)$$

### Variables

- *persistence\_pts*: points awarded out of 10 possible
- *n\_eligible\_students*: grade 9-12 students who finished the 2020-2021 school year at the alternative school, receiving an applicable Year-End Status Code, and subsequently enrolled at any Arizona public school by October 1, 2022
- *n\_reenrolled\_oct1*: all grade 9-12 students eligible for re-enrollment who finished the 2020-2021 school year at the alternative school, receiving an applicable Year-End Status Code.

## Credits Earned Component

### Component Intent

- The Credits Earned Component is meant to reward schools who help students earn credits needed toward graduation.

### Component Details

- Schools report the percentage of students meeting the inclusion criteria (below) who earned at least 4.5 credits, or the remaining credits needed for graduation, by June 30, 2023.
- Submission details: To receive points for the Credits Earned component, schools MUST submit the excel template available through ADEConnect on the A-F Self-Reporting Data application, following all submission requirements. Data received in any other format cannot be accepted.
  - Submitted data must include ONLY the following information:
    1. LEA Name
    2. LEA Entity ID
    3. School Name
    4. School Entity ID
    5. SSIDs (State Student Identification) of students meeting inclusion criteria (below)
    6. Indication of whether the student earned at least 4.5 credits that fiscal year or earned all the remaining credits needed to graduate
  - Please omit any other information in order to avoid potential FERPA violations.

- **Submission Deadline:** By **July 31, 2023**, schools must submit the Credits Earned spreadsheet through ADEConnect.
  - The spreadsheet lists SSIDs for students who meet the inclusion criteria, and indicates whether or not the student earned at least 4.5 credits OR the remaining credits needed to graduate.
  - Schools that have fewer than 10 students meeting the inclusion criteria **MUST** submit “N/A” for their school by the submission deadline. This ensures that the Component is removed from the school’s final letter grade score, rather than receiving 0 points for the Indicator.

## Calculation, Credits Earned Component (0-10 points)

---

### Inclusion criteria

- Students who were continuously enrolled for at least 80 school days or more during the fiscal year, with breaks in enrollment less than 10 consecutive calendar days.
- Includes students who were enrolled at more than one school.
- Students who require fewer than 4.5 credits to graduate, are included if they complete the remaining credits and graduate even if they are enrolled for less than 80 days.
- **DRP Students:** Students that are enrolled in an official ADE sanctioned Dropout Recovery Program (see list of approved LEAs here: <https://www.azed.gov/dropout-prevention/dropout-recovery-program-drp/>) should be included in the Credits Earned measure if they meet the above criteria. However, if a Dropout Recovery Program student meets the above criteria but according to their learning plan, will not complete the 4.5 credits or the remaining credits needed to graduate, by the end of the fiscal year, the student should not be included in this self-reported measure.

$$creds\_earned\_pts = 10 \left( \frac{n\_stu\_completing\_req\_creds}{n\_enrolled\_80\_days} \right)$$

### Variables

- *creds\_earned\_pts*: total points awarded for the Credits Earned Component
- *n\_stu\_completing\_req\_creds*: The number of students who meet the inclusion criteria who completed at least 4.5 credits, or the remaining credits needed for graduation, by June 30, 2023
- *n\_enrolled\_80\_days*: the total number of students who meet the component inclusion criteria above

## On-Track to Graduate Component

### Component Details

- Alternative 9-12 schools submit data through ADEConnect twice each school year.

- **Submission Deadlines**
  - Initial Submission: **March 15, 2023**
  - Final Submission: **July 31, 2023**
- Submission details: To receive points for the Credits Earned component, schools **MUST** submit the excel template available through ADEConnect on the A-F Self-Reporting Data application, following all submission requirements. Data received in any other format cannot be accepted.
  - Submitted data must include **ONLY** the following information:
    1. LEA Name
    2. LEA Entity ID
    3. School Name
    4. School Entity ID
    5. SSIDs (State Student Identification) of students meeting inclusion criteria (below)
  - Please omit any other information in order to avoid potential FERPA violations.
- Schools that have fewer than 10 students meeting the inclusion criteria **MUST** submit “N/A” for both the initial and final submissions by the deadlines. This ensures that the Component is removed from the school’s final letter grade score, rather than receiving 0 points for the Component

### Calculation, (0-10 points)

---

#### Inclusion criteria

- Students must be included in the school’s self-reported On Track to Graduate list if they satisfy **either** of the conditions below. Students who do not meet the conditions below (even if they graduate) are not included.
  - **Condition 1:** students who...
    - are enrolled at the school on January 31, 2023
    - **AND** need no more than 3 credits to meet the SBE established graduation requirements (see flowchart in appendix) as of January 31, 2023
    - **AND** require no more than 1 remaining mathematics credit to graduate
  - **Condition 2:** students who graduated during the current school year (2022-2023) prior to January 31, 2023.
- See appendix for a flowchart to assist in identifying which students should be included.
- **DRP Students:** Students that are enrolled in an official ADE sanctioned Dropout Recovery Program ([see list of approved LEAs here](#)) should be included in the On-Track to Graduate measure if they meet the above criteria. However, if a DRP student meets the above criteria but according to their learning plan, will not complete the 3 credits by the end of the fiscal year, the student should not be included in this self-reported measure.

$$otg\_pts = 10 \left( \frac{n\_graduated}{n\_on\_track\_to\_graduation} \right)$$

Variables

- *otg\_pts*: Total On-Track to Graduate Component points earned based on the percentage of students initially reported as on-track to graduate who graduated.
- *n\_graduated*: the number of graduates who were initially reported as on-track to graduate.
- *n\_on\_track\_to\_graduation*: The number of students initially reported as on-track to graduate

## CCRI (College and Career Readiness Indicator)

### Possible Score

Model	Possible Score
Alternative 9-12	35

### Updates for fiscal year 2023

- The CCRI points available for AzMERIT have been changed to similar measures on ACT as follows.
  - Students who earn a score of Partially Proficient on ACT ELA/math (0.25 points/test) (**Alternative 9-12 schools only**)
  - 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.
- There are key differences between the CCRI business rules for Traditional 9-12 schools and Alternative 9-12 schools. The table below summarizes the key differences

Detail	Alternative 9-12
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>• At least 10 students who were included in the <b>On-Track to Graduation initial submission</b> for the 2022-2023 school year, <b>OR who graduated in the 2022-2023 school year.</b></li> </ul>
	<p>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 <a href="#">Graduation, Dropout, and Persistence Rate Technical Manual</a> under “Exited Students”.</p>
<b>CCRI Points</b>	Students who accumulate at least one CCRI point earn a score of 35
<b>Final School Score</b>	0-35: average of student scores

### Calculation, CCRI Alternative 9-12 (0-35 points)

#### Inclusion criteria

- Students who were included in the **On-Track to Graduation initial submission** for the 2022-2023 school year, **OR who graduated in the 2022-2023 school year.**

$$ccri\_final\_score = \left( \frac{sum\_student\_scores}{total\_students} \right)$$

#### Variables

- *ccri\_final\_score*: The average of all eligible students’ CCRI scores.
- *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

<b>CCRI POINTS earned</b>	<b>SCORE</b>
A student accumulates less than <b>1 CCRI point</b>	0
A student accumulates at least <b>1 CCRI point</b>	35

## CCRI Points Description

Alt. CCRI Value	CCRI Point
1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
.5 per exam	AZ Proficient or higher score on ACT ELA or ACT Math
.5 per exam	AZ Highly Proficient on ACT (ELA $\geq$ 25, Math $\geq$ 25) or ACT Science $\geq$ 20
.5 per exam	Meets cut score on SAT English or math exam
.5 per exam	Meets cut score on any AP exam
.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)
.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS, EdReady (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam
.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
1	Meets all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses
0.5	Completes the FAFSA
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
.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)
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
0.5	Meets benchmarks for ASVAB
0.5	Meets benchmarks for ACT WorkKeys, or met benchmarks for Arizona Career Readiness Credentials
.5 per creden	Earns an Industry-Recognized Credential, Certificate, or License No more than one total CCRI point may be awarded.



Alt. CCRI Value	CCRI Point
tial, certificate, or license	*See appendix for list of approved CTE credentials for this category.
1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours
.25 per exam	ACT – partially proficient on ELA or math
.25 per sub-test	Valid and Reliable Vendor Assessment – aligned with the school mission and has score benchmarks including College and Career Ready
.5 per course	Second Language – Credit earned in a second or dual language course, please note that English courses would not be applicable for this indicator
.5 per course	Work Study – credit earned in course, verified by W2/pay stubs & evaluated by school supervisor (not to be combined with the traditional school indicator)
.5 per course	Workplace Readiness – credit earned in a course that prepares student to find, interview for, obtain, and keep employment
.5 per course	Career Readiness – credit earned in a course that prepares student for a specific vocation (not the formal CTE programming through ADE)
.5 per course	Service Learning – credit earned in a course that involves both learning and community action goals
1	Military Enlistment – Verified by a copy of signed Statement for Enlistment or similar, and/or copy of a Release of Records from the U.S. Military, signed by the recruit
0.5	Recipient of Competitive Scholarship to Post-Secondary Institution – Minimum aware of \$500
1	Post-Secondary Enrollment – Must be enrollment in a post-secondary institution which may include a 4-year college/university, a community college, and/or a trade school

## Bonus Points

### Possible Bonus Points

Model	ACT Aspire Participation	Subgroup 5-year Grad Rate	Total Possible Bonus Points
<b>Alternative 9-12</b>	3	6	9

### ACT Aspire Participation Bonus

#### Details

- Alternative 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

## Subgroup 5-year Graduation Rate Bonus (Alternative 9-12 only)

**Details**

- Alternative schools can earn bonus points if their Cohort 2021 5-year graduation rate meets or exceeds 80% of the state average for the following subgroups:
  - McKinney-Vento/Homeless Cohort
  - Foster Care Cohort
  - Special Education Cohort
- A school can earn up to 6 bonus points (2 points per subgroup that meets or exceeds 80% of the state average).
- To be eligible for the points, a school must have at least 10 students in the given subgroup.
  - Note: A student could fall into multiple groups and be counted as one of the 10 required students for each subgroup to which they belong.

**Calculation, Subgroup 5-year Graduation Rates (0, 2, 4, or 6 points)**

---

Inclusion Criteria

- Students enrolled in cohort 2021
- Students in the following demographic subgroups:
  - McKinney-Vento/Homeless cohort,
  - Foster care cohort,
  - Special education cohort
- In order to be eligible for a given subgroup's bonus points, a school must have at least 10 students in the subgroup.

Final points for Subgroup 5-year Graduation Rates (0, 2, 4, or 6 points)

- A school can earn up to 6 bonus points (2 points per subgroup that meets or exceeds 80% of the given subgroup's statewide cohort 2021 5-year graduation rate).

## 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
Alternative 9-12	60

### Calculations

#### Alternative 9-12 Schools

$$alt\_score = 100 \left( \frac{proficiency + gtg + el + grad + ccri}{sum\_eligible\_points} \right) + bonus\_points$$

#### Variables

- *alt\_score*: Alternative 9-12 school's total A-F Letter Grade Score
- *proficiency*: Proficiency Indicator score
- *el*: EL Indicator score
- *grad*: Graduation Rate Indicator score
- *ccri*: College and Career Readiness Indicator score
- *gtg*: Growth to Graduation 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

<b>Acronym/ Abbreviation</b>	<b>Meaning</b>
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

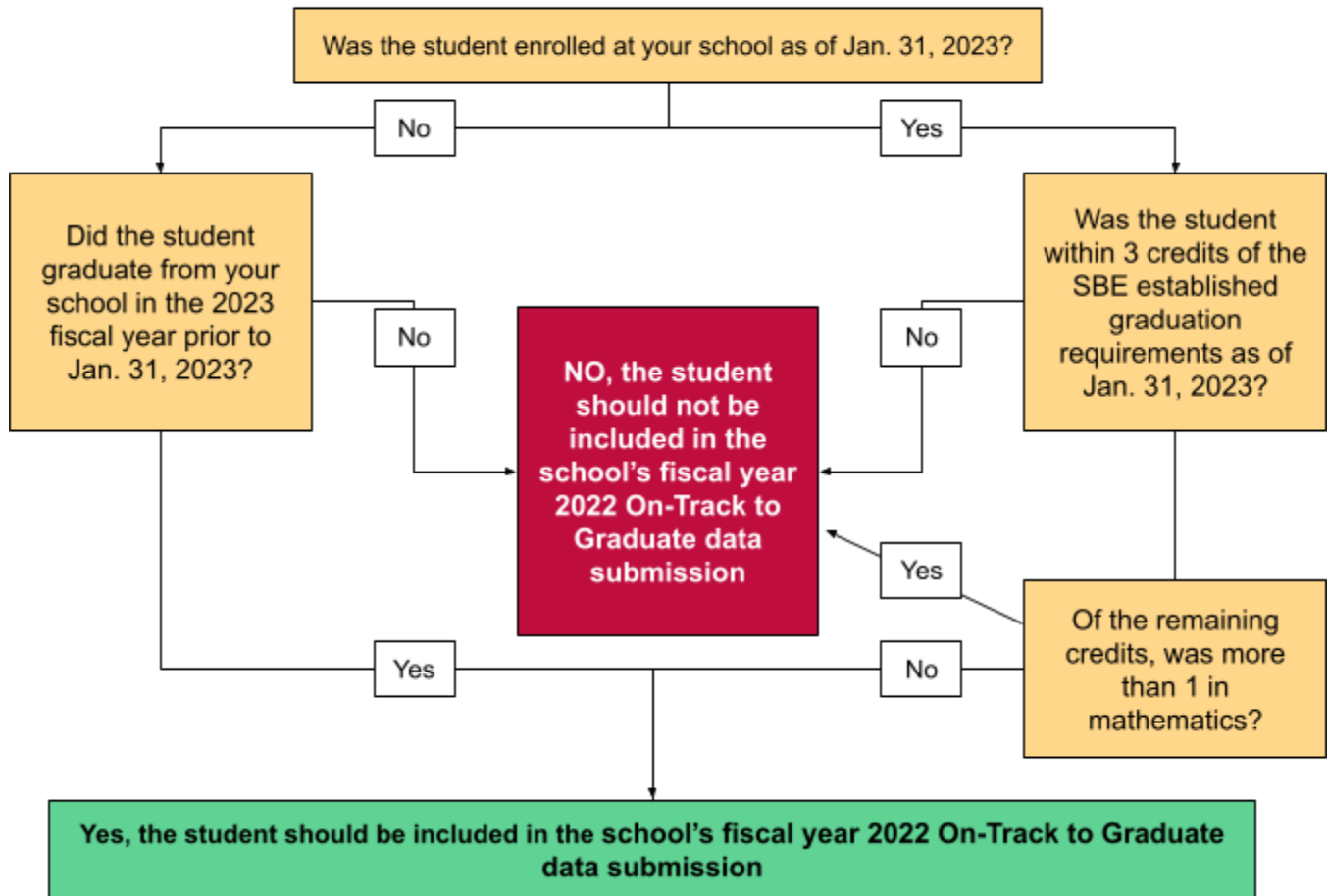
Changes to this list could occur after April 1, 2023

### 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

### On-Track to Graduate Inclusion Flowchart

#### Alternative 9-12 Schools On-Track to Graduate Date Submission Inclusion Flowchart





## 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.
- Corrected CCRI point values for ACT
- Clarification on FAY for Alternative 9-12 Schools