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A-F Letter Grade Accountability System:
Business Rules



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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
[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
[ADE Accountability Page](#)

District Accountability Coordinator Sign-Up

Each LEA must establish a District Accountability Coordinator to receive key
communications regarding Accountability.
Sign up here.

Introduction

These business rules detail Arizona's <<fy>> 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/>). Following the calculation of A-F Letter Grades, corresponding release by the State Board of Education, and conclusion of the appeals process, the ADE Accountability team adds descriptive statistics and graphs at which point the business rules are finalized.

Prior to 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 <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>A school's proficiency score increases as students reach higher proficiency levels.</p> <p>Considerations: Points are deducted if a school tests fewer than 95% of students.</p>
Growth <p>The Growth Indicator is designed to award schools points for the progress students make on state achievement assessments. The Growth Indicator is designed to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if the student is not yet meeting standard.</p> <p>Student Growth Percentiles (SGP) compare each student's growth to peers who scored similarly the previous year. Students can earn higher points depending on their previous score and level of growth. For example, Minimally Proficient in <<fy_minus_1>> and high growth earns the highest points.</p> <p>Considerations: Student Growth Target (SGT), each student's progress toward proficiency, is not included in the Growth Indicator this year.</p>
English Learners <p>Points earned based on the percentage of students reaching English proficiency, compared to the results of schools statewide. Schools also receive points for students whose English proficiency improves year to year. Higher points are earned for greater gains.</p> <p>Considerations: To earn EL points, schools must have enough students to be eligible for both EL growth and EL proficiency.</p>
Graduation <p>Points earned for both the graduation rate, and for improving the graduation rate.</p>

Traditional schools receive points based on the graduation rate for their 4, 5, 6, and 7-year cohorts. The 4-year cohort is worth the highest amount of points. Alternative schools earn points for the best graduation rate amongst their 4, 5, 6, and 7-year cohorts.

Traditional schools can also earn points for improving their 4-year graduation rate. To get full points, a school's goal is to increase their graduation rate by 2% or achieve at least a 90% graduation rate.

Alternative schools receive points based on the highest of their 4, 5, 6, and 7-year cohorts.

Considerations: Graduation calculations use data from cohorts with a '1-year lag'. In other words, the <<fy_minus_1>> cohort is used for 4-year grad rate data, <<fy_minus_2>> cohort for 5-year, etc.

Growth to Graduation

Alternative schools earn points for helping students stay in school, earn credits, and progress toward graduation.

Considerations: Alternative schools submit data for this indicator in February and May

Acceleration, Readiness

K-8 schools earn points for improving outcomes in

- 3rd grade literacy (reducing the number of students who score minimally proficient in reading),
- 8th grade math (reducing the number of students who score minimally proficient, and/or increasing the number of students who score highly proficient),
- Attendance (reducing the percentage of students who missed 10% or more of the school year),
- test scores amongst student demographic groups,
- and the inclusion of Special Education students in mainstream classes.

Considerations: for many schools, there are more points available than are needed to earn the total score

College and Career Readiness

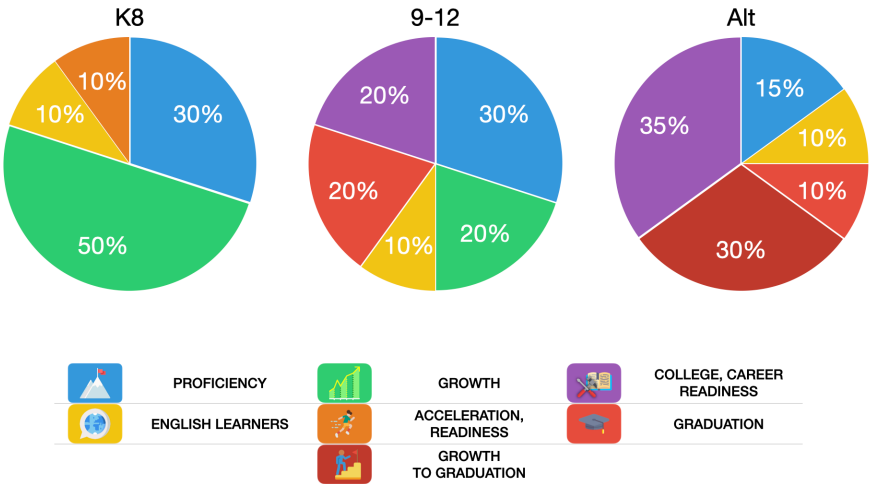
Traditional and Alternative 9-12 schools record graduating seniors' completion of activities, including AP testing, dual enrollment, FAFSA completion, Career and Technical Education, workplace certification, and many others.

LEA Letter Grades

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 Models



Indicator Model Weights

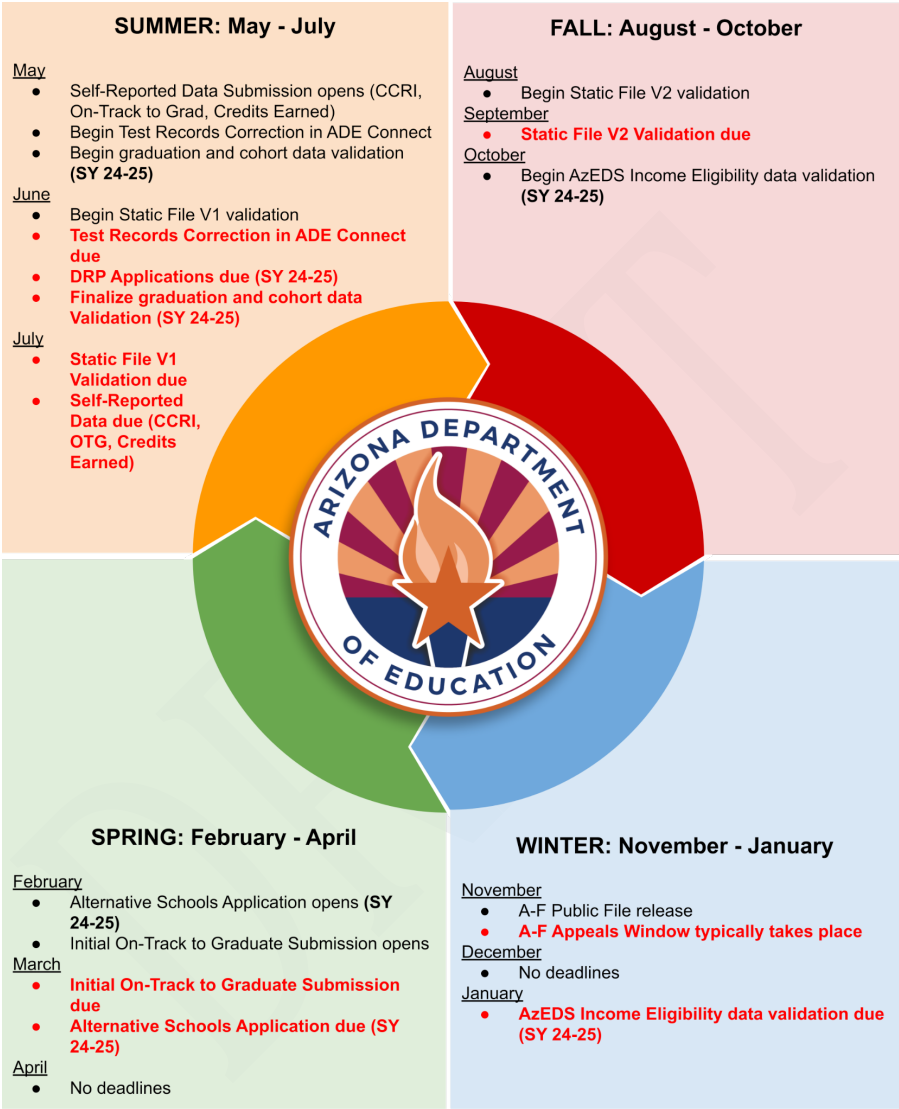
Indicator	Traditional K-8	Traditional 9-12	Alternative 9-12
Proficiency	30%	30%	15%
English Learners	10%	10%	10%
Growth	50%		
Acceleration/Readiness	10%		
Graduation		20%	10%
College, Career Readiness		20%	35%
Subgroup Improvement		20%	
Growth to Graduation			30%

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.** Tasks that affect the following school year’s accountability are followed by “**Next Year’s Grades**.”

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Important Timelines

	Task	K-8	9-12	Alt	Start Date	Due Date
☐	Verify Income Eligibility AzEDS student level data (used in Accountability October 1 reporting)	✓	✓	✓	10-31- <<fy_minus_1>>	1-18-<<fy>>
☐	Alternative Schools Application for fiscal year <<fy_plus_1>>			✓	Early Feb. <<fy>>	3-31-<<fy>>
☐	Initial On-Track to Graduate Submission			✓	Early Feb. <<fy>>	3-17-<<fy>>
☐	Submit CCRI Self-Reported Data		✓	✓	Early May	7-31-<<fy>>
☐	Submit Credits Earned Self-Reported Data			✓	Early May	7-31-<<fy>>
☐	Final On-Track to Graduate Submission			✓	Early May	7-31-<<fy>>
☐	Correct Test Records in ADEConnect	✓	✓	✓	Mid May	6-30-<<fy>>
☐	Validate Graduation Data for fiscal year <<fy>> graduates		✓	✓	Late May	07-01-<<fy>>
☐	Static File V1 Validation	✓	✓	✓	Mid June	7-15-<<fy>>
☐	Validate Static File V2	✓	✓	✓	Mid August	9-15-<<fy>>
☐	A-F Public File release on the State Board of Education's website	✓	✓	✓	by 11-1-<<fy>>	
☐	A-F Appeals Window	✓	✓	✓	Typically 11-1-<<fy>>	Typically mid-Nov. <<fy>>

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Deleted: Validate Static File V2

<input type="checkbox"/>	DRP Application for fiscal year <<fy_plus_1>>			✓		6-30-<<fy>>
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School Configurations

Model	Description	Examples
K-8	Schools serving grades K through 8 or any configuration within will be evaluated on the K-8 model	K-8, K-5, 6-8, K-2, etc.
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.
Alternative 9-12	Approved Alternative Schools will be graded on the Alternative School Model.	
Non-Typical	Non-Typical school configurations, those that serve students within grades K-8 as well as grades 9-12 are graded on both the K-8 and 9-12 models. The final A-F Letter Grade score is weighted according to the percentage of students contributing to each model	K-12, 1-12, 2-12, 6-12, 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 school years <<sy>> and <<sy_minus_1>>.

Model	Fiscal Year	A	B	C	D	F
K-8	<<fy_minus_1>>	100 : 84	83.99 : 72	71.99 : 60	59.99 : 47	46.99 : 0
K-8	<<fy>>	pending	pending	pending	pending	pending
9-12	<<fy_minus_1>>	100:82	81.99:65	64.99:48	47.99:31	30.99:0
9-12*	<<fy>>	pending	pending	pending	pending	pending
Alt. 9-12	<<fy_minus_1>>	100 : 83	82.99 : 65	64.99 : 47	46.99 : 29	28.99 : 0
Alt. 9-12	<<fy>>	pending	pending	pending	pending	pending

* Non-typical schools receive a grade based on the 9-12 cut scores

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 <<sy>> A-F models were approved on <<models_approved_date>>.

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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>.

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15-241.02(D): specifies that "If a school is assigned a letter grade of D pursuant to section 15-241 for a third consecutive year, the department of education shall visit the school site to confirm the classification data and to review the implementation of the school's improvement plan. The school shall be assigned a letter grade of F unless an alternate letter grade is assigned after an appeal pursuant to section 15-241, subsection J. A school that is assigned a letter grade of D for fewer than three consecutive years may also be assigned a letter grade of F if the state board of education determines that there is no reasonable likelihood that the school will achieve an average level of performance within the next two years."

Schools will be eligible to submit application(s) for appeal to request the school's letter grade remain a D rather than assigned an F pursuant to statute.

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 <<fy>>, 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 <<fy_plus_1>>)
- **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.
- **Alt ELPA** – The Alt ELPA is an alternate English language proficiency assessment designed for English learners with the most significant cognitive disabilities. Students must be determined eligible for alternate assessment by the IEP team. More information can be found on the Alt ELP page here: <https://www.azed.gov/assessment/AltELPA>
- **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 students' 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 school year <<sy>> (the <<fy>> fiscal 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 or Alt ELPA in the current or prior fiscal year.
- EL_FEP – Any student identified with an EL need for Fiscal Year <<fy>> 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 or Alt ELPA) 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 or Alt ELPA 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 or Alt ELPA.

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** (<<first_wkday_may>>).
 - **For alternative schools**, students enrolled **on October 1, <<fy_minus_1>>** and continuously enrolled until the **first weekday in May** (<<first_wkday_may>>).
 - **For AOI schools**, students who log enough minutes at the AOI by May 2nd. students must also have been continuously enrolled to May, 1st, <<fy>> without gaps of enrollment larger than 10 consecutive days. 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	40,500

- 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 (<<first_wkday_may>>)
Alternative 9-12 Schools	on Oct. 1, <<fy_minus_1>>	first weekday in May (<<first_wkday_may>>)
AOI Schools	N/A	Meet required minutes by May 2, <<fy>> (see table above)*

* To meet FAY requirements, AOI students must also have been continuously enrolled to May, 1st, <<fy>> without gaps of enrollment larger than 10 consecutive days.

- **2-year FAY** – Students who are FAY two consecutive years in a row (school year <<sy_minus_1>>, school year <<sy>>) at the same school. 2-year FAY students are not included in 1-year FAY stability calculations.
- **3-year FAY** – Students who are FAY three consecutive years in a row (school year <<sy_minus_2>>, school year <<sy_minus_1>>, school year <<sy>>) at the same school. 3-year FAY students are not included in 2-year FAY and 1-year FAY stability calculations.
- **EL 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 first day of the state testing window for AZELLA, <<azella_first>>. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered EL 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 <<sy>> 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 school year <<sy_minus_1>> (fiscal year <<fy_minus_1>>)

Special Education

- Special Education Student - Any student receiving special education services on October 1, <<fy_minus_1>> 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	K-8 Model	9-12 Model	Alt Model
Proficiency Performance on achievement assessments	AASA ELA and Math	✓	3-8	✓		
	ACT ELA and Math	✓	11*		✓	✓
	MSAA ELA and Math	✓	3-8, 11*	✓	✓	✓
Growth¹ Student gains on achievement assessments	AASA ELA and Math Student Growth Percentiles (SGP)	✓	4-8	✓		
EL	EL Proficiency and Growth	✓	K-12	✓	✓	✓
Acceleration/Readiness Indicators of students' ability to accelerate beyond elementary school	Grade 8 Math	✓	8	✓		
	Grade 3 ELA	✓	3	✓		
	Chronic Absenteeism		1-8	✓		
	Subgroup Improvement	✓	3-8	✓		
	Special Education Inclusion	✓	K-8	✓		
Graduation Rate	4-year Graduation rate		Cohort <<fy_minus_1>>		✓	✓
	5-year Graduation rate		Cohort <<fy_minus_2>>		✓	✓
	6-year Graduation rate		Cohort <<fy_minus_3>>		✓	✓

¹ MSAA results are not used in Growth calculations

Indicator	Component	FAY	Grades	K-8 Model	9-12 Model	Alt Model
	7-year Graduation rate		Cohort <<fy_minus_4>>		✓	✓
Growth to Graduation Progress towards graduation	Academic Persistence		9-12			✓
	Credit Earned		9-12			✓
	On-Track to Graduate		10-12			✓
CCRI Indicators of students' readiness to succeed in a career or post-secondary enrollment	College and Career Readiness Self-Report	**	Cohort <<fy>> Alt on-track to grad ²		✓	✓
Bonus	AzSCI and MSAA Science Proficiency	✓	5, 8, 11	✓	✓	✓
	Special Education Enrollment	✓	K-12	✓	✓	
	Post-secondary/military enrollment		Cohort <<fy>>		✓	
	ACT Aspire Participation		Cohort <<fy_plus_3>>, typically grade 9		✓	✓
	Subgroup Graduation		Cohort <<fy_minus_2>>			✓

* Cohort <<fy_plus_1>> (all students in Cohort <<fy_plus_1>> regardless of enrolled grade, typically 11th grade)

** For traditional 9-12 schools, cohort <<fy>> 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

² For Alternative Schools, CCRI includes On-Track to Graduate Students and All Current Year Graduates

Last updated <<current_time>>

verified ACT and AASA data from students enrolled the full academic year. For students who take the MSAA assessment and are enrolled the full academic year, these data are used in the Proficiency component but not in the calculation of student growth percentiles or student growth targets (Growth).

Students with a performance level reported from the ACT or AASA English Language Arts and Mathematics assessments, MSAA, and AzSCI, are utilized in certain calculations (detailed below). The department does not include ACT, AASA, 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
K-8	30
9-12	30
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."
- Recently Arrived English Learners (RAELs): it is important to test RAEL students. Although their scores are not included in Proficiency calculations, they will contribute to Growth calculations in the school's future letter grade.

Indicator Details

- The <<fy>> **AASA, ACT, or MSAA ELA and Math** scores are utilized for **grades 3-8, and cohort <<fy_plus_1>> 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>.

- 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.
- Invalid test records count as not tested.
- Proficiency **points are capped** at the Possible Score value above for each model.
- Assessment results for students who meet the criteria for **FAY at more than one school are automatically included in Proficiency and Participation** calculations for each school.
- Schools earn **more points for students who score higher proficiency levels**. (see below) 0.6 points for Partially Proficient, 1 point for Proficient, 1.3 points for Highly Proficient. The final Proficiency Indicator score is therefore an average of the points earned by students, not a measure of the percentage of students who were proficient.

Performance Level Point Values

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

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



Updates for school year <<sy>>:

- No updates for school year <<sy>>

Deleted: Math records for RAEL students will be excluded from proficiency calculations

Percent Tested (Participation)

- Proficiency calculations are impacted by percent tested. Schools that do not meet the 95% test threshold mandated by law are negatively impacted on the proficiency calculation. Students are included in the 95% tested calculation for a school if they are enrolled in a tested grade (3-8, cohort <<fy_plus_1>>) on the first day of the state testing window.

First Day of Testing Windows	
Assessment	1st Day of Testing Window
AASA	<<aasa_day1>>
ACT	<<act_day1>>
MSAA	<<aasa_day1>>

Commented [1]: I need to figure out or recall how we're going to handle the 2 ACT windows



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 grades 3-8 and cohort <<fy_plus_1>> enrolled on the first day of the testing window.

Commented [2]: IN 2024, I'd like to change this to make it that kids tested in BOTH ELA and Math



Calculation, Proficiency

Inclusion Criteria:

- Note: Students included in Proficiency calculations have a value of '1' in the StateProf column of the static file.
- FAY students
- Grades 3-8, Cohort <<fy_plus_1>>
- Student's enrolled grade must match assessment grade
- Valid score on AASA, 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 or math test records for RAEL students.
 - Note: test results for RAEL students are included in subsequent years' growth calculations to recognize gains schools make with these students.

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

- 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



Calculation, Stability Proficiency (K-8 only)

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

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

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

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

FAY Group Multipliers

Number of FAY Groups	Multiplier Values		
	F _a	F _b	F _c
3	3	2	1
2	3	2	0
1	3	0	0

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

- Variables**

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



Calculation, Final Proficiency Points:

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

- Variables**

- **avg_prof**: the average proficiency calculated using the [Proficiency Calculation](#) above (for K-8 schools the higher value for either the **avg_prof** value or the

avg_prof_{stability} value).

- *pct_multiplier*: multiplier based on the percentage of students tested enrolled on day 1 of testing who were tested. See [Percent Tested Calculation](#) above.
- *model_weight*: The number of points available in each A-F model:
 - K-8: **30**
 - 9-12: **30**
 - Alternative: **15**

Growth Indicator

Possible Score

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

Model	Possible Score
K-8	50
9-12	20
Alternative 9-12	N/A



Indicator Intent

- The Growth Indicator is designed to award schools points for the progress students make on state achievement assessments. The Growth Indicator is designed to fairly compare students who enter school at different levels. It also demonstrates a student's growth and academic progress, even if the student is not yet meeting standard.
- Recently Arrived English Learners (RAELs): it is important to test RAEL students. Although their scores are not included in Proficiency calculations, they will contribute to Growth calculations in the school's future letter grade.

Indicator Details

- In most years, Arizona's Growth Indicator is based on two measures: The Student Growth Percentile (SGP) and the Student Growth Target (SGT).
 - For school year <<sy>>, the Growth Indicator **does not** include Student Growth Target (SGT).
- ADE will produce the prospective SGTs for every student in grades 3-9 for the upcoming <<sy_plus_1>> school year and release them to schools for the purpose of guiding classroom instruction.
- A Student Growth Percentile describes a student's growth compared to other students with similar prior test scores (their academic peers).
- Schools receive a final score that is weighted based on students' previous year test scores and how much they grew. For example a student who previously scored Minimally Proficient and demonstrated high growth would receive more points than a student who previously scored Highly Proficient and demonstrated low growth.
- The Growth Indicator includes only data from state assessment results; it does not compare students based on demographic information.
- A Student Growth Percentile is a number between 1 and 99. If a student has an SGP of 40, it means that the student grew more than 40% of his/her academic peers in a school year.

- Students receive a separate SGP for ELA and Math. The final SGP calculation caps growth points from each subject area at 25.
- SGPs of FAY students are then categorized into three levels ranging from low to high:
 - 1= Low (SGP 1-33)
 - 2= Average (SGP 34-66)
 - 3= High (SGP 67-99)
- SGP results in fiscal year <<fy>> will be based on students' achievement test scores from fiscal years <<fy_minus_2>>-<<fy>>. For students in grades 4-8, growth will be calculated using AASA scores. For students in cohort <<fy_minus_1>>, growth will be calculated from <<fy_minus_2>> ACT Aspire to <<fy>> ACT.



Updates for school year <<sy>>

- No updates for school year <<sy>>

Deleted: For Traditional 9-12 schools, Growth will replace the Subgroup Improvement Indicator. Student Growth Percentiles will be calculated from Cohort <<fy_minus_2>>'s ACT Aspire results to their current ACT results



Calculation, SGP

Inclusion Criteria:

- Note: Students included in Growth calculations have a value of '1' in the StateGrowth column of the static file.
- FAY students
 - Note: To build the growth model, ADE includes test records from students considered non-FAY at the time of testing, but schools are only held accountable for their FAY students' results.
- Grades 4-8, cohort <<fy_minus_1>>
- Student's enrolled grade must match assessment grade.
- Valid score on AASA, ACT
- 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.
- Students in grades 4-8 must have a valid test record for <<sy>> and a record for the same subject in both <<fy_minus_1>> and <<fy_minus_2>>.
- Students in cohort <<fy_minus_1>> must have a valid test record for <<fy>> and a record for the same subject from <<fy_minus_2>>.
- Students must have both a valid test record for <<fy>> and a record for the same subject from <<fy_minus_1>>.
- To meet the n-count for the Growth Indicator, there must be at least 10 FAY students with current and prior year test records.
- Does not include MSAA scores (there are not enough scores statewide to accurately calculate SGPs for MSAA).

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

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

SGP Weights

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

ACT Aspire proficiency levels are used only for allocating growth points according to the table above. The cut scores below determine the performance levels.

9th grade ACT Aspire Cut Scores

Prior-Year Achievement Level	ELA	Math
Exceeding (Highly Proficient)	433-456	434-460
Ready (Proficient)	426-432	428-433
Close (Partially Proficient)	419-425	422-427
In Need of Support (Minimally Proficient)	400-418	400-421

- Variables**
 - sgp_score**: the final score for growth, based on SGP, capped at the value of **model_score**
 - model_score**: the total possible score available for the Growth Indicator in each model.
 - K-8: **50**
 - 9-12: **20**

- Alternative: **N/A**
- *ela_pct_py_hp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **highly proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_p_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_pp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **partially proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_py_mp_high*: The percentage of all ELA results included in the Growth Indicator calculation that were **minimally proficient** in ELA the prior year and demonstrated **high** growth.
- *ela_pct_avg*: The percentage of all ELA results included in the Growth Indicator calculation who scored **any proficiency level** in ELA the prior year and demonstrated **average** growth.
- *math_pct_py_hp_high*: The percentage of all math results included in the Growth Indicator calculation that were **highly proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_p_high*: The percentage of all math results included in the Growth Indicator calculation that were **proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_pp_high*: The percentage of all math results included in the Growth Indicator calculation that were **partially proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_py_mp_high*: The percentage of all math results included in the Growth Indicator calculation that were **minimally proficient** in math the prior year and demonstrated **high** growth.
- *math_pct_avg*: The percentage of all math results included in the Growth Indicator calculation who scored **any proficiency level** in ELA the prior year and demonstrated **average** growth.

EL Indicator

Possible Score

Model	Possible EL Proficiency		Possible EL Growth		Possible Score
K-8	5	+	5	=	10
9-12	5	+	5	=	10
Alternative 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 outliers³. 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 school year <<sy>>

- No updates for school year <<sy>>.

Deleted: EL Proficiency and Growth calculations will include AltELPA results [1](#)

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³ 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.

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 or AltELPA assessments.

Component Details

- To earn EL Proficiency points, a school must have at least 10 EL FAY students (This includes students who take AltELPA).



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

Inclusion Criteria:

- EL FAY students
- Students with an EL need (e.g., with a less than proficient score on AZELLA/Alt ELPA in the current or prior school year), including recent arrivals.
- For EL Proficiency, students in grades K-12

EL School % Proficient Calculation

$$el_sch_pct_prof = 100 \left[\frac{n_el_proficient}{n_el_tested_cy} \right]$$

- Variables**
 - el_sch_pct_prof*: The school's percentage of EL students who score proficient on AZELLA/Alt ELPA
 - n_el_proficient*: The number of EL FAY students who score proficient on AZELLA/Alt ELPA
 - n_el_tested_cy*: The number of EL FAY students with an EL need, including parent withdrawals, who had a valid AZELLA/Alt ELPA test record in the current school year.

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/Alt ELPA in schools across Arizona.
 - sum_el_sch_pct_prof*: The sum of all schools' who meet EL FAY n-count (10) [percentage of EL proficient students](#), excluding outliers.

- ***n_el_eligible_schools***: The number of schools who meet the EL FAY n-count (10), excluding outlier schools.

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

The school's EL % Proficiency is...	K-8 Statewide Range		9-12 & Alt Statewide Range		Pts
	<<sy_min us_1>> Range	<<sy>>	<<sy_min us_1>> Range	<<sy>>	
greater than or equal to the statewide el proficiency average.	>= 12.76	Expected in Sept.	>= 21.28	Expected in Sept.	5
0.01 to 0.50 sd below the statewide el proficiency average.	8.96 - 12.75	Expected in Sept.	15.94 - 21.27	Expected in Sept.	4
0.51 to 1.00 sd below the statewide el proficiency average.	5.16 - 8.95	Expected in Sept.	10.61 - 15.93	Expected in Sept.	3
1.01 to 2.00 sd below the statewide el proficiency average.	0.01- 5.15	Expected in Sept.	0.01 - 10.60	Expected in Sept.	2
2.01 to 3.00 sd below the statewide el proficiency average.	N/A	Expected in Sept.	N/A	Expected in Sept.	1
0% , due to no reclassification.	0%	0%	0%	0%	0

EL Growth Component



Component Intent

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

Component Details

- To earn EL Growth points, a school must have at least 10 EL FAY students with an AZELLA/Alt ELPA record in the reassessment window in the spring of school year <<sy>> and a prior record from either school year <<sy_minus_1>> or prior to the placement test window cutoff in the fall of school year <<sy>>. In other words, the goal is to measure 1 year of growth for each EL student; and students with multiple records between <<fy_minus_1>> and the spring of <<fy>> 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/Alt ELPA 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/Alt ELPA. See the tables below.
- EL Growth can only be calculated if both tests are the same family, i.e. AZELLA to AZELLA or AltELPA to AltELPA. For students with one record on AZELLA and another on AltELPA, scores cannot be calculated because of the different performance levels.

Commented [3]: Technical note 2023-04-11, the most recent record from the previous fiscal year is given priority. If there is not a record from the previous fiscal year, the most recent record that is before the fall placement window cutoff is prioritized.

EL Proficiency Levels

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

Prior EL Level		Current Year EL Level	Points
Pre-Emergent/Emergent	→	Basic	1
Basic	→	Intermediate	
Basic/Intermediate (KG)	→	Intermediate	
Intermediate	→	Proficient	
Emerging (AltElpa)	→	Progressing	
Pre-Emergent/Emergent	→	Intermediate	2
Basic	→	Proficient	
Basic/Intermediate (KG)	→	Proficient	
Emerging (AltElpa)	→	Proficient	
Pre-Emergent/Emergent	→	Proficient	3



Calculation, EL Growth (5 points)

Inclusion Criteria:

- EL FAY students
- Students with an EL need (e.g., with a less than proficient score on AZELLA/Alt ELPA in the current or prior fiscal year), including recent arrivals.
- Students with a prior AZELLA/Alt ELPA record
 - The following types would count as a prior AZELLA/Alt ELPA record
 - A grade 1-12 AZELLA/Alt ELPA record taken in school year <<sy_minus_1>>, or
 - A kindergarten placement test taken by January 1st, <<fy>>
 - A grade 1-12 AZELLA/Alt ELPA record taken by October 1, <<fy_minus_1>>

DRAFT

EL Growth School Average

avg_el_growth

$$= \left[\frac{n_{1level_growth} + (2 \times n_{2levels_growth}) + (3 \times n_{3levels_growth})}{n_{el_tested}} \right]$$

- Variables
 - *avg_el_growth*: The average number of EL levels students at a school grew.
 - *n_1level_growth*: The number of EL FAY students who increased one proficiency level
 - *n_2levels_growth*: The number of EL FAY students who increased two proficiency levels
 - *n_3levels_growth*: The number of EL FAY students who increased three proficiency levels
 - *n_el_tested*: The number of EL FAY students with an EL need (including parent withdrawals) who were tested and have 2 AZELLA/Alt ELPA 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 EL FAY n-count (10), excluding outlier schools.
- Up to 5 points are awarded for EL Growth using the following system:

The school's average EL Growth is...	K-8 Statewide Range		9-12 & Alt Statewide Range		Pts
	<<sy_min us_1>> Range	<<fy>>	<<sy_min us_1>> Range	<<fy>>	
greater than or equal to the statewide growth average.	>= 0.34	pending	>= 0.32	pending	5
0.01 to 0.50 sd below the statewide growth average.	0.27 - 0.33	pending	0.26 - 0.31	pending	4
0.51 to 1.00 sd below the statewide growth average.	0.19 - 0.26	pending	0.20 - 0.25	pending	3
1.01 to 2.00 sd below the statewide growth average.	0.05 - 0.18	pending	0.07 - 0.19	pending	2

Acceleration/Readiness Indicator

Possible Score

Model	Grade 8 Math Performance	Grade 3 ELA MP	Chronic Absenteeism	Subgroup Improvement	Special Education Inclusion	Total Possible Score***
K-8	5	5	2*	6**	2	10
9-12						
Alternative 9-12						

* Non-FAY students are also included in Chronic Absenteeism calculations.
** Each subgroup must meet the n-count of 10 in both school year <<sy>> and school year <<sy_minus_1>>. Schools can earn 2 points per subgroup, for a maximum of 6 points.
*** Acceleration Readiness Scores are capped at 10



Updates for fiscal year <<sy>>

- No updates for school year <<sy>>

Deleted: Math test records for RAEL students are excluded from subgroup proficiency calculations
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Grade 8 Math Performance Component



Component Intent

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

Component Details

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



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

Inclusion criteria

- FAY students who take the Grade 8 AASA/MSAA Mathematics assessment in Fiscal Year <<fy>>
- FAY students who take the Grade 8 AASA/MSAA Mathematics assessment in Fiscal Year <<fy_minus_1>> as baseline for comparison
- RAEL (1 & 2) students are removed from Grade 8 Math calculations

Commented [4]: For 2024, we want to fix this eligibility issue and require To be eligible for these points, a school must meet the minimum n-Size of 10 FAY students in both fiscal year <<fy>> and <<fy_minus_1>>. But right now it can't hurt them.

Percentage highly proficient

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

Percentage minimally proficient

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

Variables

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

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

- **Grade 8 Math Highly Proficient.** Schools earn 2.5 points for either of the following:
 - **60% HP:** The percentage of grade 8 math highly proficient students in fiscal year <<fy>> is greater than or equal to 60%.
 - **Increasing or maintaining percentage HP:** The change in the percentage of grade 8 math highly proficient students in fiscal year <<fy>> compared to fiscal year <<fy_minus_1>> is greater than or equal to 0.
- **Grade 8 Math Minimally Proficient.** Schools earn 2.5 points for either of the following:
 - **10% MP:** The percentage of grade 8 math minimally proficient students in fiscal year <<fy>> is less than or equal to 10%.
 - **Decreasing or maintaining percentage MP:** The change in the percentage of grade 8 math minimally proficient students in fiscal year <<fy>> compared to fiscal year <<fy_minus_1>> is less than or equal to 0.

Grade 3 ELA Minimally Proficient Component



Component Intent

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

Component Details

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



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

Inclusion Criteria

- Grade 3 FAY students in school year <<sy>> or <<sy_minus_1>> with a valid ELA score on AASA or MSAA
 - Note: RAEL students are removed from Grade 3 minimally proficient calculations

Percentage minimally proficient

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

Variables

- **Grade 3 ELA Minimally Proficient**

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

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

- Schools earn 5 points for either of the following:
 - **12% MP**: The percentage of grade 3 ELA minimally proficient students in fiscal year <<fy>> is less than or equal to 12%.
 - **Decreasing or maintaining percentage MP**: The change in the percentage of grade 3 ELA minimally proficient students in fiscal year <<fy>> compared to fiscal year <<fy_minus_1>> is less than or equal to 0.

Chronic Absenteeism Reduction Component



Component Intent

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

Component Details

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



Calculation, AOI Student Chronically Absent

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



Chronic Absenteeism School Percentage Calculation (2 points)

Inclusion Criteria

- Grades 1-8 in fiscal year <<fy>>.
- Grades 1-8 in fiscal year <<fy_minus_1>> establish the baseline comparison.
- Includes both FAY and non-FAY students.
- Excludes students who are flagged as chronically ill in AzEDS.
- Includes all absences reported for a student, whether excused or unexcused
- For AOI's only AOI students that are Full Time Equivalent (FTE 1.0) are included. Also, see the [Indicator Details](#) section above for information on how chronically absent students are identified differently at AOIs.
- To be eligible for these points, a school must meet the minimum N-Size of 10 students

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

Variables

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

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

- Schools earn 2 points for either of the following:
 - **4% Chronic Absenteeism**: The percentage of grade 1-8 students who are chronically absent in fiscal year <<fy>> is less than or equal to 4%.
 - **Decreasing or maintaining percentage Chronically Absent**: The change in the percentage of grade 1-8 students who are chronically absent in fiscal year <<fy>> compared to fiscal year <<fy_minus_1>> is less than or equal to 0.

K-8 Subgroup Improvement Component



Component Intent

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

Component Details

- The average proficiency points earned by each subgroup are calculated with the same [point values used for each proficiency level](#) in the Proficiency Indicator.
- To be eligible for points, each subgroup must have **at least 10 FAY students in both the fiscal year <<fy>> and <<fy_minus_1>>.**
- If a school meets the N-Size for all subgroups, the school is eligible to earn 2 points per subgroup per test subject. In other words, a possible **52 points are available (13 subgroups times 2 subjects times 2 points). Final points are capped at 6.**
- The improvement in **both ELA and math proficiency** is measured for each of the following subgroups:
 1. African American
 2. Asian
 3. Hispanic
 4. Native American/Alaskan Indian
 5. Pacific Islander
 6. White
 7. Two or More Races
 8. Economically Disadvantaged
 9. EL and FEP1-4
 10. Foster care
 11. Homeless
 12. Parent in Military
 13. Special Education



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

Inclusion Criteria

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

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

Variables

- **sg_test_change**: the change in average proficiency points earned by the subgroup on a given test
- **n_fay_PP_cy**: number of FAY students who scored Partially Proficient in the current year (<<fy>>) on the given test
- **n_fay_P_cy**: number of FAY students who scored Partially Proficient in the current year (<<fy>>) on the given test
- **n_fay_HP_cy**: number of FAY students who scored Partially Proficient in the current year (<<fy>>) on the given test
- **n_fay_tested_cy**: number of FAY students tested in the current year (<<fy>>) on the given test
- **n_fay_PP_py**: number of FAY students who scored Partially Proficient in the prior year (<<fy_minus_1>>) on the given test
- **n_fay_P_py**: number of FAY students who scored Partially Proficient in the prior year (<<fy_minus_1>>) on the given test
- **n_fay_HP_py**: number of FAY students who scored Partially Proficient in the prior year (<<fy_minus_1>>) on the given test
- **n_fay_tested_py**: number of FAY students tested in the prior year (<<fy_minus_1>>) on the given test

Final points for Subgroup Improvement (capped at 6 points)

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

Special Education Inclusion Component



Component Intent

- The Special Education Inclusion Component is meant to reward schools that have greater than the state average of **special education (SPED) students in the general education classroom at least 80% of the day**. (In school year <<sy_minus_1>>, the state average was 10.04%. **The state average for school year <<sy>> is pending**). The State Board adopted this metric based on research demonstrating positive outcomes for students in schools that increase the time special education students spend in general education classrooms. .

Component Details

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



Calculation, Special Education Inclusion (0 or 2 points)

Inclusion Criteria

- K-8 Students receiving special education services on October 1, <<fy_minus_1>>
- K-8 FAY students

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

Variables

- sch_sped_inclusion_pct***: The school's percentage of K-8 students enrolled in special education services on October 1, <<fy_minus_1>> and participating in the general education classroom 80% or more of their day.
- oct_1_sped_included***: The number of K-8 students enrolled in special education services on October 1, <<fy_minus_1>> and participating in the general education classroom 80% or more of their day.
- n_fay_students***: The number of FAY K-8 students

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

- Schools earn 2 points if their percentage of K-8 students enrolled in special education services on October 1, <<fy_minus_1>> and participating in the general education classroom 80% or more of their day (***sch_sped_inclusion_pct***) is greater than the average statewide percentage.

Graduation Indicator

Possible Score

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

Model	Possible Score
K-8	N/A
9-12	20
Alternative 9-12	10



Updates for fiscal year <<fy>>

- No updates for school year <<sy>>

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.
 - It is the intent of both the Arizona Department of Education (ADE) and the Arizona State Board of Education (SBE) not to penalize schools in A-F accountability for providing individual education programs (IEPs) that students deserve and are entitled to under Federal and State Law [34 C.F.R. § 300.102(a)(3)(i), 34 C.F.R. § 300.101, A.R.S. § 15-764(A)(1)]. This states students provided with special education services can attend public school and receive these services until age 22.
 - Schools should contact ADE Accountability at achieve@azed.gov during the June validation window to begin the process of rectifying their graduation rate data as soon as possible. In some cases, if the issue cannot be resolved prior to the release of A-F letter grades, schools can submit an appeal to the SBE Appeals committee if the school's overall letter grade is affected. However, ADE strives to work with schools to release the correct data prior to letter grade release.
- For alternative schools, the intent of the component is to hold schools accountable to the progression of students across cohorts.

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Component Details

- Schools must have a minimum of 10 students in a given 4-year cohort to be eligible for that cohort's points.
 - Note: For traditional 9-12 schools, eligibility for the graduation rate component and graduation rate improvement component are considered separately. Some schools may earn points for only one of the components in the graduation indicator.
- 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.
 - Note: For traditional 9-12 schools who are not eligible for at least 10 points in the 4, 5, 6, 7-year graduation rate component, earned points will be prorated out of the total points eligible.
- 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	<<fy_minus_1>>	5.0%
5-year	<<fy_minus_2>>	4.0%
6-year	<<fy_minus_3>>	2.5%
7-year	<<fy_minus_4>>	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 <<fy_minus_4>> - <<fy_minus_1>>
- Includes both FAY and non-FAY students
- Schools must meet the minimum n-count of 10 to be eligible for points in a given cohort.
 - For traditional 9-12 schools who are not eligible for at least 10 points in the graduation rate component, earned points will be prorated out of the total points eligible.

$$grad_rt_pts_{trad} = .05(cohort_<<fy_minus_1>>_grad_rt4) + .04(cohort_<<fy_minus_2>>_grad_rt5) + .025(cohort_<<fy_minus_3>>_grad_rt6) + .005(cohort_<<fy_minus_4>>_grad_rt7)$$

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_<<fy_minus_1>>_grad_rt4*: The 4-year graduation rate for cohort <<fy_minus_1>>
- *cohort_<<fy_minus_2>>_grad_rt5*: The 5-year graduation rate for cohort <<fy_minus_2>>
- *cohort_<<fy_minus_3>>_grad_rt6*: The 6-year graduation rate for cohort <<fy_minus_3>>
- *cohort_<<fy_minus_4>>_grad_rt7*: The 7-year graduation rate for cohort <<fy_minus_4>>



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

Inclusion criteria

- Students in cohorts <<fy_minus_4>> - <<fy_minus_1>>
- 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_{alt}*: 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.

4-year Graduation Rate Improvement Component (Traditional 9-12 only)



Component Intent

- The Graduation Improvement Component is meant to encourage schools to increase their cohort <<fy_minus_1>> 4-year graduation rate compared to cohort <<fy_minus_2>> 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.
 - It is the intent of both the Arizona Department of Education (ADE) and the Arizona State Board of Education (SBE) not to penalize schools in A-F accountability for providing individual education programs (IEPs) that students deserve and are entitled to under Federal and State Law [34 C.F.R. § 300.102(a)(3)(i), 34 C.F.R. § 300.101, A.R.S. § 15-764(A)(1)]. This states students provided with special education services can attend public school and receive these services until age 22.
 - Schools should contact ADE Accountability at achieve@azed.gov during the June validation window to begin the process of rectifying their graduation rate data as soon as possible. In some cases, if the issue cannot be resolved prior to the release of A-F letter grades, schools can submit an appeal to the SBE Appeals committee if the school's overall letter grade is affected. However, ADE strives to work with schools to release the correct data prior to letter grade release.

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

Inclusion criteria

- Students in cohort <<fy_minus_1>>
- Students in cohort <<fy_minus_2>> 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 <<fy_minus_1>> 4-year graduation rate is...	Points
90% or higher	10
greater than the cohort <<fy_minus_2>> 4-year graduation rate + 2	10
equal to the cohort <<fy_minus_2>> 4-year graduation rate ± 2	5
less than the	0

cohort <<fy_minus_2>> 4-year graduation rate - 2	
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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)

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

Alternative 9-12 (0-10 points)

$$grad_indicator_pts = grad_rt_pts_{alt}$$

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_pts_{alt}*:** The points earned for graduation rate, according to the Alternative 9-12 calculation (the best graduation rate amongst the graduation rate types)
- ***grad_rt_imp_pts*:** The points earned for graduation rate improvement (Traditional 9-12 only).

Growth to Graduation Indicator (Alternative 9-12 only)

Possible Score

Model	Academic Persistence	Credits Earned	On-Track to Graduate	Total Possible Score
K-8				
9-12				
Alternative 9-12	10	10	10	30



Updates for fiscal year <<fy>>

- No updates to Growth to Graduation Indicator for school year <<sy>>

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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 <<fy_minus_3>>-<<fy_minus_2>> school year at the alternative school, receiving an applicable Year-End Status Code, and subsequently enrolled at any Arizona public school by October 1, <<fy_minus_1>>.
- 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 <<fy>> A-F Letter Grades, schools should review the <<fy>> Persistence Rate Report which shows the students who were eligible to re-enroll from Fiscal Year <<fy_minus_1>> and whether or not they have an enrollment on or before October 1, <<fy_minus_1>>.
 - 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 <<fy>>, only students enrolled in grades 9-12 in the <<fy_minus_3>>-<<fy_minus_2>> 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 <<fy_minus_3>>-<<fy_minus_2>> 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 <<fy_minus_3>>-<<fy_minus_2>> school year at the alternative school, receiving an applicable Year-End Status Code, and subsequently enrolled at any Arizona public school by October 1, <<fy_minus_1>>
- *n_reenrolled_oct1*: all grade 9-12 students eligible for re-enrollment who finished the <<fy_minus_3>>-<<fy_minus_2>> 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, <<fy>>.
- 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, <<fy>>**, 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, <<fy>>
- *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, <<fy>>**
 - Final Submission: **July 31, <<fy>>**
- 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 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, <<fy>>
 - **AND** need no more than 3 credits to meet the SBE established graduation requirements (see flowchart in appendix) as of January 31, <<fy>>
 - **AND** require no more than 1 remaining mathematics credit to graduate
 - **Condition 2:** students who graduated during the current school year (<<fy_minus_1>>-<<fy>>) prior to January 31, <<fy>>.
- 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

Final points for

CCRI (College and Career Readiness Indicator)

Possible Score

Model	Possible Score
K-8	N/A
9-12	20*
Alternative 9-12	35

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



Updates for school year <<sy>>

- Included National Work Readiness Credential in addition to ACT WorkKeys as an option to for work readiness credential.
- For Alternative Schools: This year schools should fill out the spreadsheet as completely as possible for each student (even if it exceeds the 1 full point needed). As we prepare for indicator scoring, we need a complete picture of what students are able to accomplish in preparation for college and career in order to establish goals for this indicator.

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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

- You can view an in-depth training on completing the CCRI here or view the training slides here.
- CCRI scores are self-reported through ADEConnect by **July 31, <<fy>>**
- **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
- 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

Detail	Traditional 9-12	Alternative 9-12
Eligibility	<ul style="list-style-type: none"> • At least 10 students in cohort <<fy>>. • These students should have been enrolled by Oct. 1, <<fy_minus_1>>, and stayed continuously enrolled until May 1,<<fy>>. • Cohort <<fy>> students who graduated during a prior fiscal year are also included. 	<ul style="list-style-type: none"> • At least 10 students who were included in the On-Track to Graduation initial submission for the <<fy_minus_1>>-<<fy>> school year, OR who graduated in the <<fy_minus_1>>-<<fy>> school year.
	<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 Graduation, Dropout, and Persistence Rate Technical Manual under "Exited Students".</p>	
CCRI Points	Final score depends on the number and type of points earned: Blue (college readiness) points and Red (career readiness) points	Students who accumulate at least one CCRI point earn a score of 35
Final Student Score	0, 10, 20, or 22	0 or 35
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)	0-35: average of student scores
Bonus Point	<p>Schools earn 1 point if they meet either of the following conditions</p> <ul style="list-style-type: none"> • They increase the percentage of cohort <<fy>> students that 	No Bonus Point available

	either enroll in post-secondary education or enlist in the military, compared to cohort <<fy_minus_1>>, or <ul style="list-style-type: none"> 85% or more of cohort <<fy>> either enroll in post-secondary education or enlist in the military 	
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Calculation, CCRI: Traditional 9-12 (0-20 points)

Inclusion criteria

- All cohort <<fy>> students continuously enrolled between Oct. 1, <<fy_minus_1>>, and May 1,<<fy>>.
- Cohort <<fy>> students who graduated earlier in the year or during a prior fiscal year.
- [Click here to for documentation to help in exporting the student list.](#)

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

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



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

Inclusion criteria

- Students who were included in the **On-Track to Graduation initial submission** for the <<fy_minus_1>>-<<fy>> school year, **OR** who graduated in the <<fy_minus_1>>-<<fy>> 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

CCRI POINTS earned	SCORE
A student accumulates less than 1 CCRI point	0
A student accumulates at least 1 CCRI point	35

CCRI Points Description

Pt. Color	Trad. CCRI Value	Alt. CCRI Value	CCRI Point
blue	1.25	1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
blue	.5 per exam	.5 per exam	AZ Proficient or higher score on ACT ELA or ACT Math (ELA 19-24, Math 19-24)
blue	.5 per exam	.5 per exam	AZ Highly Proficient on ACT (ELA ≥ 25 , Math ≥ 25) or ACT Science ≥ 20 <small>* A student who scores highly proficient on ACT ELA or Math can receive points in both the 'Proficient' column and the 'Highly Proficient' column.</small>
blue	.5 per exam	.5 per exam	Meets cut score on SAT English or math exam
blue	.5 per exam	.5 per exam	Meets cut score on any AP exam
blue	.5 per course	.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	.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	.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	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	0.5	Completes the FAFSA
red	1.25	1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
red	.5 per course	.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	.25 per	Completes a CTE course with an A, B, or C (outside of completed

Pt. Color	Trad. CCRI Value	Alt. CCRI Value	CCRI Point
	course	course	sequence referenced above) –
red	0.5	0.5	Meets benchmarks for ASVAB
red	0.5, .75, or 1	0.5, .75, or 1	Meets benchmarks for ACT WorkKeys, Arizona Career Readiness Credentials (ACRC), or National Work Readiness Credential (NWRC)
red	.5 per credential, certificate, or license	.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	1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours
n/a		.25 per exam	ACT – partially proficient on ELA or math (ELA 15-18, Math 16-18)
n/a		.25 per sub-test	Valid and Reliable Vendor Assessment – aligned with the school mission and has score benchmarks including College and Career Ready
n/a		.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
n/a		.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)
n/a		.5 per course	Workplace Readiness – credit earned in a course that prepares student to find, interview for, obtain, and keep employment
n/a		.5 per course	Career Readiness – credit earned in a course that prepares student for a specific vocation (not the formal CTE programming through ADE)
n/a		.5 per course	Service Learning – credit earned in a course that involves both learning and community action goals
n/a		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
n/a		0.5	Recipient of Competitive Scholarship to Post-Secondary Institution – Minimum aware of \$500
n/a		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

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ANALYTICAL FRAMEWORK: THEORY OF CHANGES MODELS

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- No updates for school year <<sy>>

Bonus Points

Special Education Enrollment Bonus

Details

- This metric awards bonus points to K-8 and 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, <<fy_minus_1>> to be eligible for these points.



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

Inclusion Criteria

- Special Education students in grades K-12 receiving services on October 1, <<fy_minus_1>>
- Students enrolled on October 1 of <<fy_minus_1>> (in the denominator)

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, <<fy_minus_1>> receiving special education services.
- **oct_1_sped_enrollment**: The number of students receiving special education services on October 1, <<fy_minus_1>>.
- **n_fay_students**: The number of all FAY students.

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

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

The school's percentage of special education enrollment is...	K-8 statewide percentage		9-12 statewide percentage		Bonus Points
	<<fy_minus_1>>	<<fy>>	<<fy_minus_1>>	<<fy>>	
80% or more of the statewide percentage	11.39%	pending	9.05%	pending	2
70% - 79% of the statewide percentage	9.97%	pending	7.92%	pending	1.5

60% - 69% of the statewide percentage	8.55%	pending	6.78%	pending	1
Below 60% of the statewide percentage	8.54%	pending	6.77%	pending	0

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Science Proficiency Bonus

Details

- Schools that administer the AzSCI/MSAA Science test to 95% of the students in Grade 5, Grade 8, and cohort <<fy_plus_1>> 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 Grade 5, Grade 8, and cohort <<fy_plus_1>> on the first day of AzSci Window, <<azsci_day1>> (for 95% calculation)
- FAY students enrolled in Grade 5, Grade 8, and cohort <<fy_plus_1>> with a valid AzSci or MSAA Science result (for proficiency calculation)
- Science results of RAEL students are not included.

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

Variables

- sci_pct_prof**: The percentage of FAY students enrolled in Grade 5, Grade 8, and cohort <<fy_plus_1>> who demonstrated proficiency on AzSci or MSAA Science.
- n_fay_sci_P_HP**: The number of FAY students enrolled in Grade 5, Grade 8, and cohort <<fy_plus_1>> who scored Proficient or Highly Proficient on AzSci or MSAA Science.
- n_fay_tested_sci**: the number of FAY students enrolled in Grade 5, Grade 8, and cohort <<fy_plus_1>> with a valid AzSci or MSAA Science result.

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

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

The school's percentage of science proficient students is...	K-8 statewide average	9-12 statewide average	Bonus Points
	<<fy>>	<<fy>>	
1 sd* or more above the statewide average	pending	pending	3
Greater than the statewide average, and less than 1 sd above the statewide average	pending	pending	1.5
Less than or equal to the statewide average	pending	pending	0

Standard Deviations

- K-8, school year <<sy>>: pending
- K-8, school year <<sy_minus_1>>:
- 9-12, fiscal year <<sy>>: pending
- 9-12, fiscal year <<sy_minus_1>>:

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ACT Aspire Participation Bonus

Details

- Traditional 9-12 and Alternative 9-12 schools earn up to 3 bonus points for administering ACT Aspire to cohort <<fy_plus_3>> 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 <<fy_plus_3>> on the first day of the ACT Aspire window, <<aspire_day1>>
- Does not have a minimum n-count
- Students with a valid 8th grade MSAA will be removed from ACT Aspire participation calculations.

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

Variables

- pct_aspire_tested**: The percentage of cohort <<fy_plus_3>> students who have a valid ELA and math score on ACT Aspire
- n_cohort_tested_ELA_math**: The number of cohort <<fy_plus_3>> students who have a valid ELA and math score on ACT Aspire
- cohort_enrolled_day1**: The number of cohort <<fy_plus_3>> students enrolled on the first day of the ACT Aspire testing window, <<aspire_day1>>

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

- 3 points: 95% or more** of cohort <<fy_plus_3>> students have a valid ELA and math score on ACT Aspire
- 1.5 points: 90% or more, but less than 95%** of cohort <<fy_plus_3>> 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 <<fy>> students that either enroll in post-secondary education or enlist in the military, compared to cohort <<fy_minus_1>>, or
 - 85% or more of cohort <<fy>> 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 <<fy>> and June of <<fy_minus_1>>. Otherwise, it may be more difficult to earn the bonus point. For example, the post-secondary enrollment of cohort <<fy_minus_1>> students in September of <<fy_minus_1>> may be much higher than the enrollment of cohort <<fy>> students in June of <<fy>>.

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

Details

- Alternative schools can earn bonus points if their Cohort <<fy_minus_2>> 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 each subgroup's statewide 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 <<fy_minus_2>>
- 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 <<fy_minus_2>> 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 <<sy>> school year will not receive an A-F letter grade score.
- In order to receive an A-F letter grade score, schools must be eligible for the minimum point threshold corresponding to their A-F model in the table below. Schools that do not meet the eligibility threshold will receive a designation of Not Rated (NR).

Model	Minimum Eligible Points
K-8	80
9-12	50
Alternative 9-12	60



Calculations

K-8 Schools

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

9-12 Schools

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

Alternative 9-12 Schools

$$alt_score = 100 \left(\frac{proficiency + gtg + el + grad + ccri}{sum_eligible_points} \right) + bonus_points$$

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Non-Typical Schools

$$non_typical_score = 100 \left[\frac{(k8_pct \times k8_pts + 912_pct \times 912_pts)}{(k8_pct \times k8_pts_eligible + 912_pct \times 912_pts_eligible)} \right] + \frac{(k8_pct \times k8_bonus + 912_pct \times 912_bonus)}{}$$

Variables

- **k8_score**: K-8 school's total A-F Letter Grade Score
- **9_12_score**: Traditional 9-12 school's total A-F Letter Grade Score
- **alt_score**: Alternative 9-12 school's total A-F Letter Grade Score
- **proficiency**: Proficiency Indicator score
- **growth**: Growth Indicator score
- **el**: EL Indicator score
- **accel_ready**: Acceleration/Readiness Indicator score
- **sg_improve**: Subgroup Improvement 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](#)
- **k8_pct**: The percentage of the school's students enrolled in grades K-8
- **912_pct**: The percentage of the school's students enrolled in grades 9-12
- **k8_pts**: The points the non-typical school earned according to the K-8 model
- **912_pts**: The points the non-typical school earned according to the 9-12 model
- **k8_pts_eligible**: The number of K-8 points for which the school was eligible
- **912_pts_eligible**: The number of 9-12 points for which the school was eligible
- **k8_bonus**: The number of K-8 bonus points the school earned
- **912_bonus**: The number of 9-12 bonus points the school earned

Calculating LEA Letter Grades

For school year <<sy>> 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

Static File Validation Recommendations

Downloading and working with the Static File

To access the static file,

- Log into ADEConnect
- Click the “View Applications” button
- Click on the “Accountability” link
- Click on the “State Accountability” link
- Click on the “Download Static File” link
- Click on the “Static File Code Book” link to view documentation about the static file columns and values.

Working with the static file

- The static file has columns StateEL, StateGrowth, and StateProf that correspond to the EL, Growth, and Proficiency indicators. These columns have a 0 or 1 value, and by filtering to 1 will allow you to easily select only the students included in the given indicator.
- Click here for a Static File Inclusion Checklist spreadsheet that provides a more detailed picture of which students are included in each indicator. For each model and component, it provides a reference of which columns should be filtered/selected to appropriately include student records.
- Click here to view a flowchart of how enrollment and assessment are combined to create the static file.

ADEConnect as a starting point

- Reviewing the points allocated in ADEConnect can be a helpful starting place to verify reasonableness, and to see which areas may have the greatest impact on your final letter grade.
- Note: the data in ADEConnect is preliminary during the data validation windows. Finalized data will be available in early October.
- ADEConnect will not display final letter grades until after the State Board of Education releases the A-F Public File (on or before November 1st)

Review model columns

- StateModel
- FederalModel
- We use enrollment data to set the model type. Verify that the model type is correct for your school, and notify achieve@azed.gov by July 15, 2023 if any changes are necessary.

2023 Graduation/Dropout Data

- This will be included in accountability calculations for the 2023-2024 school year.

- Updates and corrections can be made now without opening a 15-915.
- Check for codes that count against graduation rate. (See A-F business rules page 53 or Graduation Technical manual for details) e.g. Check W4 codes to see if they have enrolled in another school and you can obtain documentation.
- Click here to view a flowchart of how graduation status is determined

Review inclusion columns

- You can find the full Static File Codebook at azed.gov/accountability-research/resources, and in ADEConnect under Applications>Accountability>Accountability: State & Federal Profile
 - Note: the design of the static file has changed this year to include data more broadly. You will notice that many additional students appear who will not be included in accountability calculations.
 - One goal is to make it easier to see if records are missing or incorrect and why specifically a student would not be included. For example: A student may appear with a record of "Not tested" this will allow you to compare with data in your systems and help guide the validation process.
 - A second goal is to provide a clean consistent data file that you can use for purposes other than accountability. For example, you may want to create custom reports to provide next year's teachers with incoming students' proficiency levels regardless of their enrollment status in 2022-2023; previous versions of the static file excluded records for students who were not enrolled on the first day of testing.
- ADMIntegrity. This column shows whether the student passed integrity and will be included in Accountability, make sure to resolve all integrity errors as soon as possible. Students with integrity errors (value of 0 in the column) will not count toward percent tested calculations.
- Oct1Enroll (
 - This is a new column that indicates if a student was enrolled in the school on October 1, 2022.
 - This column will be used primarily in future years to determine special education status.
- FAY
 - FAY status is a key consideration for inclusion in most components for A-F Accountability.
 - 2 and 3-year FAY is used as a consideration for K-8 models.
 - This column is used for determining 95% tested.
- ELAMathWindow, SciWindow
 - These columns indicate whether a student was enrolled on the first day of the respective assessment window. Students not enrolled on the first day of the testing window (value of 0 in the column) will not count toward percent tested or proficiency calculations.

Review EL Data

- Check the numbers in ADEConnect for EL Percent Proficient and EL Growth. This year, numbers will be reported in the 'untransformed' format, allowing you to validate against your records.

- The EL73 Report can be a helpful starting point when validating the data.
 - EL73 description: EL Student Need Report displays all students in an LEA/School who have an EL Need and a current school enrollment. Once a student attains an Overall Proficiency Level(OPL) of "Proficient" on an ELP test, the student will no longer appear on this report.
 - The information reflected on this report is based on the accuracy of the data submitted to AzEDS by an LEA/School for the current and/or prior Fiscal Year(s). Integrity errors, incorrect testing of EL students, and other factors, such as delayed reporting by other schools, will impact this report's ability to capture an EL Need. Schools are responsible for verifying and supporting the needs of their students.
 - Important considerations: Since the data is self-reported in the EL73 report, you'll want to confirm against the static file. The static file determines EL needs only from test records. Additionally, there may be students who had an EL need during the school year but are no longer enrolled, or have reclassified as proficient. Those students would appear in the static file, but not the EL73 report.

Review eligibility for each indicator

- Confirm which indicators your school qualifies for compared to the indicators reported in ADEConnect.
- Page 72 of the A-F business rules describes the number of required points needed for each model in order for a school to receive a letter grade.
- Note: for the 2022-2023 school year, the first version of the static file (released mid-June) will not include EL data

Assessment Corrections Application

- Be sure to address any test records in the Assessment Corrections Application. (Applications>Accountability>Student Demographic Corrections)
- Test records in this portal did not have an exact match to existing student records, and may not be included in A-F calculations.
- Records corrected by June 30 will be included in accountability calculations. The application will remain open after June 30th, but corrections completed after the cutoff date may not be captured in the final data pull.

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
Alt ELPA	Alternative English Language Proficiency 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 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

School Year <<sy>> A-F CCRR Credentials for CTE Programs

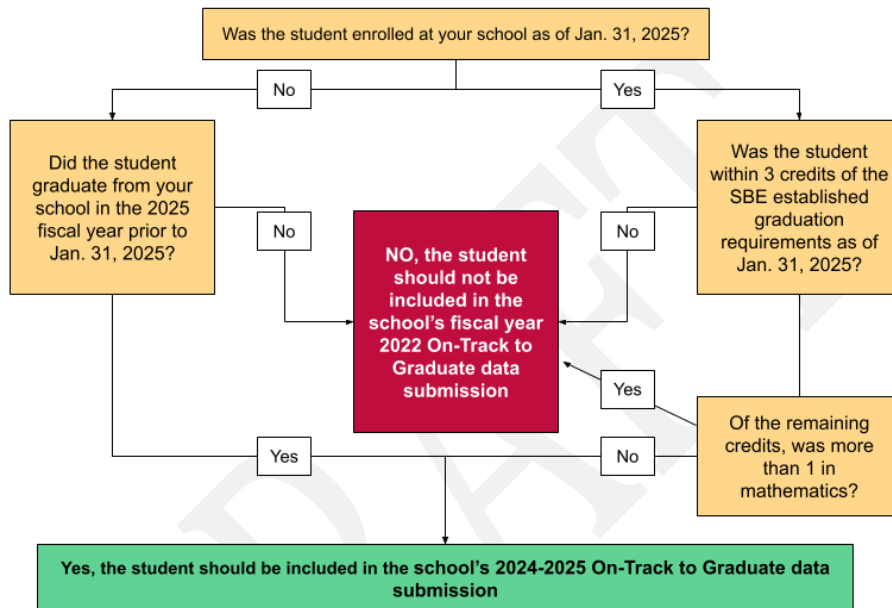
Changes to this list could occur after April 1, <<fy>>

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/Car 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



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Revisions

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Deleted: <#>January 22, 2024 - Removed high school Subgroup Improvement from model pie charts and Indicator Summary table ¶

Icons:
Calculation: "https://www.flaticon.com/free-icons/calculator"
Updates: "https://www.flaticon.com/free-icons/reload"
Intent: "https://www.flaticon.com/free-icons/goal"

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