

**2021 A-F Letter Grade
Accountability System:**

Alternative Schools 9-12 Business Rules

Last Updated October 19, 2021

Modified and Annotated Based on Impact of COVID-10

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Legislation Based on Impact of the COVID-19 Pandemic

On February 15, 2021 Governor Doug Ducey signed into law HB2402. The law addressed testing and accountability by requiring the State Board of Education to calculate and report the A-F components, but not issue letter grades. The parts of the bill that directly affect these Business Rules are shown below:

Sec. 2. School and school district letter grades; transition process

A. Notwithstanding any other law, the department of education may not assign schools or school districts letter grade classifications pursuant to section 15-241, Arizona Revised Statutes, for school year 2020-2021.

B. Notwithstanding subsection A of this section, the department of education shall continue to collect and publish data in school year 2020-2021 concerning the academic and educational performance, indicators for schools and school districts prescribed in section 15-241, subsections C and D, Arizona Revised Statutes.

Introduction

These business rules detail Arizona's 2021 A-F Alternative Schools Letter Grade Accountability System for educators, parents, and other stakeholders. The Arizona Department of Education's (ADE) mission is equity for all students to achieve their full potential. As a state, we are also committed to holding schools accountable to this goal using a fair accountability model that differentiates the performance of schools and Local Education Agencies (LEAs).

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

<https://www.azleg.gov/ars/15/00241.htm>.

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

Business Rules

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

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

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

Overview of the A-F Letter Grade Accountability System

As outlined by A.R.S. §15-241, the State Board of Education (SBE) determined the criteria for each school classification. Details regarding A-F and the process can be found at <https://azsbe.az.gov/f-school-letter-grades>. The following outlines the alternative school model for fiscal year 2021 (school year 2020-2021) that was approved on January 27, 2020.

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

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

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

Data Inclusion Criteria

AzM2, MSAA, AzSCI Field Test, MSAA Science Field Test and AZELLA data are used in the letter grade calculation after validation against the statewide Arizona Education Data Standards (AzEDS). Using the student's AzEDS identification as the unique identifier, integrity checks consider valid student enrollment and accurate student identification on test date relevant to the grade level and subject tested.

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

Alternative School Full Academic Year (FAY) – Students were included in the proficiency component if they were enrolled on October 1, 2020 and continuously enrolled until the first weekday in May (May 3, 2021). Students with breaks in enrollment fewer than 10 consecutive calendar days each in the same school are still considered FAY.

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

AOI FAY — Students that attend AOIs are considered to be FAY students if they log enough minutes at the AOI. Students in grades 9-12 must log 40,500ⁱ minutes at an AOI school to be considered FAY.

English Learner (EL) – Any student identified with an EL need

- with a less than proficient score on AZELLA in the current or prior fiscal year
- students that may have been identified during the pandemic based on the Home Language Survey

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

EL FEP – Any student identified with an EL need for Fiscal Year 2021 plus any student identified as Fluent English Proficient in year 1, 2, 3, or 4.

Special Education Student – Any student receiving special education services on October 1, 2020 as defined by Federal law and reported for the ESS Census. To confirm whether a student meets this criterion, schools can check their SPED07 report in the ESS Census Application. Information regarding the ESS Census process can be found here: <http://www.azed.gov/specialeducation/data-management/federal-sped-census/>

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

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

Current Year – refers to FY21

Prior Year – refers to FY20

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

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

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

Income Eligibility 1 & 2 – Student data submitted via AzEDS in the IncomeEligibility1 and IncomeEligibility2 fields are used to define an economically disadvantaged student. A student is defined as economically disadvantaged if the school submits a 1/yes for either the IncomeEligibility1 or IncomeEligibility2 field.

Income Eligibility 1 & 2 data is lower this year due to COVID-19 impact on the ability of schools to collect and report this data. LEAs and Charter Schools continued to update their Income Eligibility 1 & 2 data throughout the year. Arizona Department of Education’s Health and Nutrition Service Division has worked with the field in supporting and feeding more students during the pandemic than in previous years under the Summer Food Service Program instead of the National School Lunch Program. However, the National School Lunch Program is only one of multiple sources LEAs and Charter Schools use to populate Income Eligibility 1 & 2 indicators.

New School – A school opened in the 2020-2021 school year with a new entity ID. These schools will not receive an A-F letter grade based on their first year of operation.

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

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

Indicator	Component	Alternative FAY	Grades	Cohort/Year (if applicable)
Proficiency	AzM2 ELA and Math	✓	10	Cohort 2023
	M2AA ELA and Math	✓	11	Cohort 2022
Growth to Graduation	Academic Persistence		9-12	
	Credit Earned		9-12	
	On-Track to Graduate		10-12	
EL	EL Proficiency and Growth	AZELLA FAY	9-12	
Graduation Rate	4-year Graduation rate			Cohort 2020
	5-year Graduation rate			Cohort 2019
	6-year Graduation rate			Cohort 2018
	7-year Graduation rate			Cohort 2017
College and Career Readiness	Career and College Readiness Self-Report		On-Track to Graduate Students and All Current Year Graduates	
Bonus	Graduation Rate			Cohort 2020

Regardless of a student’s special education status, the accountability system uses all verified AzM2

data from students enrolled the full academic year. For students who take the MSAA assessment and are enrolled the full academic year, these data are used in the Proficiency component.

Students with a performance level reported from the AzM2 ELA and Math and MSAA are utilized in certain calculations (detailed below). The ADE does not include assessments for students where no answer items are selected and no scale score or performance level is assigned. The following table indicates the only valid performance levels on AzM2 and MSAA for all subjects.

AzM2/MSAA Achievement Levels
Minimally Proficient (1)
Partially Proficient (2)
Proficient (3)
Highly Proficient (4)

A-F Static File

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

- Enrolled on the first day of the Spring AzSCI Field Test Window (3/22/2021)
- Enrolled on the first day of the Spring AzM2 State Testing Window (4/05/2021)

Timeline & Appeals

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

Cut Scores

Cut scores will not be determined as there is no summative score for letter grades for the 2020-2021 school year.

2021 A-F Alternative School Letter Grade Model

Letter grades will not be determined this year, but the components will be calculated based on the model structure discussed below.

N-Size

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

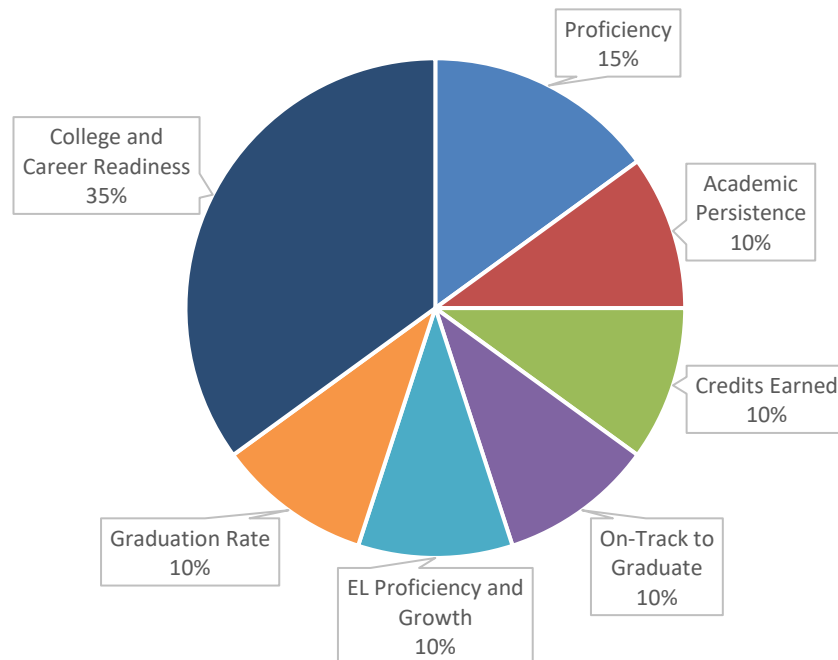
- Proficiency must have 10 students who meet the criteria for Alternative School FAY
- Graduation rate – requires 10 students in the cohort
- CCRI – requires 10 students who graduated during the 2020-2021 school year and/or met the criteria for the On-Track to Graduate Component

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

RAELS

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

Alternative School Model



Weight	Indicators
15%	Proficiency, Statewide Assessment
30%	Growth to Graduation
	10% Academic Persistence
	10% Credits Earned
	10% On-Track to Graduate
10%	Proficiency and Growth, English Language Learners
10%	Graduation Rate
35%	College and Career Readiness

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

The following school configurations are graded on the 9-12 model:

- 9-12
- Configurations within 9-12
 - 10-12
 - 11-12
 - Etc.
- Configurations that extend beyond grades 9-12
 - 5-12 (only students in grades 9-12 are included)
 - 6-12 (only students in grades 9-12 are included)
 - 7-12 (only students in grades 9-12 are included)
 - Etc.

If a school serves students enrolled in grades K-8, those students are not included in the calculation of the school's A-F letter grade. For alternative schools with configurations that extend beyond grades 9-12, their A-F Letter Grade will be calculated using only students enrolled in grades 9-12.

Proficiency

Proficiency results are worth 15% of an alternative school's letter grade. The 2021 AzM2 or MSAA ELA and Math scores are utilized grade 10 (11th grade for MSAA) FAY students. Schools must have a minimum of 10 Alternative School FAY students who tested on one of the applicable assessments to be eligible for proficiency points. Invalid test records count as not tested. Proficiency points are capped at 15. The achievement levels are weighted such that students scoring performance level 4 earn the most points (see below).

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

Percent Tested

Proficiency calculations are impacted by percent tested. Schools that do not meet the 95% test threshold mandated by law are negatively impacted on the proficiency calculation. 95% tested is more complicated at the high school level as students may be taking the AzM2 or the MSAA assessments in grades 10 (Cohort 2023) or 11 (Cohort 2022), respectively. Thus, if a student tested on one of these assessments in school year 2021 they will count as tested. The following steps are used to determine if a student counts as tested.

Please note: The AzM2 assessment is administered to all Grade 10 students.

The MSAA assessment is administered to all Grade 11 students with severe cognitive disabilities.

Step 1: Identify all Cohort 2023 (grade 10) students enrolled as of the first day of the AzM2 State Testing Window.

In order to ensure that students who qualify to take the MSAA in Grade 11 (not the AzM2 assessment in 2021) are removed from the 95% tested calculation for 2021 we have incorporated Step 2. These students will not be assessed in 2021 so, therefore, schools will not be penalized for these students.

Step 2: Using Fiscal Year 2019 assessment records, identify Grade 8 students who were assessed on the MSAA ELA or Math or the AIMS-A Science assessment in 2019 and remove them from denominator of the current year calculation. (These students will be tested on MSAA ELA and Math when they are in Grade 11 and will not be included in the count for 95% tested in 2021.)

Step 3: Using Fiscal Year 2018 assessment records, identify students who were assessed on the MSAA ELA or Math or the AIMS-A Science assessment when they were in Grade 8. This step identifies those students who should have taken MSAA ELA and Math in 2021. Add to these students to the denominator of the current year calculation.

Step 3 is implemented to make sure those students who were assessed on MSAA ELA and Math in 2021 (these are 11th grade students) are appropriately included in the 95% tested calculation of the current year. The schools are credited for the testing of these students.

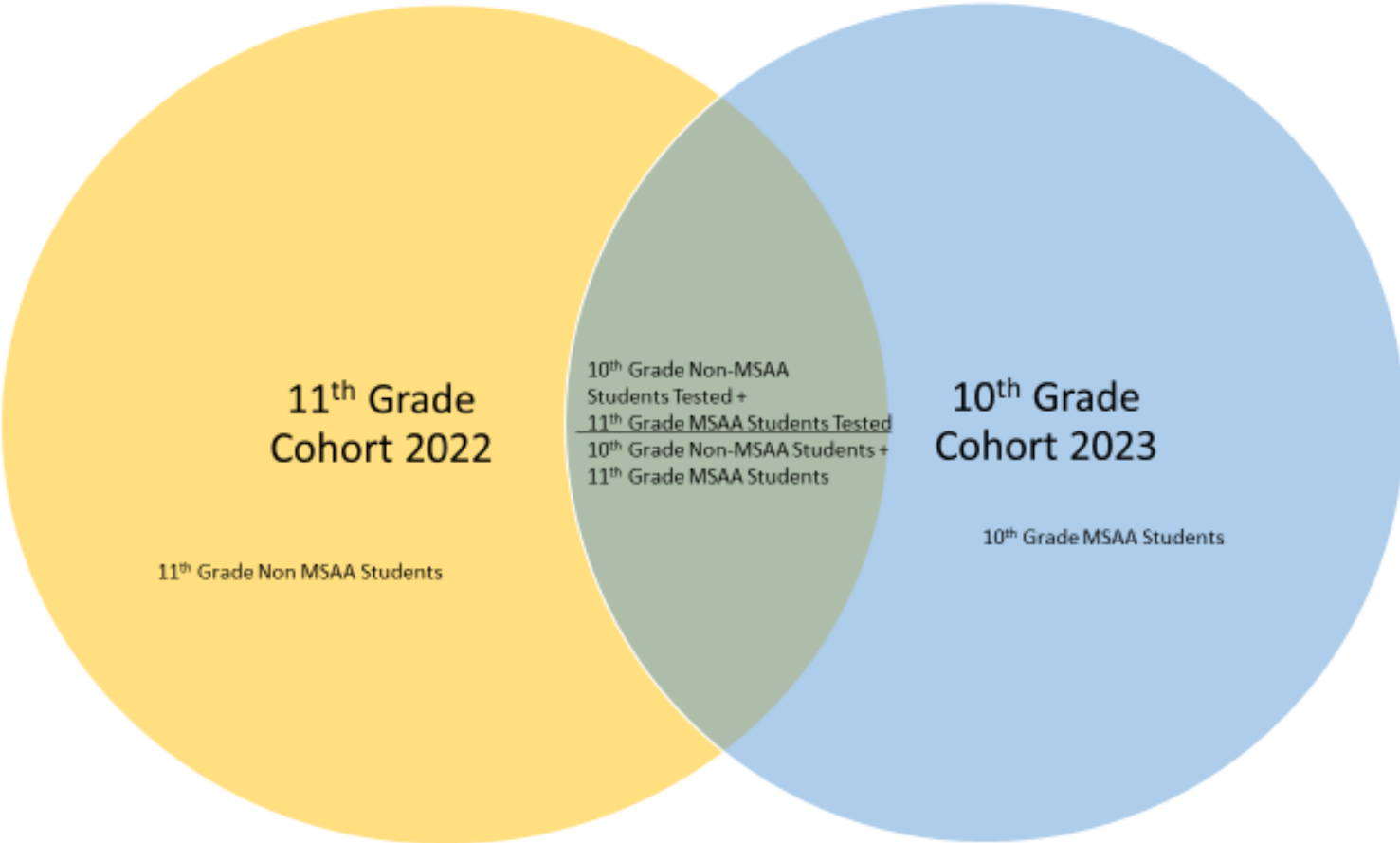
Step 4: Merge Fiscal Year 2021 ELA and Math assessment records to the list of enrolled students (Cohort 2023 students who should have taken an AzM2 and Cohort 2022 students who should have taken an MSAA).

Step 5: Determine if the student took a Math or ELA assessment.

- If a Cohort 2023 student took an AzM2 math assessment in Fiscal Year 2021 or if a Cohort 2022 student took an MSAA math assessment in fiscal year 2020 they count as tested for math.
- If a Cohort 2023 student took an AzM2 ELA assessment in Fiscal Year 2021 or if a Cohort 2022 student took an MSAA ELA assessment in Fiscal Year 2021 they count as tested for ELA

The below table and chart illustrates which students from the Cohort 2022 and 2023 are included in a school's percent tested calculation for this year.

	10th Grade Cohort of 2023	11th Grade Cohort of 2022	Combination for 2020-2021 Tested
<i>Numerator Number Tested</i>	10 th grade students that were tested on ELA or Math, but did not take the MSAA test in 2019 (8 th Grade)	11 th Grade Students from that took an ELA or Math MSAA that also took the MSAA test in 2018 (8 th Grade)	10 th Grade students tested + 11 th Grade MSAA students tested
<i>Denominator Number of Students eligible to be tested</i>	All 10 th Grade that did not take the MSAA test in 2019 (While in 8 th Grade).	All 11 th Grade that took the MSAA test in 2018 (While in 8 th Grade).	10 th Grade Students – 10 th Grade MSAA Students + 11 th Grade MSAA Students



The below percent tested formula is used:

$$\text{Grades 9 – 12\% Tested} = 100 \left[\frac{0.5 ((\text{No. CY Cohort 2023 students tested on AzM2 ELA} + \text{No. CY Cohort 2022 students tested on MSAA ELA}) + (\text{No. of CY Cohort 2023 students tested on AzM2 Math} + \text{No. CY Cohort 2022 students tested on MSAA Math}))}{(\text{No. of Cohort 2023 students} + \text{Expected Cohort 2022 MSAA students})} \right]$$

In Fiscal Year 2021, the first day of the AzM2 State Testing Window was April 5, 2021.

Percent Proficient for Schools that Meet 95% Tested

$$\begin{aligned} & \% \text{ Proficient for Schools Meeting 95\% Tested} \\ & = 100 \left(\frac{\left(\begin{aligned} & (\text{No. of FAY students PP on ELA assessment} + \text{No. of FAY students PP Math assessment})0.6 \\ & + (\text{No. of FAY students P on ELA assessment} + \text{No. of FAY students P on Math assessment})1.0 \\ & + (\text{No. of FAY students HP on ELA assessment} + \text{No. of FAY students HP on Math assessment})1.3 \end{aligned} \right)}{\text{No. of FAY students tested on ELA assessment} + \text{No. of FAY students tested on Math assessment}} \right) \end{aligned}$$

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

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

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

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

Percent Proficient for Schools that DO NOT Meet 95% Tested

$$\begin{aligned} & \% \text{ Proficient for Schools DO NOT Meet 95\% Tested} \\ & = 100 \left(\frac{\left(\begin{aligned} & (\text{No. of FAY students PP on ELA assessment} + \text{No. of FAY students PP on Math assessment})0.6 \\ & + (\text{No. of FAY students P on ELA assessment} + \text{No. of FAY students P on Math assessment})1.0 \\ & + (\text{No. of FAY students HP on ELA assessment} + \text{No. of FAY students HP on Math assessment})1.3 \end{aligned} \right)}{\left(\begin{aligned} & \text{No. of FAY students tested on ELA assessment} + \text{No. of FAY students tested on Math assessment} \\ & + 2(\text{No. of Students needed to meet 95\% tested}) \end{aligned} \right)} \right) \end{aligned}$$

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

Statistics and Graphs for Proficiency

For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43).

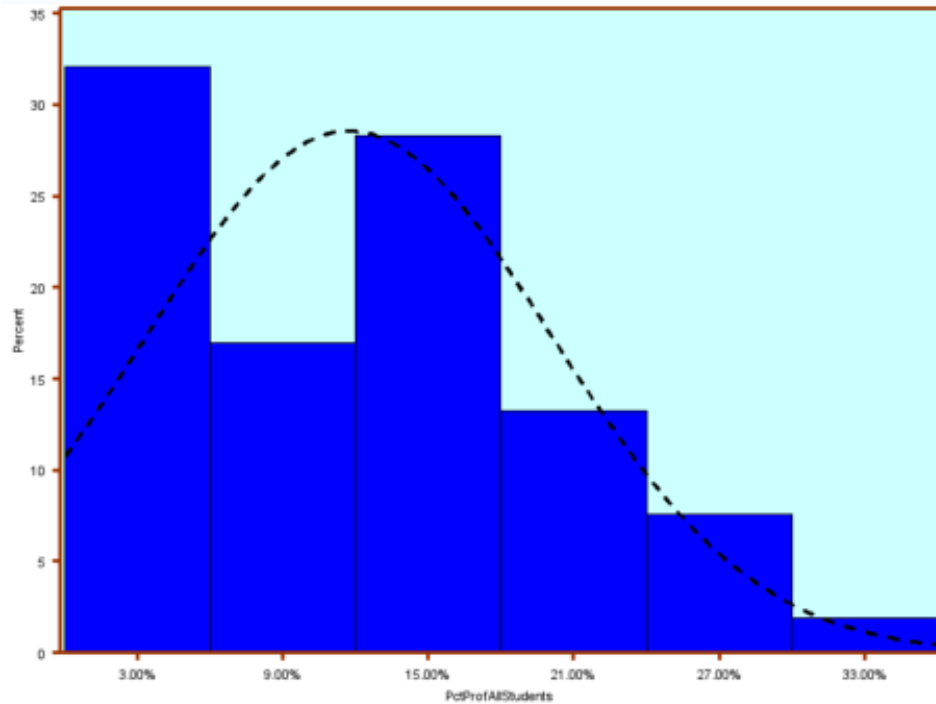
	PctProfAllStudents2	TotalProficiencyPoints
Max	34.47	3.33
Mean	11.71	1.25
Min	0.00	0.00
Range	34.47	3.33
StdDev	8.39	0.91
StdErr	1.15	0.13
Var	70.32	0.83
Median	12.06	1.04
Q1	5.45	0.52
Q3	17.00	1.88
P1	0.00	0.00
P5	0.00	0.00
P10	0.00	0.00
P90	22.86	2.60
P95	27.78	2.94
P99	34.47	3.33

ADE Accountability on October 18, 2021

PctProfAllStudents: Percentage calculation of proficiency for all students' math and ELA

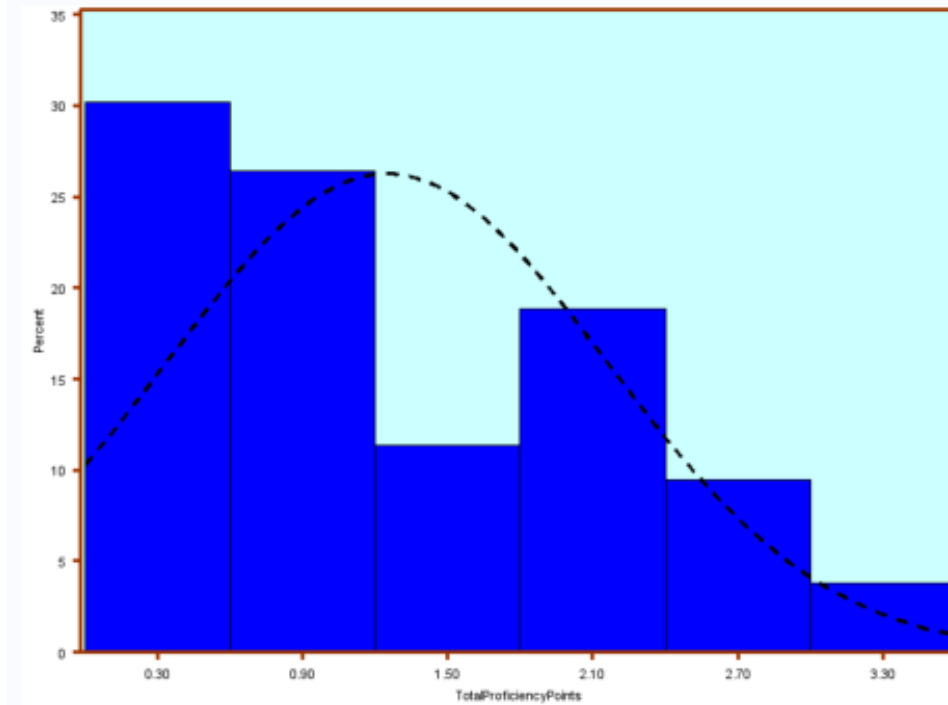
TotalProficiencyPoints: Points earned out of ten available points

Percent Proficient All Students



ADE Accountability on October 17, 2021

Total Proficiency Points



ADE Accountability on October 17, 2021

Growth to Graduation

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

Academic Persistence

This measure is worth 10% of an alternative school's overall letter grade. Academic persistence is calculated by taking the list of eligible students who finished the 2019-2020 school year at an alternative school and checking for subsequent enrollment at any public school in Arizona by October 1 of the 2020-2021 school year. Students are eligible to be included if they receive an applicable Year-End Status Code from the school from the previous fiscal year (school year 2019-2020). More information on Year-End Status Codes and the Persistence Rate calculation is available in the Graduation, Dropout and Persistence Rate Technical Manual here:

<https://www.azed.gov/sites/default/files/2021/01/FY21%20Graduation%20Dropout%20and%20Persistence%20Rate%20Tech%20Manual.pdf>

Schools can check their data regarding Academic Persistence through the "Persistence Rate Report" available in ADEConnect. This report includes both student- and school-level information and alternative schools are encouraged to review this information as part of the data verification window for A-F Letter Grades. For Fiscal Year 2021 A-F Letter Grades, schools should review the 2021 Persistence Rate Report which shows the students that were eligible to re-enroll from Fiscal Year 2020 and whether or not they have an enrollment on or before October 1 of Fiscal Year 2021. 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 2021, only students enrolled in grades 9-12 in the 2019-2020 school year will be eligible for inclusion in the Academic Persistence component.

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

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

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

Credits Earned

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

Enrollment Criteria:

Schools self-report the number of students who were continuously enrolled for at least 80 school days or more during the fiscal year. If a student has breaks in enrollment less than 10 consecutive calendar days each they are still eligible to be included in this component.

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

If a student is enrolled at your school for 80 days or more at any point during the fiscal year, they need to be included. Students who required fewer than 4.5 credits to graduate, are included if they complete the remaining credits and graduate even if they are enrolled for less than 80 days.

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

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

DEADLINES:

Submission: The spreadsheet with the list of students' SSIDs who meet the enrollment criteria for this component and the indicator of whether or not the student earned greater than or equal to 4.5 credits OR the remaining credits needed to graduate is due by July 30, 2021.

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

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

Credits Earned

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

Credits Earned Data Submission:

To receive points for the Credits Earned component, schools must follow all submission requirements. Data received in any other format than the one provided cannot be accepted. Data MUST be submitted using the excel template available here:

<https://a-fccriselfreporting.azed.gov/Files/FY21CreditsEarnedDataCollectionTemplate.xlsx>

Submitted data must include ONLY the following information:

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

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

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

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

2020-2021 Special Narrative on Self-Reported Data

The challenges of the COVID-19 pandemic continued throughout the 2020-2021 school year. The 2500 character Special Narrative Section is open for a school to provide information again this year. Last year's narratives provided important information on the impact on the self-reported components. It is still valuable to collect the input from the school regarding the challenges, roadblocks, attempts or efforts made to gather student information and its effect on the score the school received for those who chose to share.

On-Track to Graduate

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

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

(<https://www.azleg.gov/ars/15/00241.htm>).

DEADLINES:

Initial Submission: The initial spreadsheet with the list of students' SSIDs who meet the below

criteria must be submitted by March 15, 2021. The initial spreadsheet template can be found here:

<https://www.azed.gov/sites/default/files/2021/01/FY21%20On%20Track%20to%20Graduate%20Data%20Initial%20Submission%20Template.xlsx>

Schools that have less than 10 students (0-9) meeting the below criteria **MUST** submit “N/A” for their school by the initial submission deadline of March 15, 2021. This form can be found here:

<https://www.azed.gov/accountability-research/alternative-schools-initial-track-graduate-data-submission>

Final Submission: The final spreadsheet with the list of students’ SSIDs who meet the below criteria and their affiliated Withdrawal/Year-End Status code must be submitted by July 30, 2021.

Schools that have less than 10 students (0-9) meeting the below criteria **MUST** submit “N/A” for their school by the final submission deadline of July 30, 2021.

The final submission of On-Track to Graduate data will be collected through ADEConnect on the A-F Self-Reporting Data application.

On-Track to Graduate Student Criteria:

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

1. Enrolled at the school on January 31, 2021

AND

2. Need no more than 3 credits to meet the SBE established graduation requirements (Figure A) as of January 31, 2021

AND

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

OR

4. Graduated during the current school year (2020-2021) prior to January 31, 2021.

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

$$\text{On – Track to Graduate} = 10 * \left[\frac{\text{Number of submitted On – Track Students who graduated from the school by June 30, 2021}}{\text{Number of students included on the initial On – Track To Graduate Spreadsheet}} \right]$$

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

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

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

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

<https://www.azed.gov/sites/default/files/2021/01/FY21%20Graduation%20Dropout%20and%20Persistence%20Rate%20Tech%20Manual.pdf>

On-Track to Graduate Data Submission:

To receive points for On Track to Graduate, schools must follow all submission requirements. Data received in any other format than the one provided cannot be accepted. Data MUST be submitted using the excel template available here:

<https://www.azed.gov/sites/default/files/2021/01/FY21%20On%20Track%20to%20Graduate%20Data%20Initial%20Submission%20Template.xlsx>

Submitted data must include ONLY the following information:

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

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

Schools' initial spreadsheet or "N/A" status must be submitted here:

<https://www.azed.gov/accountability-research/alternative-schools-initial-track-graduate-data-submission> by the deadline stated above.

The final submission of On-Track to Graduate data will be collected through ADEConnect on the A-F Self-Reporting Data application.

2020-2021 Special Narrative on Self-Reported Data

The challenges of the COVID-19 pandemic continued throughout the 2020-2021 school year. The 2500 character Special Narrative Section is open for a school to provide information again this year. Last year's narratives provided important information on the impact on the self-reported components. It is still valuable to collect the input from the school regarding the challenges, roadblocks, attempts or efforts made to gather student information and its effect on the score the school received for those who chose to share.

Statistics and Graphs for Growth to Graduation

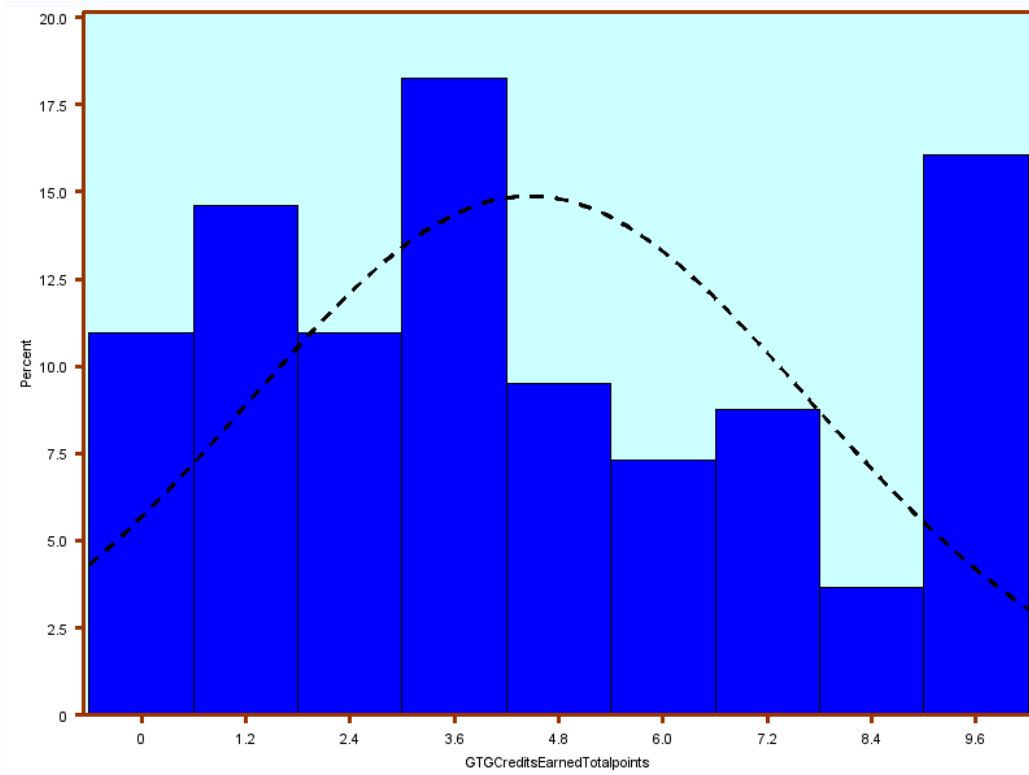
For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43).

Summary Tables

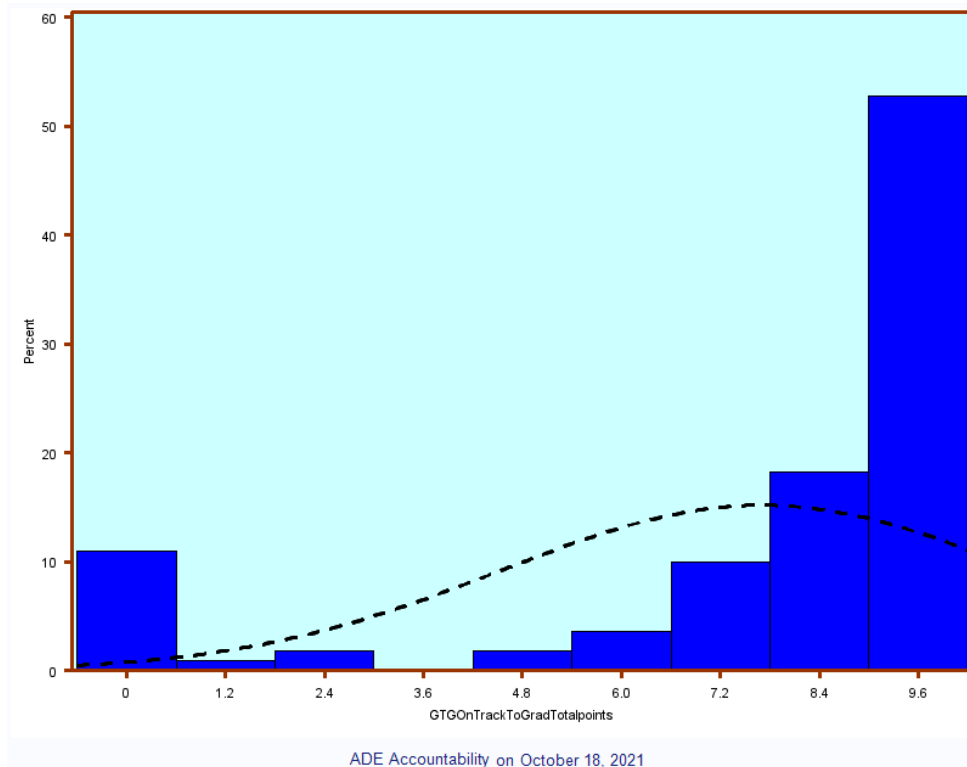
	GTGCreditsEarnedTotalpoints	GTGOnTrackToGradTotalpoints	GTGAcademicPersistenceTotalpoint
Max	10.00	10.00	10.00
Mean	4.47	7.70	9.35
Min	0.00	0.00	5.90
Range	10.00	10.00	4.10
StdDev	3.22	3.15	0.78
StdErr	0.27	0.30	0.07
Var	10.35	9.95	0.61
Median	4.00	9.05	9.64
Q1	1.60	7.30	9.10
Q3	7.10	9.80	9.89
P1	0.00	0.00	6.72
P5	0.00	0.00	7.41
P10	0.00	0.00	8.46
P90	10.00	10.00	10.00
P95	10.00	10.00	10.00
P99	10.00	10.00	10.00

ADE Accountability on October 18, 2021

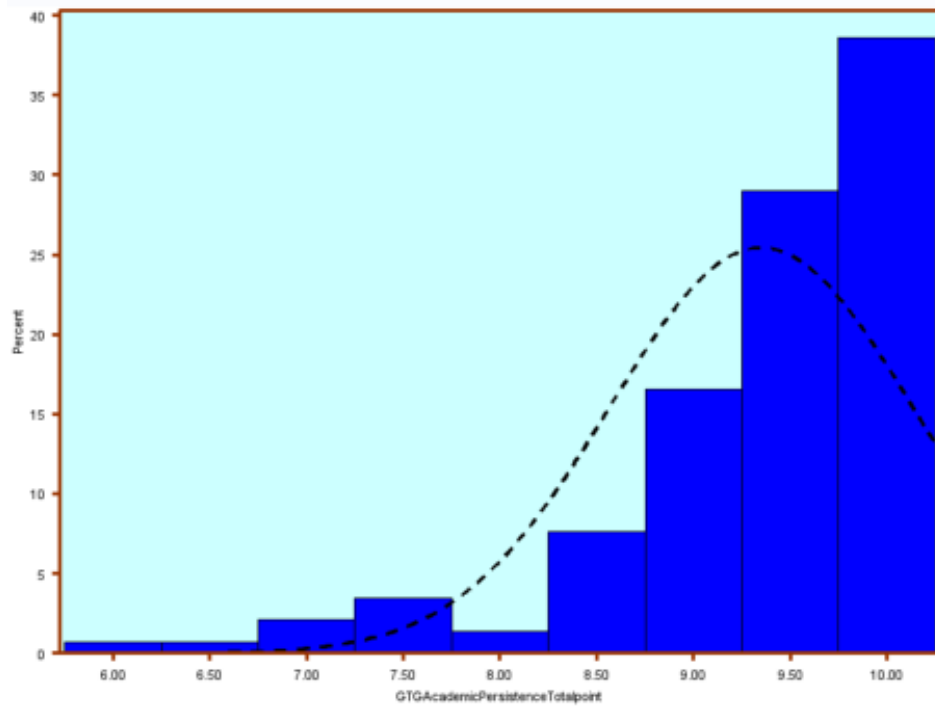
Growth to Graduation – Credits Earned Total Points



Growth to Graduation – On Track to Graduation Total Points



Growth to Graduation – Academic Persistence Total Points



ADE Accountability on October 17, 2021

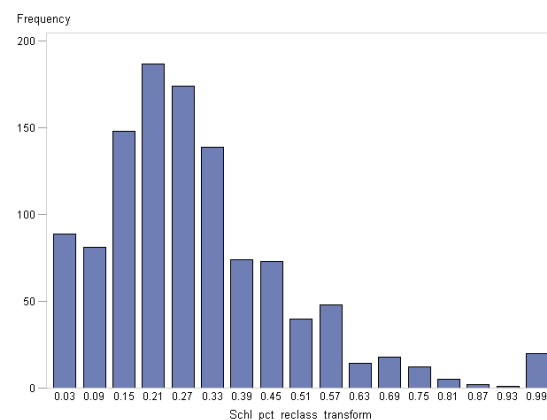
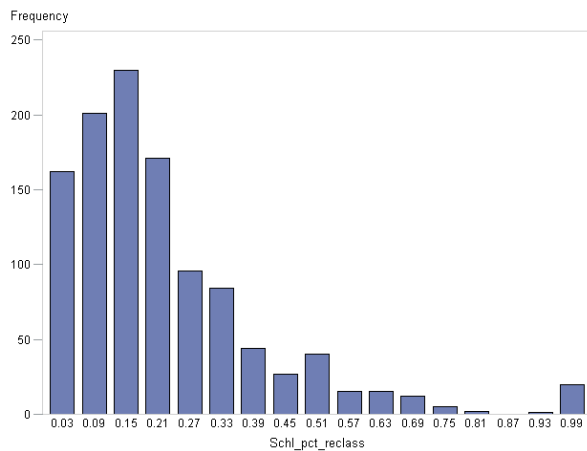
Normalizing (Transforming) EL Data

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

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

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

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



EL Proficiency and Growth

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

EL Proficiency

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

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

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

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

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

STANDARDIZED	Range	Points
EL Proficiency is greater than or equal to the EL statewide mean current year percent proficient.	20.44%	5
EL Proficiency is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent proficient.	15.08% – 20.43%	4
EL Proficiency is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent proficient.	9.72% – 15.07%	3
EL Proficiency is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent proficient.	0.001% – 9.71%	2
EL Proficiency is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent proficient.	NA	1
If a school’s EL Proficiency is 0%, due to no reclassification.	0.00%	0

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

EL Growth

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

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

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

The following formula is used to calculate growth:

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

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

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

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

STANDARDIZED	Range	Points
EL Growth is greater than or equal to the EL statewide mean current year percent growth.	35.43%	5
EL Growth is 0.01 to 0.50 standard deviations below the EL statewide mean current year percent growth.	29.51% – 35.42%	4
EL Growth is 0.51 to 1.00 standard deviations below the EL statewide mean current year percent growth.	23.59% – 29.50%	3
EL Growth is 1.01 to 2.00 standard deviations below the EL statewide mean current year percent growth.	11.75% – 23.58%	2
EL Growth is 2.01 to 3.00 standard deviations below the EL statewide mean current year percent growth.	0.001% – 11.74%	1
If a school's EL Growth is 0%, due to no growth.	0.00%	0

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

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

Statistics and Graphs on EL Growth and Proficiency

TotalELGrowthPoints: Total English Learner growth points earned out of five available points.

TotalELProficiencyPoints: Total English Learner proficiency points earned out of five available points.

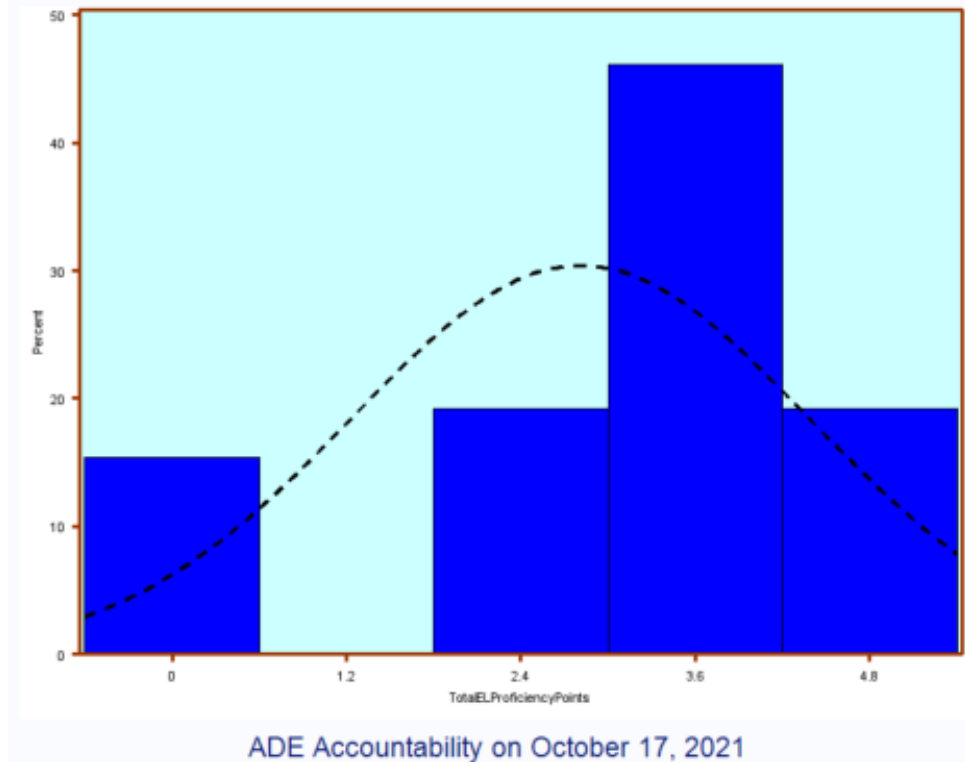
ELProficiencyandGrowthPoints: Total English Learner Proficiency Points earned out of ten available points. Combination of TotalELGrowthPoints and TotalELProficiencyPoints.

For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43).

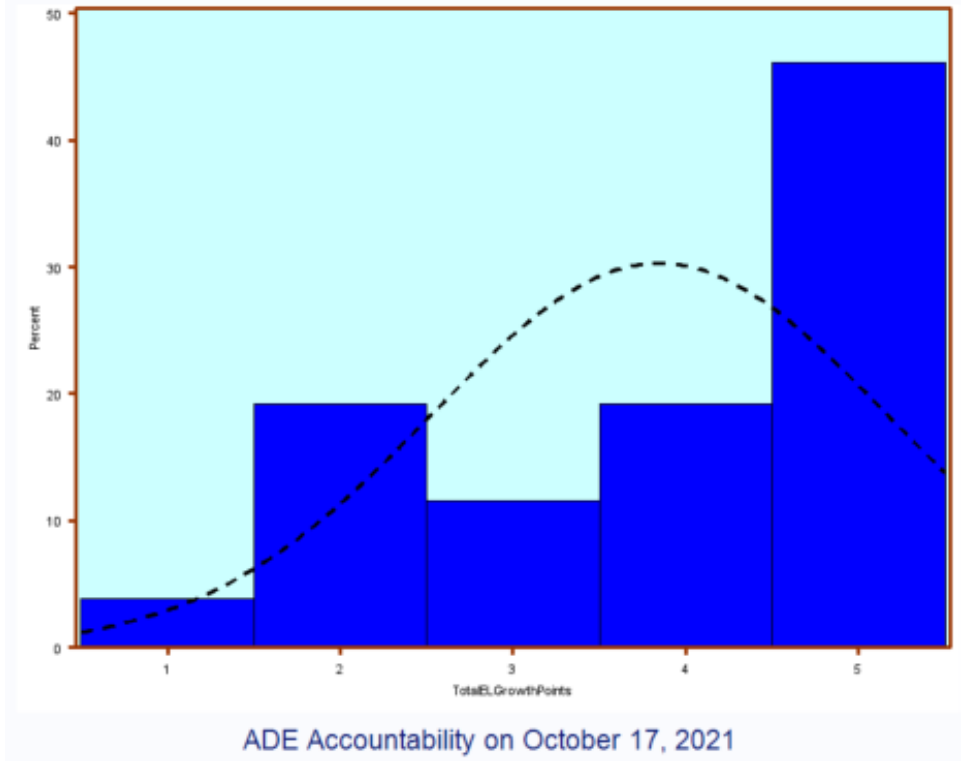
	TotalELProficiencyPoints	TotalELGrowthPoints	ELProficiencyandGrowth
Max	5.00	5.00	10.00
Mean	2.81	3.85	6.65
Min	0.00	1.00	2.00
StdDev	1.58	1.32	2.28
StdErr	0.31	0.26	0.45
Sum	73.00	100.00	173.00
Var	2.48	1.74	5.20
Median	3.00	4.00	7.00
Q1	2.00	3.00	5.00
Q3	4.00	5.00	8.00
P1	0.00	1.00	2.00
P5	0.00	2.00	3.00
P10	0.00	2.00	4.00
P90	5.00	5.00	10.00
P95	5.00	5.00	10.00
P99	5.00	5.00	10.00

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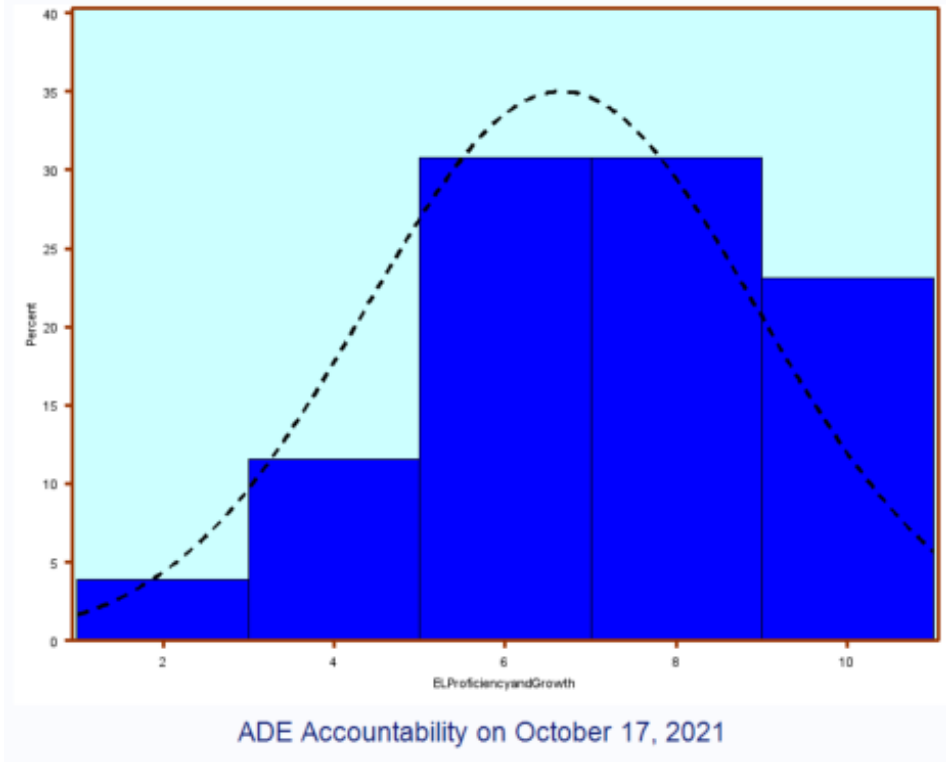
Total English Learner Growth Points



Total English Learner Proficiency Points



English Learner Proficiency and Growth Points



Graduation

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

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

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

Graduation Rate	Cohort
4-year	2020
5-year	2019
6-year	2018
7-year	2017

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

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

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

<https://www.azed.gov/sites/default/files/2021/01/FY21%20Graduation%20Dropout%20and%20Persistence%20Rate%20Tech%20Manual.pdf>

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

Statistics and Graphs on Graduation

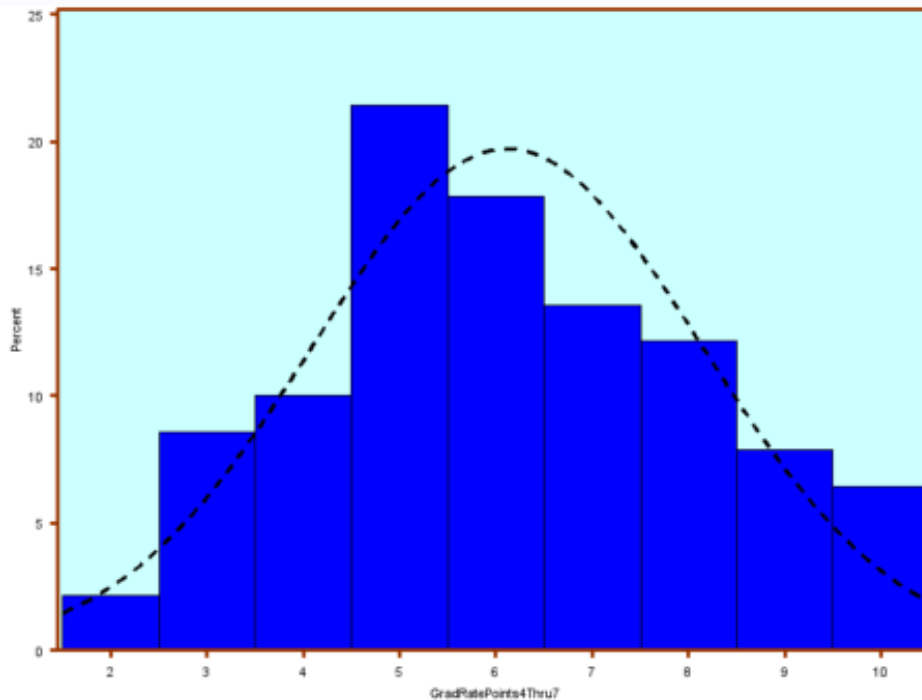
GradRatePoints4Thru7: Graduation Rates points earned of the best rate of 4-year, 5-year, 6-year and 7-year rates out of ten available points.

For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43).

Summary Tables	
	GradRatePoints4Thru7
Max	10.00
Mean	6.12
Min	1.82
Range	8.18
StdDev	2.02
StdErr	0.17
Var	4.10
Median	5.89
Q1	4.87
Q3	7.54
P1	1.92
P5	2.72
P10	3.40
P90	9.24
P95	9.63
P99	10.00

ADE Accountability on October 17, 2021

Total Graduation Rate Points for 4-7 Year Rates



ADE Accountability on October 17, 2021

College and Career Ready

The College and Career Ready indicator is worth 35% of an alternative school's letter grade. College and Career Ready points are self-reported through ADEConnect on the A-F Self Reporting Data application. Schools must have a minimum of 10 students who were included in the On-Track to Graduate component OR graduated in the 2020-2021 school year to be eligible for these points. All students who meet the below criteria MUST be included in this self-reported data.

Criteria for Inclusion:

- Students who graduated at any point during the 2020-2021 school year
- Students who were included in the On-Track to Graduation initial submission for the 2020-2021 school year

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

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

Scoring:

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

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

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

<https://www.azed.gov/sites/default/files/2021/01/FY21%20Graduation%20Dropout%20and%20Persistence%20Rate%20Tech%20Manual.pdf>

2020-2021 Special Narrative on Self-Reported Data

The challenges of the COVID-19 pandemic continued throughout the 2020-2021 school year. The 2500 character Special Narrative Section is open for a school to provide information again this year. Last year's narratives provided important information on the impact on the self-reported components. It is still valuable to collect the input from the school regarding the challenges, roadblocks, attempts or efforts made to gather student information and its effect on the score the school received for those who chose to share.

Value	Indicators
1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
.5 per exam	Passing score on AzM2 Algebra 2 or ELA 11
.35 per exam	Meets cut score on ACT English, math, reading or science exam
.5 per exam	Meets cut score on SAT English or math exam
.5 per exam	Meets cut score on any AP exam
0.5	Completes the FAFSA
.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
.5	Meets benchmarks for ASVAB
.5	Meets benchmarks for ACT WorkKeys
.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam
.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License *See appendix for list of approved CTE credentials for this category.

1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours
1	Meets all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses
.25 per exam	AzM2 – partially proficient on Algebra 2 or ELA 11
.25 per sub-test	Valid and Reliable Vendor Assessment – aligned with the school mission and has score benchmarks including College and Career Ready
.5 per course	Second Language – Credit earned in a second or dual language course, please note that English courses would not be applicable for this indicator
.5 per course	Work Study – credit earned in course, verified by W2/pay stubs & evaluated by school supervisor (not to be combined with the traditional school indicator)
.5 per course	Workplace Readiness – credit earned in a course that prepares student to find, interview for, obtain, and keep employment
.5 per course	Career Readiness – credit earned in a course that prepares student for a specific vocation (not the formal CTE programming through ADE)
.5 per course	Service Learning – credit earned in a course that involves both learning and community action goals
1	Military Enlistment – Verified by a copy of signed Statement for Enlistment or similar, and/or copy of a Release of Records from the U.S. Military, signed by the recruit
.5	Recipient of Competitive Scholarship to Post-Secondary Institution – Minimum aware of \$500
1	Post-Secondary Enrollment – Must be enrollment in a post-secondary institution which may include a 4-year college/university, a community college, and/or a trade school

Note: In Fiscal Year 2019, schools that did not submit data for self-reported components were automatically given 0 points on that component. Several schools later appealed this self-reported data which may have changed their overall A-F Letter Grade but did not change the underlying component data. The component distributions included in this document do not reflect any decisions made by the Arizona State Board of Education during the appeals window.

Statistics and Graphs on College and Career Readiness

Note: In Fiscal Year 2019, schools that did not submit data for self-reported components were automatically given 0 points on that component. Several schools later appealed this self-reported data which may have changed their overall A-F Letter Grade but did not change the underlying component data. The component distributions included in this document do not reflect any decisions made by the Arizona State Board of Education during the appeals window.

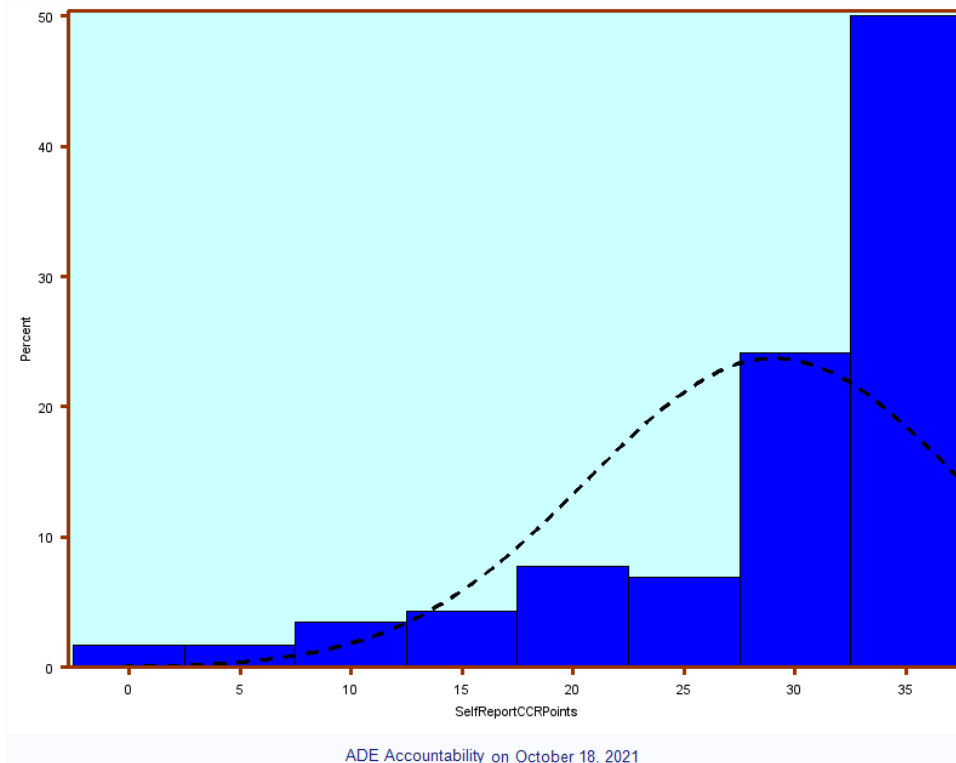
Points: College and Career Readiness points earned out of the 35 available self-reported component. For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43)

Summary Tables

	SelfReportCCRPoints
Max	35.00
Mean	29.06
Min	0.00
Range	35.00
StdDev	8.41
StdErr	0.78
Var	70.72
Median	32.40
Q1	27.30
Q3	35.00
P1	1.80
P5	8.80
P10	15.70
P90	35.00
P95	35.00
P99	35.00

ADE Accountability on October 18, 2021

Total Points Earned CCRI



Bonus Points

Alternative schools are eligible to earn bonus points if their Cohort 2019 5-Year graduation rate meets or exceeds 80% of the state average for the following subgroups: McKinney-Vento/Homeless cohort, foster care cohort, and special education cohort. A school can earn up to 6 bonus points (2 points per subgroup that meets or exceeds 80% of the state average). In order to be eligible to earn bonus points, a school must have at least 10 students in the subgroup. To be eligible for all 6 points, a school would need to have at least 10 students in the McKinney-Vento/Homeless cohort subgroup, 10 students in the foster care cohort subgroup, and 10 students in the special education cohort subgroup. However, a student could fall into multiple groups and be counted as 1 of the 10 required students for each subgroup for which they belong.

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

<https://www.azed.gov/sites/default/files/2021/01/FY21%20Graduation%20Dropout%20and%20Persistence%20Rate%20Tech%20Manual.pdf>

Statistics and Graphs on Bonus Points

GRMcKinneyVentoPoints: Graduation bonus points (2 points available) for McKenney Vento (Homeless) students compared to the state percentage.

GRFosterCarePoints: Graduation bonus points (2 points available) for Foster Care students compared to the state percentage. No schools with needed n-count to qualify.

GRSPEDPoints: Graduation bonus points (2 points available) for Special Education (Resource) students compared to the state percentage.

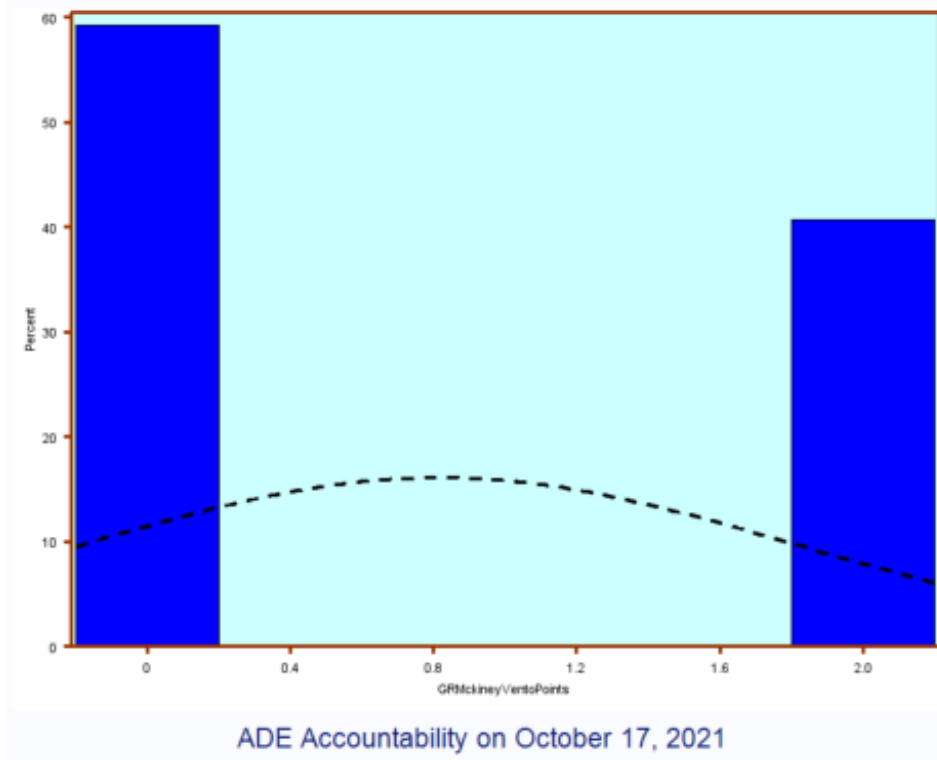
TotalBonusPoints: Graduation bonus points (6 total points available) for all three categories above.

For meaning of terms please see Appendix: List of Statistical Summary Tables and Graph Definitions (see page 43).

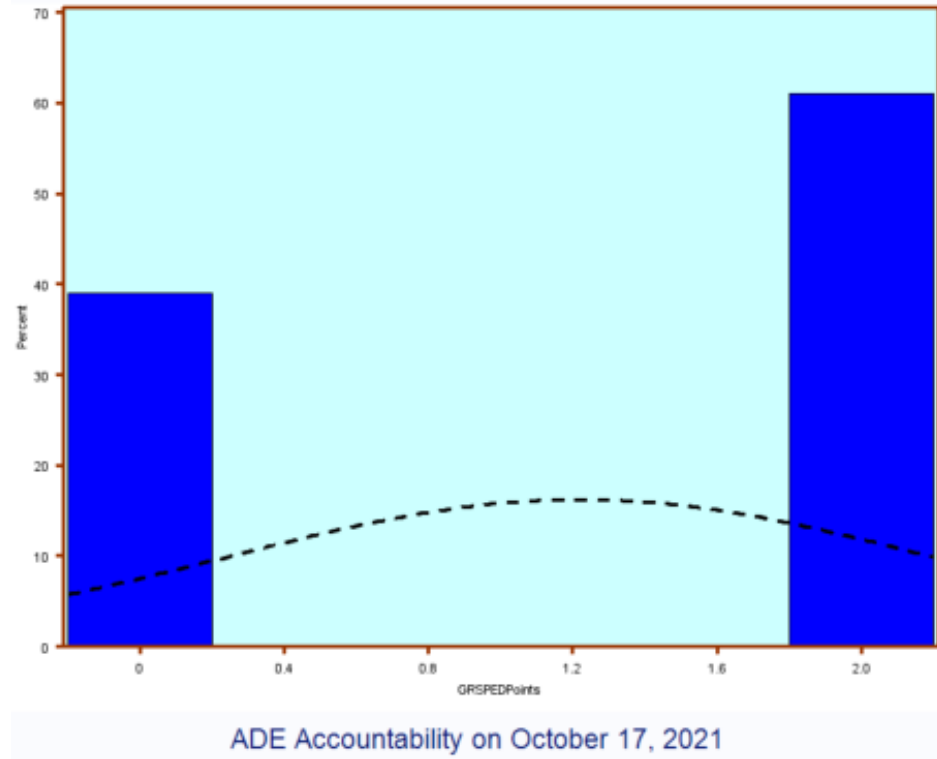
Summary Tables			
	GRMcKinneyVentoPoints	GRSPEDPoints	TotalBonusPoints
Max	2.00	2.00	4.00
Mean	0.81	1.22	1.59
Min	0.00	0.00	0.00
Range	2.00	2.00	4.00
StdDev	0.99	0.98	1.45
StdErr	0.13	0.13	0.17
Var	0.98	0.97	2.11
Median	0.00	2.00	2.00
Q1	0.00	0.00	0.00
Q3	2.00	2.00	2.00
P1	0.00	0.00	0.00
P5	0.00	0.00	0.00
P10	0.00	0.00	0.00
P90	2.00	2.00	4.00
P95	2.00	2.00	4.00
P99	2.00	2.00	4.00

ADE Accountability on October 17, 2021

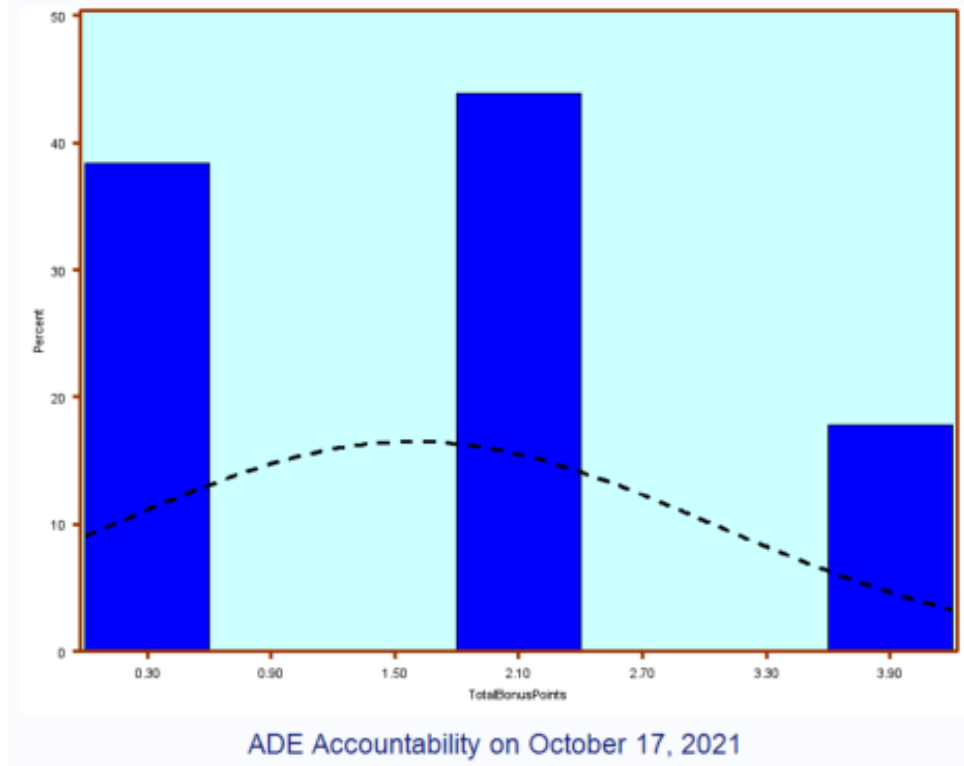
Bonus Points for McKinney Vento



Bonus Points for Special Education



Total Bonus Points



Calculating Total Points

COVID-19 Notification:

On February 15, 2021 Governor Doug Ducey signed into law HB2402. The law addressed testing and accountability for the current school year. Therefore, there will be no calculation for total points or letter grades.

Appendix

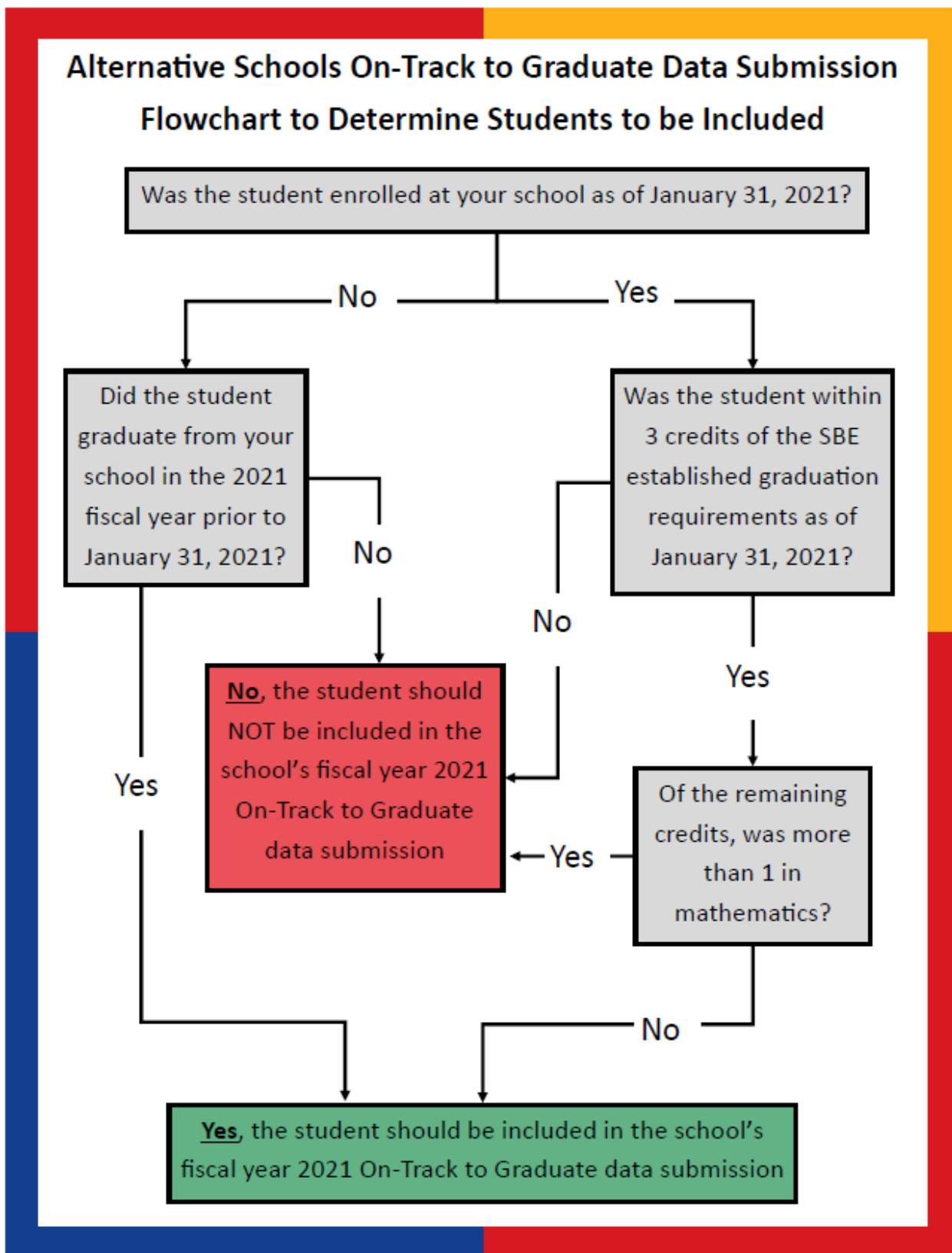
List of Acronyms and Abbreviations

Acronym/Abbreviation	Meaning
ADM	Annual Daily Membership
AOI	Arizona Online Instruction
AVG	Average
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzM2	Arizona's Measurement of Educational to Inform Teaching
CCRI	College and Career Readiness Index
CY	Current Year
DRP	Dropout Recovery Program
EL	English Language
ELA	English Language Arts
EOC	End of Course
FAY	Full Academic Year
FY	Fiscal Year
HP	Highly Performing on AzM2
MP	Minimally Performing on AzM2
MSAA	Multi-State Alternate Assessment
No.	Number
P	Proficient Performing on AzM2
PP	Partially Performing on AzM2
PL1	Performance Level 1
PL2	Performance Level 2
PL3	Performance Level 3
PL4	Performance Level 4
PY	Previous Year
RAEL	Recently Arrived English Learner
SBE	State Board of Education
SG	Subgroup
SPED	Special Education
SY	School Year

List of Statistical Summary Tables and Graph Definitions

Term	Full Name	Definition
Max	maximum	The largest observation
Min	minimum	The smallest observation
Mean	aka "average"	The sum of all numbers divided by the number of observations
Range	range	The difference between the lowest and highest value
StdDev	standard deviation	Is a measure of the amount of variation or dispersion of a set of values
StdErr	standard error	Is the standard deviation of its sampling distribution or an estimate of that standard deviation
Var	variance	Is the expectation of the squared deviation of a random variable from its mean
Median	median	The middle observation in a set of data
Q1	quartile one (first quartile)	A number for which 25% of the data is less than that number
Q3	quartile three (third quartile)	A number for which 75% of the data is less than that number
P1	1 st percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. Only 1% of observations are below this number.
P5	5 th percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. Only 5% of observations are below this number
P10	10 th percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. Only 10% of observations are below this number
P90	90 th percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. 90% of observations are below this number
P95	95 th percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. 95% of observations are below this number
P99	99 th percentile	Is a measure used in statistics indicating the value below which a given percentage of observations in a group of observations falls. 99% of observations are below this number

Career and Technical List of Qualifying Programs
On-Track to Graduate Inclusion Flowchart



Change Log

ⁱ Updated amount of minutes an AOI student must log in order to be considered a FAY student.

