



2024-2025

A-F Letter Grade Accountability System:
Business Rules

Traditional 9-12



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Contact Information

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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 2024-2025 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 school year, business rules that reflect the approved model are created and shared with stakeholders on the Accountability & Research website (<http://www.azed.gov/accountability-research/resources/>).

Prior to finalizing the business rules, some changes may occur including small edits to the text (e.g., punctuation, spelling, formatting, etc.), clarifications to the description of components and the addition of details (i.e., statewide averages).

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

Overview of the A-F Letter Grade Accountability System

A-F Indicators

What does the A-F Accountability system measure?	
Proficiency	
<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 2024 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>	
College and Career Readiness	
<p>Traditional 9-12 schools record graduating seniors' completion of activities, including AP testing, dual enrollment, FAFSA completion, Career and Technical Education, workplace certification, and many others.</p>	

Graduation

Points earned for both the graduation rate, and for improving the graduation rate.

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.

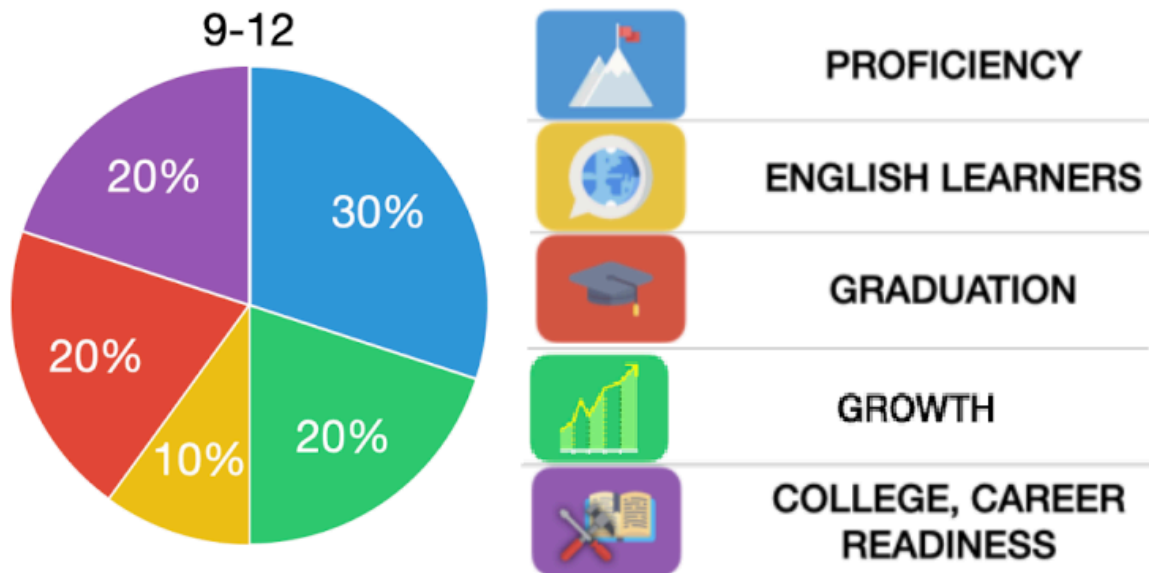
Considerations: Graduation calculations use data from cohorts with a '1-year lag'. In other words, the 2024 cohort is used for 4-year grad rate data, 2023 cohort for 5-year, etc..

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 Model



Indicator Model Weights

Indicator	Traditional
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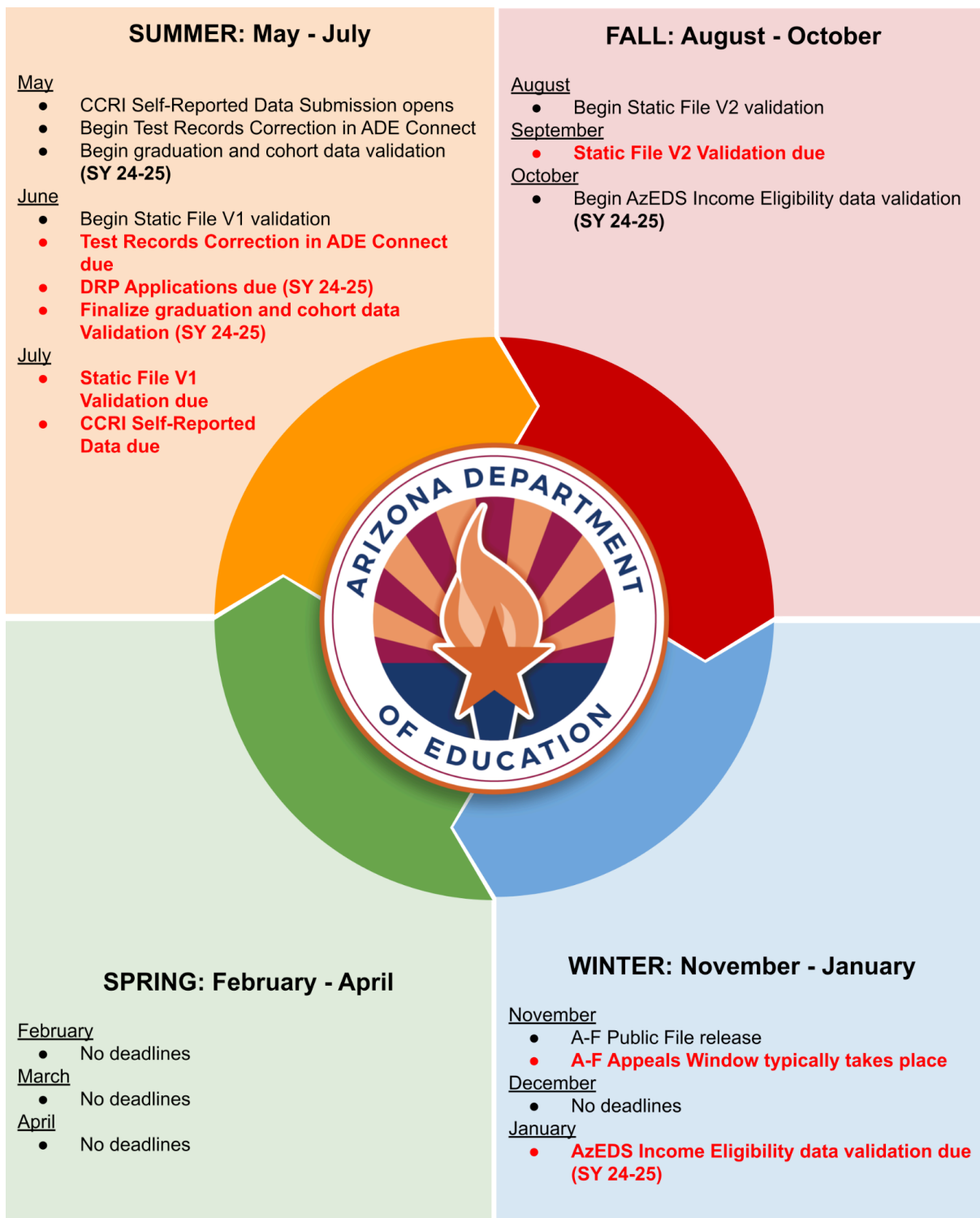
	9-12
Proficiency	30%
Growth	20%
Graduation	20%
College, Career Readiness	20%
English Learners	10%

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

A-F Life Cycle

The visual below provides an overview of important tasks in the A-F process. See the [Important Timelines](#) section for specific dates. **Start dates are in black, due dates in red.** Tasks that affect the following school year's accountability are followed by "Next Year's"

Grades”



Important Timelines

	Task	9-12	Start Date	Due Date
?	Verify Income Eligibility AzEDS student level data (used in Accountability October 1 reporting)	✓	10-31-2024	1-18-2025
?	Submit CCRI Self-Reported Data	✓	Early May	7-31-2025
?	Correct Test Records in ADEConnect	✓	Mid May	6-30-2025
?	Validate Graduation Data for fiscal year 2024-2025 graduates	✓	Late May	07-01-2025
?	Validate Static File V1	✓	Mid June	7-15-2025
?	Validate Static File V2	✓	Mid August	9-15-2025
?	A-F Public File release on the State Board of Education's website	✓	by 11-1-2025	
?	A-F Appeals Window	✓	Typically 11-1-2025	Typically mid-Nov. 2025

School Configurations

Model	Description	Examples
Traditional 9-12	Schools serving grades 9 through 12 or any configuration within will be evaluated on the 9-12 model.	9-12, 9-10, 10-12, etc.

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

Cut Scores

- To place all schools on an equivalent scale, cut scores are established on a 100-point scale, based on the percentage of eligible points each school earns.
- Pursuant to A.R.S. § 15-241.02(D), schools that receive three consecutive D's "shall be assigned a letter grade of F unless an alternate letter grade is assigned after an appeal...". Schools receiving a third "D" letter grade are assigned a "D" in the initial

release of A-F Letter Grades. If the school does not file an appeal of their grade, it is changed to an F following the close of the A-F Letter Grade Appeal window.

- The table below shows cut scores approved by the State Board of Education for school years 2024-2025 and 2023-2024.

Model	Fiscal Year	A	B	C	D	F
9-12	2023-2024	100 : 82	81.99 : 65	64.99 : 48	47.99 : 31	30.99 : 0
9-12	2024-2025	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 2024-2025 A-F models were approved on **March 24, 2025**.

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

A-F Static File

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

- Have an enrollment record in a valid public school (excluding JTEDs, Exceptional Education Facilities) in fiscal year 2025, free of key integrity errors related to the accountability process.
- Tuition payer code not equal to 2

Key Terms

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

Achievement Assessments

- ACT – The American College Test (ACT) is the approved statewide assessment for students in Grades 9-12. The ACT is administered to students in Grade 11 during the spring testing window. While students may take the ACT multiple times, accountability measures are calculated using only the ACT that was administered to students in Cohort Grade 11 as part of the state's statewide assessment. ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.
- AzSci – Arizona's Science Test, the AzSci assessment will be administered to students in Grade 11 (Cohort 2026)
- MSAA – The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes. The MSAA will be administered in ELA and Mathematics in Grade 11, and Science in Grade 11.
- AZELLA – The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the student's proficiency scores determine appropriate placement for instruction.
- 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>

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 2024-2025 (the 2025 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 school year.
- EL FEP – Any student identified with an EL need for school year 2024-2025 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 school year who has reclassified as Proficient on the AZELLA or AltELPA 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 AltELPA.

Ethnicity

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

FAY (Full Academic Year) - Definitions

- FAY
 - Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
 - For traditional schools**, students enrolled within the **first ten school days** of the school's calendar year and continuously enrolled until the **first weekday in May** (May 1, 2025).
 - For AOI schools**, students who log enough minutes at the AOI by May 2nd. students must also have been continuously enrolled to May, 1st, 2025 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
9-12	40500

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

Model	FAY Starting Point	FAY Ending Date
Traditional Schools	within the first ten school days	first weekday in May (May 1, 2025)
AOI Schools	N/A	Meet required minutes by May 2, 2025 (see table above)

* To meet FAY requirements, AOI students must also have been continuously enrolled to May, 1st, 2025 without gaps of enrollment larger than 10 consecutive days.

- 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, January 27, 2025. 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 2024-2025 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 2023-2024 (fiscal year 2024)

Special Education

- Special Education Student - Any student receiving special education services on October 1, 2024 as defined by federal law. To confirm whether a student meets this criterion, schools can check their SPED07 report in the ESS Census Application. Information regarding the ESS Census process can be found here: <http://www.azed.gov/specialeducation/data-management/federal-sped-census/>
- Special Education Cohort – Any student who received special education services during high school.

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

Indicator	Component	FAY	Grades
Proficiency Performance on achievement assessments	ACT ELA and Math	✓	11*
	MSAA ELA and Math	✓	3-8, 11*
EL	EL Proficiency and Growth	✓	K-12
Growth¹	ACT ELA and Math Student Growth Percentiles (SGP)	✓	11*
Graduation Rate	4-year Graduation rate		Cohort 2024
	5-year Graduation rate		Cohort 2023
	6-year Graduation rate		Cohort 2022
	7-year Graduation rate		Cohort 2021
CCRI Indicators of students' readiness to succeed in a career or post-secondary enrollment.	College and Career Readiness Self-Report	**	Cohort 2025
Bonus	AzSCI and MSAA Science Proficiency	✓	5, 8, 11
	Special Education Enrollment	✓	K-12
	Post-secondary/military enrollment		Cohort 2025
	ACT Aspire Participation		Cohort 2028, typically grade 9

* Cohort 2026 (all students in Cohort 2026 regardless of enrolled grade, typically 11th grade)

** For traditional 9-12 schools, cohort 2025 students that were enrolled by October 1 and continuously enrolled until May 1 or graduated early in the current or a prior school year.

¹ MSAA results are not used in Growth calculations

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

Students with a performance level reported from the ACT English Language Arts and Mathematics assessments, MSAA, and AzSCI, are utilized in certain calculations (detailed below). The department does not include ACT, MSAA, or AzSCI records for students where no answer items are selected and no scale score or performance level is assigned. The following table indicates the only valid performance levels on ACT, AASA or MSAA at all grade levels and for all subjects.

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

A-F Technical Guidance

Proficiency Indicator

Possible Score

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

Model	Possible Score
9-12	30



Indicator Intent

- The Proficiency indicator is designed to award points to schools whose students demonstrate proficiency in English Language Arts and Mathematics. Schools earn points for students who score Partially Proficient or higher, with more points awarded for higher proficiency levels. The Proficiency indicator also includes a provision designed to meet the requirement in Ariz. Admin. Code R7-2-310.D. that "...Failure to administer a statewide assessment to at least 95 percent of all students will be factored into the statewide accountability system."
- 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 2025 **ACT or MSAA ELA and Math** scores are utilized for **cohort 2026 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



Updates for school year 2024-2025:

- No updates for school year 2024-2025.

Percent Tested (Participation)

- Proficiency calculations are impacted by percent tested. Schools that do not meet the 95% test threshold mandated by law are negatively impacted on the proficiency calculation. Students are included in the 95% tested calculation for a school if they are enrolled in a tested grade (cohort 2026) on the first day of the state testing window.

First Day of Testing Windows

Assessment	1st Day of Testing Window
ACT	April 8, 2024
MSAA	March 10, 2025



Calculation, Percent Tested Calculation

Inclusion Criteria

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

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

- Variables
 - *n_tested_ela_and_math*: the number of students tested in ELA (AASA, ACT, MSAA) plus the number of students tested in Math (AASA, ACT, MSAA)
 - *n_enrolled_test_day_1*: the number of students in cohort 2026 enrolled on the first day of the testing window.
-



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
- Cohort 2026
- Student's enrolled grade must match assessment grade
- Valid score on ACT or MSAA
- ACT ELA scores are the average of a student's ACT English, ACT Reading, and ACT Writing tests. To receive an ELA score for accountability calculations, including participation, students must have a valid score on all 3 corresponding portions of the ACT.
- Does not include ELA or math test records for RAEL students

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

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

Final Proficiency Points Calculation:

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

- Variables
 - *avg_prof*: the average proficiency calculated using the [Proficiency Calculation](#) above.
 - *pct_multiplier*: multiplier based on the percentage of students tested enrolled on day 1 of testing who were tested. See [Percent Tested Calculation](#) above.
 - *model_weight*: The number of points available in each A-F model:
 - 9-12: **30**

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
9-12	20



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 2024-2025, 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 2025-2026 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 2025 will be based on students' achievement test scores from fiscal years 2023-2025. For students in cohort 2024, growth will be calculated from 2023 ACT Aspire to 2025 ACT.



Updates for school year 2024-2025

- No updates for school year 2024-2025.



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.
- cohort 2024
- Valid score on 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 cohort 2024 must have a valid test record for 2025 and a record for the same subject from 2023.
- 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.
 - 9-12: **20**
- *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
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 outliers². The new statistics more accurately reflect the achievements of schools across the state.
- Schools must be eligible for both EL Growth and EL Proficiency to earn EL points.



Updates for school year 2024-2025

- EL Proficiency and Growth calculations will include AltELPA results
- Changes to EL FAY dates ([See FAY in Key Terms](#))

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 assessment.

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

Component Details

- To earn EL Proficiency points, a school must have at least 10 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 9-12

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 current 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...	9-12 & Alt Statewide Range	Pts
	2024-2025	
greater than or equal to the statewide el proficiency average.	≥ 21.28	5
0.01 to 0.50 sd below the statewide el proficiency average.	15.94 - 21.27	4
0.51 to 1.00 sd below the statewide el proficiency average.	10.61 - 15.93	3
1.01 to 2.00 sd below the statewide el proficiency average.	0.01 - 10.60	2
2.01 to 3.00 sd below the statewide el proficiency average.	N/A	1
0%, due to no reclassification.	0%	0

EL Growth Component



Component Intent

- The EL Growth Component is designed to award schools points for English Learners (ELs) who increase their AZELLA or 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 2025 and a prior record from either school year 2023-2024 or prior to the placement test window cutoff in the fall of 2025. In other words, the goal is to measure 1 year of growth for each EL student; and students with multiple records between 2024 and the spring of 2025 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.

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	
Progressing (AltElpa)	→	Proficient	
Pre-Emergent/Emergent	→	Proficient	3
Emerging (AltElpa)	→	Proficient	



Calculation, EL Growth (5 points)

Inclusion Criteria:

- AZELLA FAY students
- Students with an EL need (e.g., with a less than proficient score on AZELLA/Alt ELPA in the current or prior school 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 8-12 AZELLA/Alt ELPA record taken in school year 2023-2024, or
 - A grade 8-12 AZELLA/Alt ELPA record taken by October 1, 2024

EL Growth School Average

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

- Variables
 - *avg_el_growth*: The average number of EL levels students at a school grew.
 - *n_1level_growth*: The number of 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...	9-12 & Alt Statewide Range	Pts
	2024-2025	
greater than or equal to the statewide growth average.	pending	5
0.01 to 0.50 sd below the statewide growth average.	pending	4
0.51 to 1.00 sd below the statewide growth average.	pending	3
1.01 to 2.00 sd below the statewide growth average.	pending	2
2.01 to 3.00 sd below the statewide growth average.	pending	1
0% , due to no reclassification.	0	0

Graduation Indicator

Possible Score

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

Model	Possible Score
9-12	20



Updates for school year 2024-2025

- 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.
- Clarified intent for students with disabilities who have educational needs beyond 4 years of high school

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



Component Intent

- For traditional schools, the intent of the multiple year calculation is to hold schools accountable to multiple cohorts.
 - For the vast majority of students with disabilities, schools are accountable to help them reach graduation within 4 years.
 - In some cases, students may have educational goals that extend beyond 4 years of high school. In these cases, schools can submit an appeal to the AZ State Board of Education (SBE) appeals committee **if the school's overall letter grade is affected**.
 - These appeals should be consistent with IDEA recognition of students with disabilities' attainment of a diploma
 - Schools should contact ADE Accountability at achieve@azed.gov during the June validation window to begin the process as soon as possible.
- For alternative schools, the intent of the component is to hold schools accountable to the progression of students across cohorts.

Component Details

- Schools must have a minimum of 10 students in a given 4-year cohort to be eligible for that cohort's points.
 - 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.
- 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	2024	5.0%
5-year	2023	4.0%
6-year	2022	2.5%
7-year	2021	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 2021 - 2024
- 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.

$$grad_rt_pts_{trad} = \left[\begin{array}{l} .05(cohort_2024_grad_rt4) + \\ .04(cohort_2023_grad_rt5) + \\ .025(cohort_2022_grad_rt6) + \\ .005(cohort_2021_grad_rt7) \end{array} \right]$$

Variables

- *grad_rt_pts_{trad}*: The sum of points earned for each graduating cohort's corresponding graduation rate type. See the [Graduation Rate calculation above](#)
- *cohort_2024_grad_rt4*: The 4-year graduation rate for cohort 2024
- *cohort_2023_grad_rt5*: The 5-year graduation rate for cohort 2023
- *cohort_2022_grad_rt6*: The 6-year graduation rate for cohort 2022
- *cohort_2021_grad_rt7*: The 7-year graduation rate for cohort 2021

4-year Graduation Rate Improvement Component



Component Intent

- The Graduation Improvement Component is meant to encourage schools to increase their cohort 2024 4-year graduation rate compared to cohort 2023 4-year graduation rate. Schools can earn points for increasing the graduation rate or for maintaining a 4-year graduation rate of 90% or higher.



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

Inclusion criteria

- Students in cohort 2024
- Students in cohort 2023 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 2024 4-year graduation rate is...	Points
90% or higher	10
greater than the cohort 2023 4-year graduation rate + 2	10
equal to the cohort 2023 4-year graduation rate ± 2	5
less than the cohort 2023 4-year graduation rate - 2	0



Calculation, Final Graduation Indicator Points

Inclusion Criteria

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

Traditional 9-12 (0-20 points)

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

Variables

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

CCRI (College and Career Readiness Indicator)

Possible Score

Model	Possible Score
9-12	20*

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



Updates for school year 2024-2025

- No updates to CCRI for school year 2024-2025



Indicator Intent

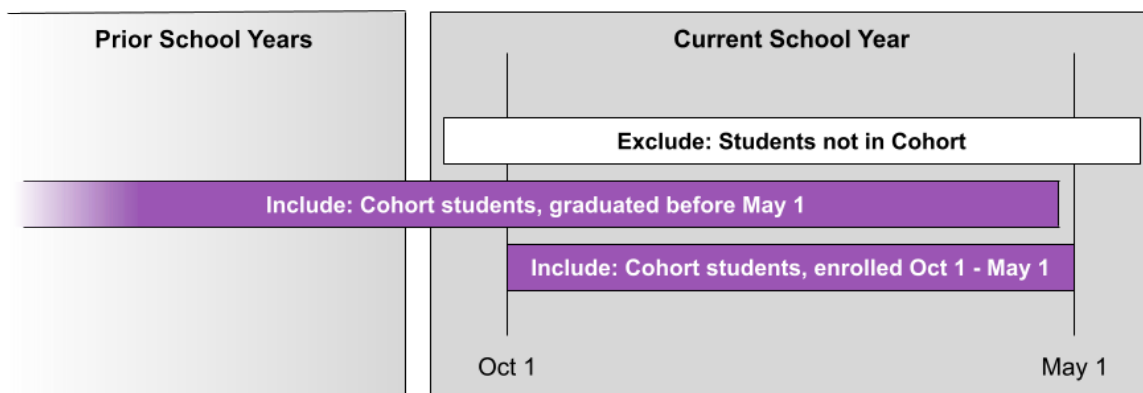
- The College and Career Readiness Indicator is designed to award points to schools who encourage graduates to engage in a variety of activities that will prepare them for post-secondary success.

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, 2025**
- **Schools that are not eligible for CCRI points must still complete the Self-Report data application and indicate that they are ineligible for points. This ensures that the Indicator is removed from the school's final letter grade score, rather than receiving 0 points for the Indicator.**
- Students that are concurrently enrolled at multiple schools should be reported in the CCRI data for the student's diploma-issuing school.
- If monitored, the school should be able to provide documentation to verify each student's CCRI points.
- Schools can download the student level spreadsheet from ADEConnect to assist with the calculations.
- Schools should look over each student's entire high school experience to determine how each student performed on the metrics outlined below.
- The table below summarizes important information about the CCRI

Detail	Traditional 9-12
Eligibility	<ul style="list-style-type: none"> At least 10 students in cohort 2025. These students should have been enrolled by Oct. 1, 2024, and stayed continuously enrolled until May 1, 2025. Cohort 2025 students who graduated before May 1, 2025 are also included. <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
Final Student Score	0, 10, 20, or 22
Final School Score	0-20: average of student scores (Students can earn a score of up to 22, however school scores are capped at 20)
Bonus Point	<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 2025 students that either enroll in post-secondary education or enlist in the military, compared to cohort 2024, or 85% or more of cohort 2025 either enroll in post-secondary education or enlist in the military

The graphic below helps visualize the **Cohort 2025** students included in the CCRI





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

Inclusion criteria

- All cohort 2025 students continuously enrolled between Oct. 1, 2024, and May 1, 2025.
- Cohort 2025 students who graduated before May 1, 2025 are also included.
- [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

CCRI Points Description

Pt. Color	CCRI Value	CCRI Point
blue	1.25	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
blue	.5 per exam	AZ Proficient or higher score on ACT ELA or ACT Math (ELA 19-24, Math 19-24)
blue	.5 per exam	AZ Highly Proficient on ACT (ELA ≥ 25, Math ≥ 25) or ACT Science ≥ 20 * A student who scores highly proficient on ACT ELA or Math can receive points in both the 'Proficient' column and the 'Highly Proficient' column.
blue	.5 per exam	Meets cut score on SAT English or math exam
blue	.5 per exam	Meets cut score on any AP exam
blue	.5 per course	Passes a college 100-level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)

Pt. Color	CCRI Value	CCRI Point
blue	.35 per exam	Meets cut score on ACCUPLACER, ALEKS, COMPASS, EdReady (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam
blue	.5 per exam	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam
blue	1	Meets all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses
blue or red	0.5 points per seal	Arizona diploma seals. Note: diploma seals are capped at 1 point.
blue or red	0.5	Completes the FAFSA
red	1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
red	.5 per course	Passes a college 100-level level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)
red	.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –
red	0.5	Meets benchmarks for ASVAB
red	0.5	Meets benchmarks for ACT WorkKeys, or met benchmarks for Arizona Career Readiness Credentials
red	.5 per credential, certificate, or license	Earns an Industry-Recognized Credential, Certificate, or License No more than one total CCRI point may be awarded. *See appendix for list of approved CTE credentials for this category.
red	1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours

Bonus Points

Possible Bonus Points

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



Updates for fiscal year 2024-2025

- Students with a valid 8th grade MSAA will be removed from ACT Aspire participation calculations.
- Science proficiency calculations will no longer include the results of RAEL students.

Special Education Enrollment Bonus

Details

- This metric awards bonus points to 9-12 schools based on comparisons to the percentage of special education students enrolled statewide.
- Because of FERPA considerations, a school must have at least 10 students receiving Special Education services on October 1, 2024 to be eligible for these points.



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

Inclusion Criteria

- Special Education students receiving services on October 1, 2024
- Students enrolled on October 1 of 2024 (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, 2024 receiving special education services.
- *oct_1_sped_enrollment*: The number of students receiving special education services on October 1, 2024.
- *n_fay_students*: The number of all FAY students.

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

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

The school's percentage of special education enrollment is...	9-12 statewide percentage		Bonus Points
	2023-2024	2024-2025	
80% or more of the statewide percentage	13.29%	pending	2
70% - 79% of the statewide percentage	11.63%	pending	1.5
60% - 69%	9.97%	pending	1

of the statewide percentage			
Below 60% of the statewide percentage	9.96%	pending	0

Science Proficiency Bonus

Details

- Schools that administer the AzSCI/MSAA Science test to 95% of the students in cohort 2026 can earn up to 3 bonus points based on the school’s percentage of students who reach proficiency compared to the statewide average.



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

Inclusion Criteria

- Students enrolled in cohort 2026 on the first day of AzSci Window, March 17, 2025 (for 95% calculation)
- FAY students enrolled in cohort 2026 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 cohort 2026 who demonstrated proficiency on AzSci or MSAA Science.
- n_fay_sci_P_HP*: The number of FAY students enrolled in cohort 2026 who scored Proficient or Highly Proficient on AzSci or MSAA Science.
- n_fay_tested_sci*: the number of FAY students enrolled in 2026 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 AzSci pass rate compares to the statewide average of school AzSci pass rates. Only schools who tested at least 95% of their students are included in the statewide average of school AzSci pass rates. The average of school pass rates is calculated separately for K-8 schools and for 9-12 schools.

The school’s percentage of science proficient students is...	9-12 statewide average		Bonus Points
	2023-2024	2024-2025	
1 sd* or more above the statewide average	≥42.39%		3
Greater than the statewide average, and less than 1 sd above the statewide average	>23.67%		1.5
Less than or equal to	≤23.67%		0

the statewide average			
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Standard Deviations

- 9-12, school year 2024-2025: pending
- 9-12, school year 2023-2024:

ACT Aspire Participation Bonus

Details

- Traditional 9-12 schools earn up to 3 bonus points for administering ACT Aspire to cohort 2028 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 2028 on the first day of the ACT Aspire window, March 31, 2025
- 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 2028 students who have a valid ELA and math score on ACT Aspire
- n_cohort_tested_ELA_math*: The number of cohort 2028 students who have a valid ELA and math score on ACT Aspire
- cohort_enrolled_day1*: The number of cohort 2028 students enrolled on the first day of the ACT Aspire testing window, March 31, 2025

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

- 3 points: 95% or more** of cohort 2028 students have a valid ELA and math score on ACT Aspire
- 1.5 points: 90% or more, but less than 95%** of cohort 2028 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 2025 students that either enroll in post-secondary education or enlist in the military, compared to cohort 2024, or
 - 85% or more of cohort 2025 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 2025 and June of 2024. Otherwise, it may be more difficult to earn the bonus point. For example, the post-secondary enrollment of cohort 2024 students in September of 2024 may be much higher than the enrollment of cohort 2025 students in June of 2025.

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 2024-2025 school year will not receive an A-F letter grade score.
- In order to receive an A-F letter grade score, schools must be eligible for the minimum point threshold corresponding to their A-F model in the table below. Schools that do not meet the eligibility threshold will receive a designation of Not Rated (NR).

Model	Minimum Eligible Points
9-12	50



Calculations

9-12 Schools

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

Variables

- **9_12_score**: Traditional 9-12 school’s total A-F Letter Grade Score
- **proficiency**: Proficiency Indicator score
- **el**: EL Indicator score
- **sg_improve**: Subgroup Improvement Indicator score
- **grad**: Graduation Rate Indicator score
- **ccri**: College and Career Readiness Indicator score
- **sum_eligible_points**: The total number of points for which a school is eligible, according to the model weights. [See table here](#)
- **912_pct**: The percentage of the school’s students enrolled in grades 9-12
- **912_pts**: The points the non-typical school earned according to the 9-12 model
- **912_pts_eligible**: The number of 9-12 points for which the school was eligible
- **912_bonus**: The number of 9-12 bonus points the school earned

Calculating LEA Letter Grades

For school year 2024-2025 LEAs will also receive a letter grade. LEAs with only one school will receive the grade of that school.



Calculation

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

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
Alt ELPA	Alternative English Language Proficiency Assessment
AOI	Arizona Online Instruction
AzEDS	Arizona Education System
AZELLA	Arizona English Language Learner Assessment
AzMerit/AzM2	Arizona's Measurement of Education to Inform Teaching
AzSCI	Arizona Science Test
CCRI	College and Career Readiness Index
DRP	Dropout Recovery Program
EL	English Language
ELA	English Language Arts
FAY	Full Academic Year
FEP	Fluent English Proficient
HP	Highly Proficient on assessment
MP	Minimally Proficient on assessment
MSAA	Multi-State Alternate Assessment (Math, ELA)
MSAA Science	Multi-State Alternate Assessment Science Test
P	Proficient on assessment
PP	Partially Proficient on assessment
RAEL	Recently Arrived English Learner
SBE	State Board of Education
SGP	Student Growth Percentile
SGT	Student Growth Target
SPED	Special Education

School year 2024-2025 A-F CCRR Credentials for CTE Programs

Changes to this list could occur after April 1, 2025

Credential Name

- Adobe Certified Associate (ACA)
- Amatrol
- American Welding Society Certification (AWS)
- APCO International- Public Safety Telecommunication Dispatcher
- Apple Certified Pro (ACP) - Final Cut Pro
- Approved Veterinary Assistant (AVA)
- Arizona Aesthetician License
- Arizona Agriculture Skills & Competencies Certificate
- Arizona Center for Fire Service Excellence-Fire Fighter I and II
- Arizona Cosmetology License
- Arizona Department of Public Safety- Security Guard Certification
- Arizona Landscape Contractor Association (ALCA)
- ASE Student Certifications-G1, A1-A8, AST
- ASE Student Certifications-Medium/Heavy Diesel (T2-T6)
- ASE/ICar Student Certifications-Paint and Refinishing, Non-Structural Repair, Mechanical and Electrical
- Autodesk AutoCAD Certified User
- Autodesk Certified User - 3ds Max; Maya
- Beginning Jewelry Sales
- Biotechnician Assistant Credential (BACE)
- CAD-CAM
- Certified Cardiographic Tech (CCT)
- Certified Front Desk Representative
- Certified Fundamentals Cook (CFC) and Pastry Cook (CFPC)
- Certified Guest Service Professional (CGSP)
- Certified Healthcare Documentation Specialist Transcriptionist (CHDS)
- Certified Hospitality and Tourism Management Professional
- Certified Internet Web (CIW) - JavaScript Specialist
- Certified Nurse Assistant (CNA)
- Certified Personal Trainer (CPT)
- Certified Pharmacy Technician (CPhT)
- Certified Phlebotomy Technician
- Certified Physical Therapy Aide (CPTA)
- Certified Restaurant Server
- Chief Architect Certified User
- Child Development Associate Credential
- Clinical Medical Assistant (CCMA)
- CompTIA A+
- CompTIA IT Fundamentals
- CompTIA Network+
- CompTIA Security +
- CSX Cybersecurity Fundamentals Certificate
- Emergency Medical Responder (EMR)
- Emergency Medical Technician (EMT)
- FAA Airframe Mechanic
- FAA Ground Instruction; Instrument; Control Tower and Remote Pilot
- FAA Powerplant Mechanic
- FCC License
- Licensed Massage Therapist (LMT)
- Licensed Nurse Assistant (LNA)
- Manufacturing Skill Standards Council (MSSC)
- Master CAM
- Mechatronics
- Microsoft Office Specialist (MOS) credential
- Microsoft Technology Associate (MTA)
- NAFTTrack Certification
- National Institute for Metalworking Skills (NIMS)
- National ProStart Certificate of Achievement (COA)
- NCCER Cabinetmaking
- NCCER Carpentry
- NCCER Construction Technologies
- NCCER Core
- NCCER Heavy Equipment Operator
- NCCER HVAC
- NCCER Welding
- Oracle Java certification-fundamentals
- OSHA 10
- Praxis Para Pro Certificate
- PrintED/SkillsUSA Student Certification
- Programmer I -JAVA basics
- QuickBooks Certified User (QBCU)
- Radiation Health and Safety (RHS)(by Dental Assisting National Board)
- Registered Clinical Medical Assistant Specialist (RCMAS)
- Registered Medical Assistant (RMA)
- ServSafe Food Protection Manager
- SolidWorks - Certified Solidworks Associate (CSWA), Certified Solidworks Professional (CSWP)
- Wildland Firefighter

Revisions

- June 11, 2025 Updated typos in EL Growth Levels for AltELPA
- July 10, 2025 Clarified CCRI Inclusion criteria
- August 27, 2025 Clarified language regarding statewide average school AzSci pass rate used for bonus points.

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>"