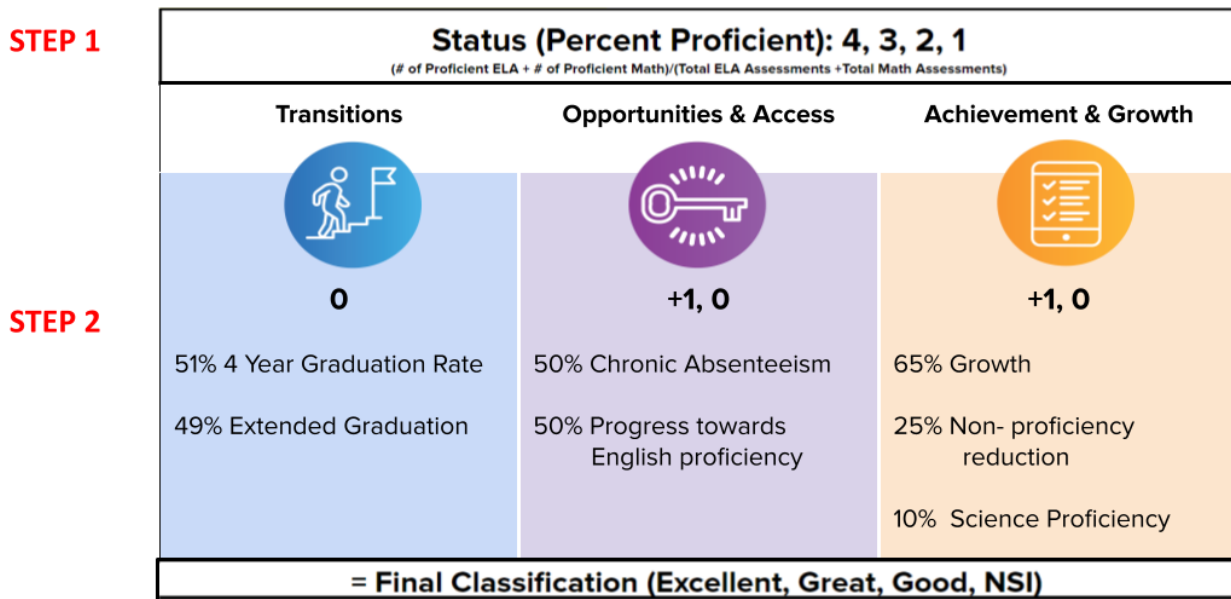


Below is a graphic representation of the 2023 AQuESTT classification process. Following that are simple explanations of how each score is determined. Complete explanations can be found in the 2023 AQuESTT Classification Business Rules - Version 4.0 at aquestt.com/resources.



Status:

- The **Status** indicator score is based on the percentage of eligible students who scored On Track or higher in the current year's statewide Math and English Language Arts assessments.

Transitions:

- For each district/high school, the 4- and 7-year cohort graduation rates from the previous year are used to define two separate indicators. The cohort graduation rates are the percentage of graduating cohort members.

Educational Opportunities and Access

- The **Chronic Absenteeism** indicator is defined by the difference between the percentage of eligible students at a school/district that are categorized as chronically absent, relative to the 2021-2022 baseline rate. The goal is a 5% improvement on that baseline rate. The indicator score is calculated by subtracting the current year rate from the target rate. This difference could be positive or negative, with a positive number indicating the district/school is performing better than the target.

- The **Progress Toward English Language Proficiency** indicator measures the percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.
- **One classification point may be added depending on the school or district's calculation.**

Student Achievement and Growth:

- The **Growth** indicator is the percentage of NSCAS/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area. Only ELA and Math assessments are used in Growth rate calculations, since Science assessments are not taken in consecutive grades.
- The **Non-Proficiency Rate** is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments for the current year and the previous three years, and then combined into a non-proficiency trend line. A school or district's Non-Proficiency Rate is the slope of the line representing the trend in the rate of non-proficient statewide assessments over recent years. The goal is a negative slope value (fewer non-proficient tests).
- The **Science Proficiency** indicator is defined by the percentage of eligible statewide assessments scored at a proficient level or above when compared to school's/district's total valid NSCAS/NSCAS-Alt/ NSCAS-ACT Science assessments.
- **One classification point may be added depending on the school or district's calculation.**