A-F LETTER GRADES

A REVIEW OF THE A-F LETTER GRADE SYSTEM AND AMPHI DATA

Jason Weaver
Program Evaluation and Data Analyst
Office of Learning and Instruction

A-F Letter Grades



Review the key components and calculations of the A-F letter grade system.



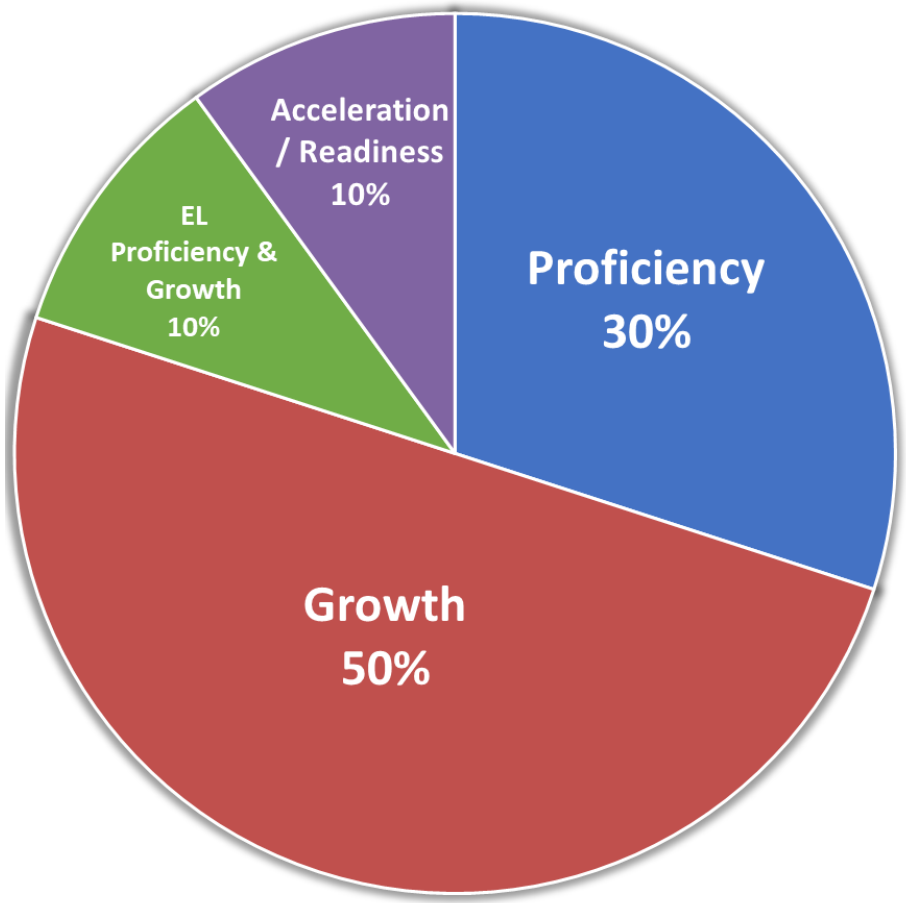
Review District Letter Grades and Assessment Data



Preview significant changes to future letter grade system

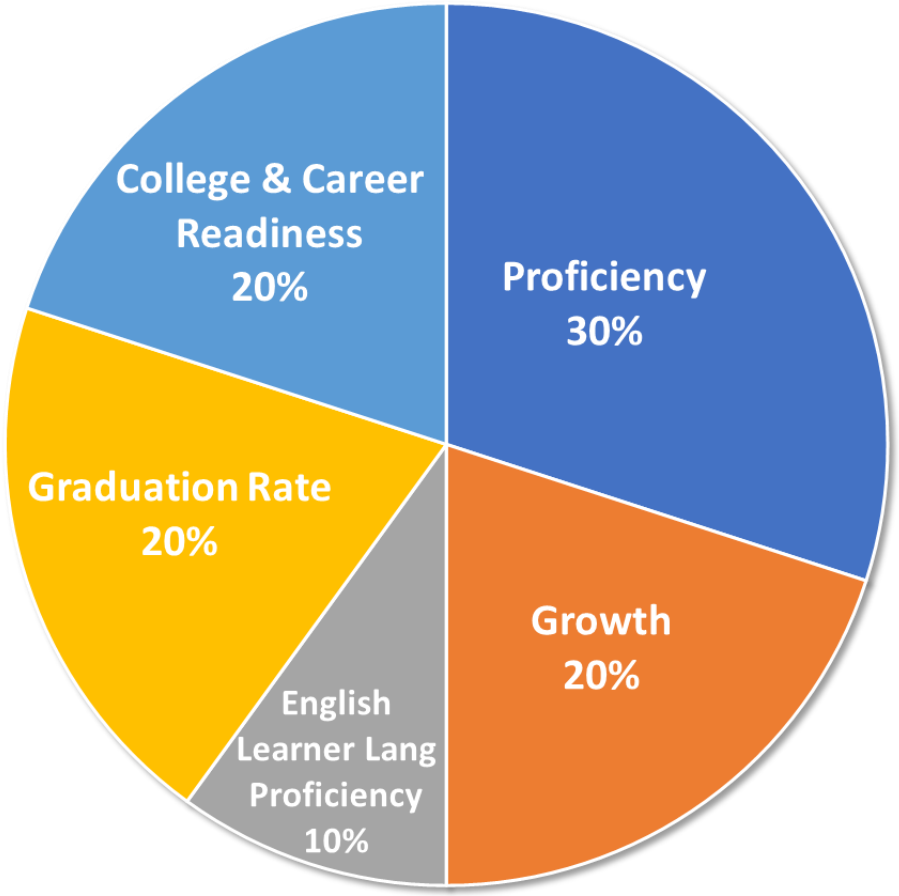
A-F Letter Grades: K-8 Structure

- ✓ Percentage of **proficient** students on the AASA grade level assessment (grades 3-8)
- ✓ Longitudinal indicators of relative student **growth**
- ✓ English Learner language **proficiency** and **growth** (grades K-8)
- ✓ Indicators to measure students' ability to **accelerate** beyond elementary school



*Source: Arizona Department of Education Business Rules, K-8 & Traditional HS

A-F Letter Grades: High Schools



- ✓ Percentage of **proficient** students on the state administered ACT (grade 11)
- ✓ Longitudinal indicators of relative student gain and **growth**
- ✓ English Learner language **proficiency** and **growth** (grades 9-12)
- ✓ College and Career Readiness Indicators
- ✓ Graduation rate

*Source: Arizona Department of Education Business Rules, K-8 & Traditional HS

A-F Letter Grade Definitions

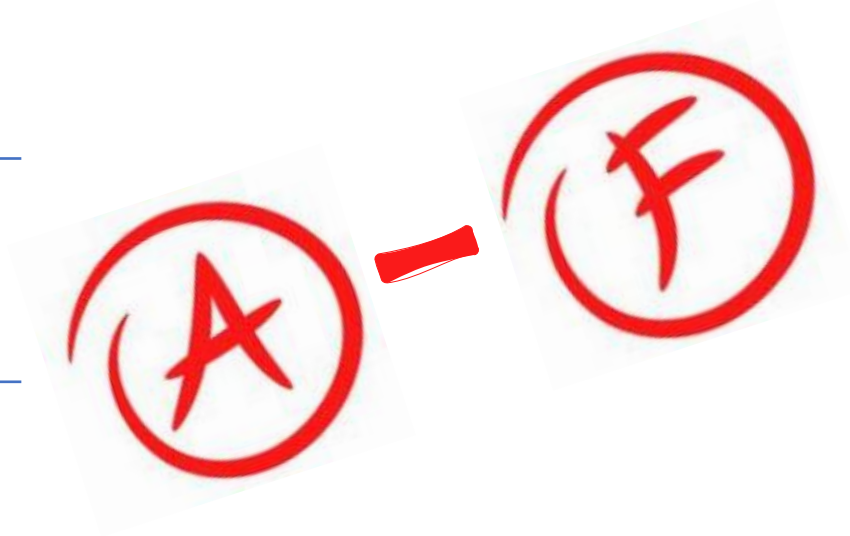
A - Excellent

B - Highly Performing

C - Adequately Performing

D - Minimally Performing

F - Failing



*Source: AZ State Board of Education

State Assessment: Proficiency Levels for Students

Highly Proficient (Level 4)

✓ Advanced understanding, highly likely to be ready (for the next grade level).

Proficient (Level 3)

✓ Strong understanding, likely to be ready (for the next grade level).

Partially Proficient (Level 2)

✓ Partial understanding, likely to need support to be ready (for the next grade level).

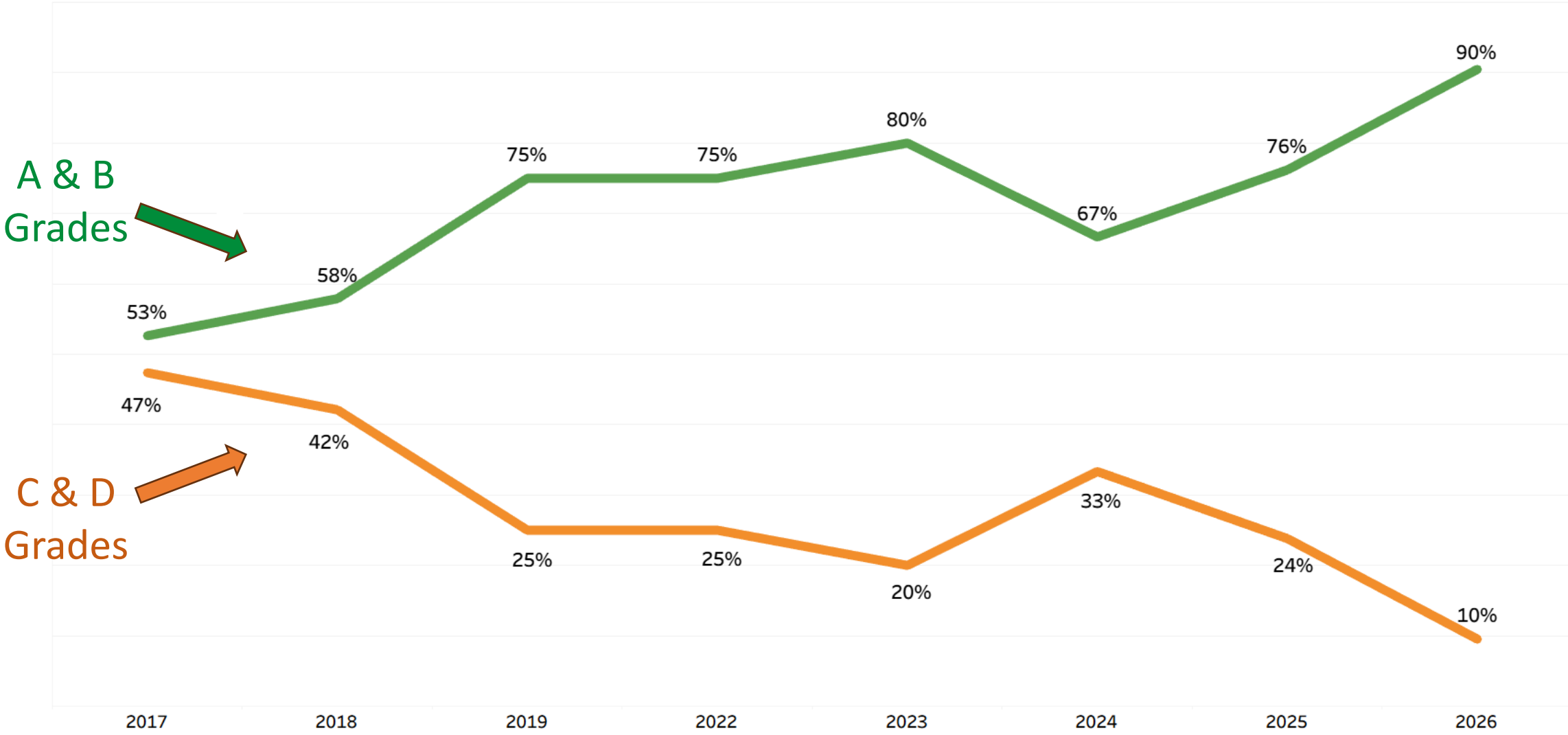
Minimally Proficient (Level 1)

✓ Minimal understanding, highly likely to need support to be ready (for the next grade level).

*Source: Arizona Department of Education AASA Reporting Guide ELA and Math

2025-2026 Letter Grades and State Assessment Data

Amphi Letter Grades Trend



A-F Indicator Breakdown by Level

Proficiency
Growth
EL Proficiency and Growth
Overall Percentage Earned

Areas/Strengths Contributing to Strong A-F Performances

Rio Vista and **Walker Elementary-** Continued to improve in both Proficiency and Growth receiving a “A” ratings.

Prince, Holaway, Nash, and **Amphi Middle** all improved from a “C” to a “B” rating.

Amphitheater High School – Maintained their “B” rating.

Four Elementary and two High Schools were in the top 20 in Pima County for total percentage earned. **(Innovation, Harelson, Painted Sky, Mesa Verde, Canyon del Oro, Ironwood Ridge)**

Innovation Academy– was #1 in Pima County and had the fourth highest percentage of points earned in the state of Arizona.

	2026 Letter Grade	Percentage Earned
Innovation Academy	A	103.0%
Harelson Elementary School	A	98.0%
Canyon Del Oro High School	A	97.7%
Painted Sky Elementary School	A	97.4%
Mesa Verde Elementary School	A	97.3%
Wilson K-8 School	A	93.0%
Ironwood Ridge High School	A	89.2%
Rio Vista Elementary School	A	87.5%
Walker School	A	86.6%
Donaldson Elementary School	A	86.4%
Copper Creek Elementary School	A	84.4%
Cross Middle School	B	81.4%
Keeling Elementary School	B	79.3%
Prince School	B	77.8%
Amphitheater Middle School	B	75.2%
Holaway Elementary School	B	74.2%
Coronado K-8 School	B	74.2%
Nash School	B	73.3%
Amphitheater High School	B	66.5%
La Cima Middle School	C	70.5%
Amphi Academy Online	C	54.3%

AMPHITHEATER Public Schools

A - Excellent

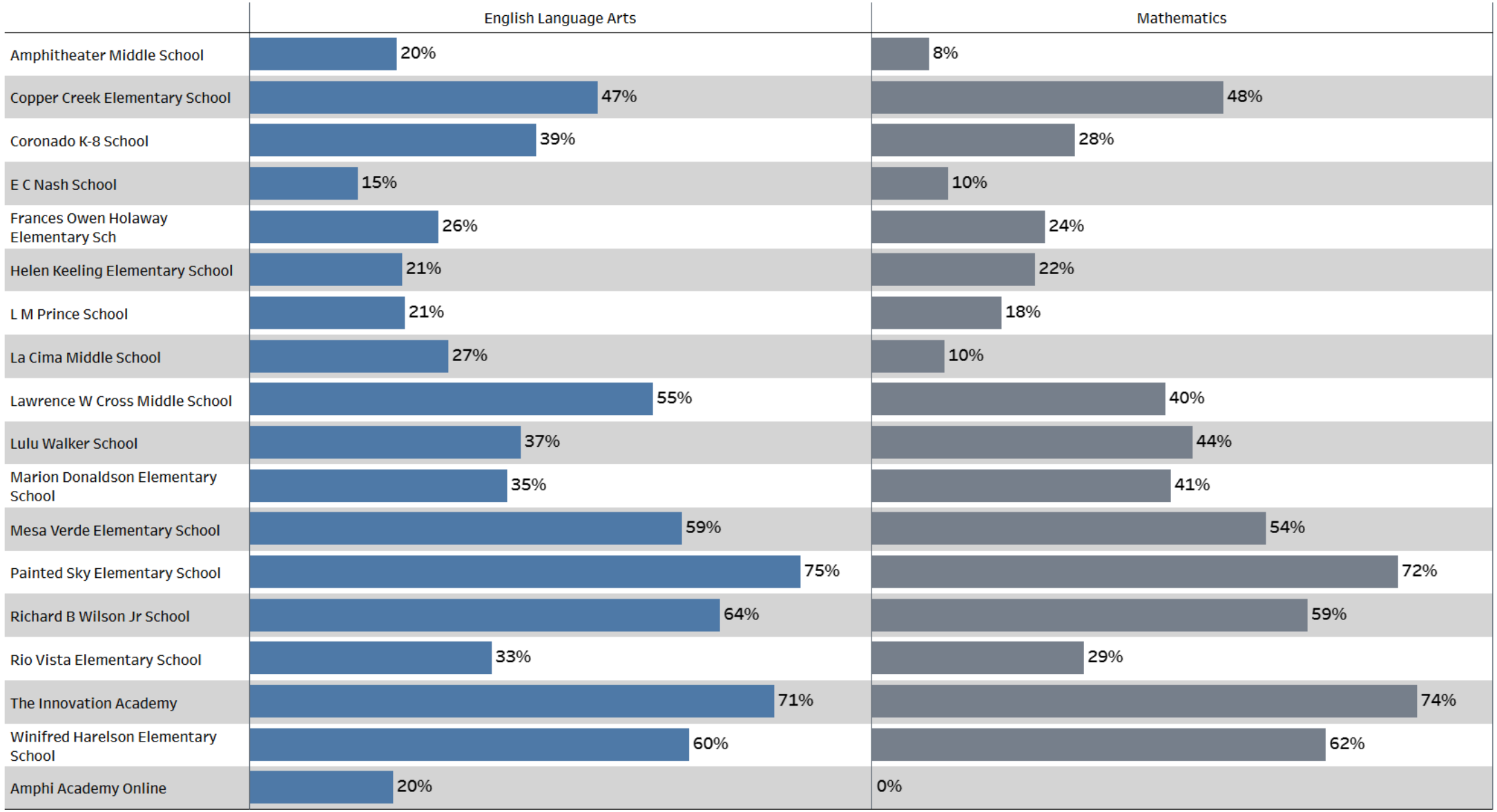
B - Highly Performing

C - Adequately Performing

D - Minimally Performing

F - Failing

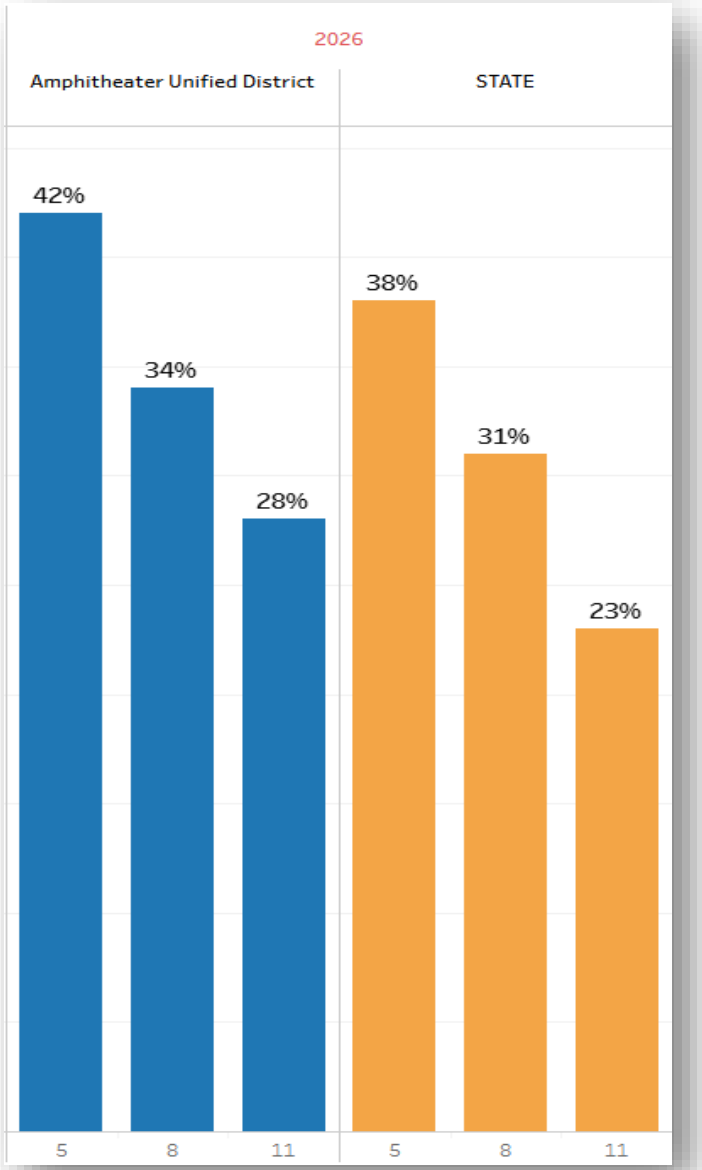
Amphi School Proficiency Rates (3-8)



ACT (11)

		English Language Arts	Mathematics
Amphitheater High School	2026	15%	15%
Canyon Del Oro High School	2026	56%	56%
Ironwood Ridge High School	2026	54%	44%
Amphi Online Academy	2026	4%	17%

AzSci



Continued Work for Continued Growth

Guaranteed & Viable Curriculum

Collaborative Teaching and Learning

Instructional Best Practice

Data, Assessment, and Professional Learning Communities

Upcoming Changes to Arizona's School Letter Grade System

Arizona A-F School Accountability System Revisions

Upcoming Changes to Arizona's School Letter Grade System

Arizona A-F School Accountability System Revisions

Beginning 2026-27 with first revised letter grades released in Fall 2027

Major Themes

- Higher performance expectations to achieve a given letter grade
- Overall *and* individual indicator grades
- Compensatory vs. Criterion
- Fewer A-rated schools – and a downward shift

Upcoming Changes to Arizona's School Letter Grade System

Why Is the System Changing?

- SB 1411: Requires both overall and indicator-level grades
- SB 1430: Requires multiple direct measures of school performance
- 2026 Auditor General Review: Recommended increased transparency, removal of bonus points, and stronger benchmarks

Upcoming Changes to Arizona's School Letter Grade System

What Is Changing?

These changes reduce the compensatory nature of the current model and place greater emphasis on direct student outcomes.

1. Multiple Letter Grade Reporting
2. Elimination of Bonus Points
3. Direct, Uncapped Scoring
4. Fixed Performance Benchmarks
5. Future revisions of the CCRI component

Upcoming Changes to Arizona's School Letter Grade System

Projected Impact on A-Rated Schools

As performance expectations increase, statewide A ratings are projected to decline, with the largest impacts on High Schools.

School Type	Current	2026-27	+ 1/2 SD	+ Full Goal
K-8 Schools	35%	30% (-5)	20% (-15)	13% (-22)
High Schools	53%	31% (-22)	23% (-30)	13% (-40)

Upcoming Changes to Arizona's School Letter Grade System

Implementation Timeline

Timeline	Milestone
2026-27	Initial implementation
Nov 2027	First revised grades released
2027-28	Potential Concordance + 1/2 SD
2028-29	Potential Full Goal implementation

District Considerations

- Changes largely reflect new accountability expectations and revised scoring rules rather than a decline in student achievement.
- Continue our laser-like focus on student learning, proficiency, and access to grade level content.
- Monitor State Board decisions and guidance.
- Communicate changes to staff, families, and community.
- Analyze impacts on schools and district performance.
- Align improvement efforts with the revised measures.

Questions?


Creative Thinking • Collaboration • Critical Thinking • Scholarship • Communication • Caring • Citizenship • Problem Solving
Amphitheater Public Schools
PROMISE OF A GRADUATE