

CATALINA FOOTHILLS SCHOOL DISTRICT



CFSD ASSESSMENT PROGRAM SUMMARY REPORT FOR 2021-2022

MARCH 2023

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**Catalina Foothills School District
Assessment Program Summary Report for 2022**

What is the purpose of assessment?

The primary purpose of assessment is to improve student learning. All assessments, including state assessments, provide a way to gather relevant information about student performance and make educational decisions. No single assessment is able to provide a complete picture of student performance or progress. An effective assessment system utilizes different types of assessments to gather multiple pieces of evidence about how students have grown over time and how they are performing relative to a set of standards.

How are our students assessed?

During the school year, CFSD students are assessed through both external and internal assessments to measure achievement and readiness for college and career. Multiple types of assessments are needed to make instructional decisions and monitor student progress toward grade level/course learning goals. They include:

- Classroom- and team-based evaluations of student learning during the learning process and at the conclusion of a defined instructional period.
- District Common Assessments used to measure transfer and cross-disciplinary skills such as critical thinking, problem solving, and communication.
- Standardized norm-referenced and criterion-referenced evaluations of student performance (e.g., large-scale statewide assessments or other external tests).

All students in grades 3-8 and high school (grade 9, 11) participate in statewide assessments (English language arts [ELA], Math, and Science). Statewide assessments are required by state and federal law (state law: ARS 15-741); federal law: 34 CFR 200.2 *Participation in Assessments*). Arizona does not have any exemptions from participating in these assessments. All assessments are administered online. Students have access to universal and embedded tools and supports.

What are the different state assessments that students will take?

- Arizona's Academic Standards Assessment (AASA) – English language arts and Math (grades 3-8)
- Arizona's Science Assessment (AzSCI) – Science (grades 5, 8, 11)
- ACT Aspire – English, Math, Reading, Science, Writing (grade 9)
- ACT – English, Math, Reading, Science, Writing (grade 11)

Parent/guardian information about the statewide achievement tests can be found [here](#).

Students with significant cognitive disabilities and an Individual Education Program (IEP) may be eligible to participate in an alternate assessment (Multi-State Alternate Assessment [MSAA]) that measures performance in English language arts, Math, Science. It is designed to have specific supports such as simplified language, pictures to support reading passages, and statements reminding students what the question is about. This assessment is administered one-on-one (a teacher and a student). This assessment does not measure non-academic content such as life skills.

English language learners (ELs) are assessed to demonstrate progress toward English language development. The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that measures students' English language proficiency. Students' proficiency scores determine appropriate placement for instruction. Students

who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency, and then are monitored for two years.

Report Focus for 2022

The focus of this year's assessment report is mainly on student achievement results from the spring 2022 state test administration and assigned A-F letter grade data for the 2021-2022 school year. We recognize that the statewide assessments are only one indicator at a given point in time. However, their purpose is to measure performance in the state standards. The results provide a large-scale common set of data (albeit one) that we can use with other data sources to identify in the short- and long-term where the schools need to support the academic needs of our students. For example, we continue to analyze test results (proficiency and growth) in the aggregate, but also disaggregated by subgroup.

A-F indicator data at the school and student level provide information about proficiency, but also growth for the students that have prior year data. We have stability data (percentage of students who have been in our schools for 1-3 years), current and past grades, graduation / dropout, course-taking, and chronic absenteeism data. In the early grades, we know which students did and did not attend pre-kindergarten and kindergarten and can use literacy screening results to inform reading instruction. Data sources such as the aforementioned help us better understand the scope of the academic impact and what resources are most needed to implement the most appropriate interventions / learning supports for our students.

Spring 2022 State Achievement Test Participation Rates

The federal Every Student Succeeds Act (ESSA) requires that 95 percent of students participate in state assessments in grades 3-8 and at least once in high school. CFSD had high participation rates for the Spring 2022 state achievement tests. Participation rates for state achievement testing are displayed in Table 1. All schools tested well above the required 95% tested requirement.

Table 1. CFSD Spring 2022 Participation Rates for State Achievement Testing

Spring 2022 Participation Rates	
School	Percent Tested
Canyon View	100%
Manzanita	99.7%
Sunrise Drive	99.67%
Ventana Vista	100%
Esperero Canyon	99.9%
Orange Grove	99.55%
CFHS	97.16

AASA (Arizona's Academic Standards Assessment)

The AASA is Arizona's statewide achievement test to measure proficiency of the English language arts (ELA) and Mathematics standards at grades 3-8. The assessment is aligned to the Arizona English Language Arts and Mathematics Standards adopted in 2016, which are the most current standards available. Spring 2022 was the first test administration of the AASA. AzM2 was used to measure the ELA and Mathematics academic standards in spring 2021, and in previous years, AzMERIT. No state achievement tests were administered in spring 2020 due to the COVID-19 pandemic. Although the name of the achievement tests has changed over time, the types of test items have not.

AASA is a computer-based assessment that measures critical thinking skills in the context of academic content. It includes different types of questions, including items that have multiple-steps. Students are asked to apply their knowledge and skills to address real-world problems. In English language arts, students have to apply their research and writing skills. In Math, students solve complex problems and then describe and defend their reasoning. A writing performance task is included at every tested grade level. Only eligible students with significant cognitive disabilities participated in other alternate achievement tests.

Grade 3 is the first year of statewide testing. It is also the year that the Move on When Reading (MOWR) cut score/indicator is used. As part of the MOWR legislation (ARS 15-701), third-grade students who fail to reach the MOWR cut score on the reading portion of the third-grade statewide English Language Arts (ELA) exam are candidates for retention.

AASA Performance Levels

Student performance on AASA was reported as one of four performance levels.



The performance levels delineate the knowledge, skills, and practices that students are able to demonstrate. Students who score at the (1) Minimally Proficient or (2) Partially Proficient levels are likely to need support to be ready for the next grade or course. Students who score at the (3) Proficient or (4) Highly Proficient levels are likely to be ready for the next grade or course. Percent passing is calculated using scores at levels 3 and 4. Annually, each school examines the overall and individual student scores in order to develop strategies and interventions to increase the academic success of students.

Disaggregation of AASA Data by Subgroup

ESSA requires states to disaggregate testing data for accountability purposes for the following subgroups:

- Race/ethnicity
- Gender
- Socioeconomic status
- Disability
- English learners

ESSA also added the subgroups below for data reporting, but not accountability purposes:

- Homeless status (McKinney-Vento)
- Students with a parent in the military
- Students in foster care

This breakdown brings focus to the performance of low-achieving groups of students in order to identify gaps in learning

and reveals trends in achievement and behavior. For school accountability purposes, subgroup data are only used when the number of students in the subgroup meets or exceeds the N-size of 10.

Table 2 displays CFSD student demographics by subgroup for grades K-12. The districtwide subgroup data serves as a reference point when examining subgroup assessment results by grade level and school.

Table 2. CFSD Student Demographics for K-12**

Student Demographics	Number	Percent
All Students	5,242	100%
Female	2,582	49%
Male	2,660	51%
Asian	312	6%
Black or African American	98	2%
Hispanic or Latino	1,525	29%
Native American	10	0.2%
Pacific Islander	12	0.2%
Two or More Races	385	7%
White	2,900	55%
Income Eligibility 1 & 2	771	15%
Special Education	449	9%
English Learners	172	3%
Military	119	2%
Foster	*	*
McKinney-Vento	*	*

*N-size is less than 10

**Data reflects the first day of the testing window, March 21, 2022.

AASA and ACT Performance Outcomes



The data in Table 3 and Table 4 show the passing rates for subgroups that were assessed in English language arts and Math during the spring 2019, 2021, and 2022 test administrations. The percent passing is the total percentage of students scoring at the performance levels of Proficient and Highly Proficient (performance levels 3 and 4). The data represented is from the second version of the public file that was posted on February 22, 2023.

During the 2021-2022 school year, teachers used universal screeners (e.g., DIBELS 8, CommonLit) district-created diagnostics, and classroom-based assessments to gauge student understanding, address gaps, and provide advanced learning opportunities. Data from these assessments were used to inform instructional decisions, such as small group instruction and intervention experiences. When examining student performance data by subgroup, it is also important to consider other variables such as absenteeism, active engagement in learning, etc.

Percent Passing for English Language Arts by Subgroup

Table 3 below shows the percent passing for all subgroups in English language arts over three years. The data also show:

- The percent passing for All Students for English language arts is 67% which reflects a 1% increase as compared to 2019 and a 4% increase as compared to 2021.
- Over the three-year period, female students are outperforming male students by 6-9 percent. The Female and Male subgroups show an increase of 5% and 2% respectively as compared to 2021.
- All subgroups with the exception of Military, Students with Disabilities, and Black or African American show an increase in percent passing as compared to 2021.
- In 2022, all ethnicity subgroups with the exception of Two or More Races (79%) and Asian (72%), have a lower percentage of students scoring at Proficient and Highly Proficient than the subgroup of White students (71%).
- There is a significant decrease in percent passing for the Black or African American subgroup over the three-year period (51%, 47%, 38%).
- Of particular concern is the subgroup of Students with Disabilities. Approximately 16% are demonstrating proficient performance in the English Language Arts standards. This reflects a 6% decrease as compared to 2019 and 2021.
- The passing rate for the Military subgroup is 2% higher than All Students.

Other data (source: Arizona Department of Education) show:

- The overall proficiency for all students in English Language Arts both statewide and in Pima County is 38%.
- Percent passing for all grades in Arizona ranges from 34% to 43%. Percent proficient is lowest at grade 8 (34%). Percent proficient is higher at grades 4 (43%) and 7 (41%) than all other grades.
- There is a 22% difference in the percent passing for ELA for CFSD students who are Full Academic Year (FAY) and non-FAY students (67% and 45% respectively).

Table 3. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA and ACT Percent Passing for English Language Arts by Subgroup (All Tests)

Subgroup	2019	2021	2022
Female	69	66	71
Male	63	60	62
Military	71	82	69
Homeless/McKinney-Vento	N/A	N/A	N/A
Income Eligibility 1 and 2	45	35	44
Limited English Proficient	*	*	21
Students with Disabilities	22	22	16
Asian	72	67	72
Black or African American	51	47	38
Hispanic or Latino	56	48	55
American Indian / Alaska Native	*	*	*
Native Hawaiian / Other Pacific Islander	*	*	*
Two or More Races	75	72	79
White	69	69	71
All Students	66	63	67

*No data is displayed for subgroups with less than 10 students.

Percent Passing for Math by Subgroup

Table 4 shows the percent passing for all subgroups in Math over three years. The data also show:

- The percent passing for All Students in Math is 58% which reflects a 3% increase as compared to 2021.
- From 2021 to 2022, there is a 1% - 11% gain in Math proficiency across all subgroups with the exception of the following:
 - Military shows a decline in percent passing of 9%;
 - Asian and Black or African American reflect no change in percent passing (78% and 34% respectively) and;
 - Limited English Proficient increased by 2% as compared to 2019. (No data is available for 2021.)
- The most significant increase in percent passing is in the subgroup Two or More Races (from 58% in 2021 to 69% in 2022).
- Male students outperformed female students by 5% in both 2021 and 2022. There is a 4% increase in the percent passing for both the Female and Male subgroups from 2019 to 2021 (56% and 61% respectively).
- The Military subgroup is out-performing All Students by 5%.
- The Black or African American and Hispanic or Latino subgroups have academic proficiency gaps at higher rates than other ethnic groups (9%-44% lower).
- There is a 7% increase in percent passing for the Income Eligibility 1 and 2 subgroup.
- The percent proficient in Math for Students with Disabilities is 19%. Although this represents a 1% increase, this data is concerning.

Other data (source: Arizona Department of Education) show:

- The overall statewide proficiency for Math is 32%. In Pima County it is 31%.
- Percent passing for all grades statewide ranges from 25% to 39%. Percent proficient for all grades in Arizona is higher at grades 3 (39%) and 4 (38%) than all other grades.
- There is a 15% difference in the percent passing for Math for CFSD students who are FAY and non-FAY (59% and 44% respectively).

Table 4. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA and ACT Percent Passing for Math by Subgroup

Subgroup	2019	2021	2022
Female	67	52	56
Male	67	57	61
Military	76	72	63
Homeless	N/A	N/A	N/A
Income Eligibility 1 and 2	42	28	35
Limited English Proficient	28	*	30
Students with Disabilities	24	18	19
Asian	83	78	78
Black or African American	38	34	34
Hispanic or Latino	55	39	44
American Indian or Alaska Native	*	*	*
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	69	58	69
White	72	60	63
All Students	67	55	58

1. * Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 5 shows the percent passing English language arts by subgroup and grade level for grades 3-5. Specifically:

- The percent passing for All Students in English language arts for grades 3, 4, and 5 is 66%, 79%, and 67% respectively. While the percent passing in grade 5 shows a significant decrease of 11%, the percent passing in grades 3 and 4 reflects an increase of 1% and 5% respectively as compared to 2021.
- Over the three-year period, the Female subgroup consistently outperformed the Male subgroup across the three grade levels with the exception of third grade in 2021 where the percent passing for both the Male and Female subgroups is the same as All Students (67%).
- From 2021-2022 in grades 3, and 5, there is a decrease of 7% and 9% respectively in percent passing in the Students with Disabilities subgroup.
- Well below half of students in the Students with Disabilities subgroup are demonstrating proficiency in the ELA standards across the three years at grades 3-5.
- While the Income and Eligibility 1 and 2 subgroup at grades 3 and 4 increased by 13% and 9% respectively from 2021-2022, this subgroup decreased by 14% in grade 5 in the same time period.
- From 2021-2022, the percent passing for grade 3 for the Two or More Races subgroup increased by 9% and the percent passing for grade 4 increased significantly by 20%. There was a 10% decline in percent passing in grade 5 for this subgroup.
- Statewide, the percent passing in 2022 for grades 3, 4, and 5 are 39%, 43%, 37% respectively. CFSD percent passing is 27-30% higher than the statewide percent proficient at these grade levels.

Other data (source: Arizona Department of Education) show:

- CFSD passing rates for English language arts exceed statewide results for all students in grades 3, 4, and 5 by 27%, 36%, and 30% respectively.
- There is a 25% difference in the percent passing for English language arts for grade 4 CFSD FAY and non-FAY students (80% and 65% respectively). A data comparison for FAY and non-FAY students in grades 3 and 5 is not possible as the non-FAY groups are too small to report.

Table 5. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA Percent Passing for Grades 3-5 English Language Arts by Subgroup

Subgroup	3-2019	3-2021	3-2022	4-2019	4-2021	4-2022	5-2019	5-2021	5-2022
Female	82	67	67	82	76	81	80	80	74
Male	75	67	64	73	72	76	76	75	61
Military	*	*	69	*	92	*	*	*	87
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 and 2	61	31	44	57	38	47	51	52	38
Limited English Proficient	*	*	25	*	*	53	*	*	38
Students with Disabilities	*	31	24	29	29	31	*	30	21
Asian	66	73	88	74	75	71	71	67	75
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	73	57	55	73	62	65	73	68	54
American Indian or Alaska Native	*	*	N/A	*	N/A	*	*	*	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	N/A	*	*	*
Two or More Races	95	73	82	84	72	92	80	89	79
White	80	70	70	80	81	84	82	82	72
All Students	78	67	66	77	74	79	78	78	67

1. Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 6 shows the percentage of students that passed the English language arts test by subgroup and grade level for grades 6-8. Specifically:

- The percent passing English language arts for All Students at grades 6, 7, and 8 in 2022 is 20-28% higher

than the state averages for percent passing.

- From 2021 to 2022, twelve (12) of fourteen (14) subgroups in grade 6 and grade 8 show an increase in the percentage of students scoring at Proficient and Highly Proficient in the English Language Arts standards. (This excludes: subgroups of less than 10, the grade 6 White subgroup which decreased by 6%, and the grade 6 Income Eligibility 1 and 2 subgroup which remained the same.)
- From 2021 to 2022, there is an increase in the percentage of students in grade 7 scoring at Proficient and Highly Proficient in the English Language Arts standards in two subgroups (Income Eligibility 1 and 2, White). There is a decrease in the percent passing in three subgroups in grade 7 (Female, Asian, and Two or More Races). Two subgroups in grade 7 (Male and Hispanic or Latino) remained the same.
- The Female subgroup is outperforming the Male subgroup all three years for grades 6-8.
- Two subgroups have the lowest passing rate as compared to other groups:
 - The Limited English Proficient subgroup in grades 6 and 7 shows significant gaps in achievement (20% and 0% respectively).
 - The Students with Disabilities subgroup in grades 6, 7, and 8 also show significant gaps (8%, 14%, and 21% respectively).
- From 2019 to 2022, the percent passing for Hispanic or Latino students in grades 6-8 is lower than students in grades 3-5.
- The subgroup Two or More Races is outperforming All Students across all three years.
- From 2021 to 2022, the percent passing in the Hispanic or Latino subgroup shows an 8% increase in grade 6 and a 15% increase in grade 8. The percent passing for this subgroup in grade 7 remained the same (48%) in 2021 and 2022.
- From 2019 to 2022, the Asian subgroup shows an overall increase in grades 6 and 8 (by 2% and 9% respectively).
- Across the three-year period, the percent passing in grade 7 for the Asian subgroup is 72%, 82%, and 58% which reflects an overall decrease of 14% for that time period.

Other data (source: Arizona Department of Education) show:

- Percent proficient for all students in Arizona is lowest at grade 8 (34%) and highest at grade 7 (41%).
- There is a difference of 35% in the percent passing for English language arts for grade 7 CFSD students who are FAY and non-FAY (62% and 27% respectively). A data comparison for FAY and non-FAY students in grades 6 and 8 is not possible as the non-FAY groups are too small to report.

Table 6. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA Percent Passing for Grades 6-8 English Language Arts by Subgroup

Subgroup	6-2019	6-2021	6-2022	7-2019	7-2021	7-2022	8-2019	8-2021	8-2022
Female	63	61	63	69	66	64	68	56	70
Male	58	51	53	65	58	58	55	51	55
Military	*	*	46	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 and 2	39	27	27	50	30	39	39	29	40
Limited English Proficient	*	*	20	*	*	0	*	*	*
Students with Disabilities	22	*	8	*	*	14	*	*	21
Asian	70	*	72	72	82	58	65	65	74
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	51	37	45	57	48	48	51	34	49
American Indian or Alaska Native	*	N/A	*	*	N/A	N/A	*	*	*
Native Hawaiian or Pacific Islander	N/A	*	*	*	N/A	*	*	*	N/A
Two or More Races	66	61	73	70	77	73	81	62	77
White	65	66	60	69	65	68	63	61	67
All Students	61	55	58	67	62	61	60	53	62

1. Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 7 shows the percentage of high school students that passed the English language arts test by subgroup and grade level. Specifically:

- The percent passing for All Students for grade 11 shows an increase from 63% to 71% from 2019 to 2022. The overall statewide percent passing for grade 11 is 38%.
- Two grade 11 subgroups show a decline from 2019 to 2022:
 - The Asian subgroup has the largest decline with the percent passing decreasing from 84% to 74%;
 - The subgroup Two or More Races shows a decrease of 2% (from 85% to 83%).
- Students in the Black or African American subgroup in grade 11 have the lowest percentage of students scoring at Proficient and Highly Proficient in the English Language Arts standards (42%).
- In 2022, the grade 11 Female subgroup is outperforming the Male subgroup (75% and 67% respectively).
- The percent passing in the Hispanic or Latino subgroup for grade 11 is 65%; this represents an increase of 18% as compared to 2019. Statewide results for grade 11 for the Hispanic or Latino subgroup show a passing rate of 25%.
- From 2019 to 2022 in grade 11 there is an increase of 25% in the subgroup Income Eligibility 1 and 2 (from 40% to 65%).
- There are significant increases in passing rates for all subgroups of students in the grade 11 cohort in 2022 as compared to the passing rates for these students when they were in the grade 10 cohort in 2021. The increases range from 11% (Two or More Races) to 24% (Hispanic or Latino).
- There is a 50% difference in the percent passing for English language arts for grade 11 CFSD students who are FAY and non-FAY (72% and 22% respectively).

Table 7. Comparison of Percent Passing for CFSD 2018-2019 AzMERIT (Grades 9-11), 2021 AzM2 (Grade 10), and 2022 ACT (Grade 11) for English Language Arts by Subgroup

Subgroup	9-2019	10-2019	10-2021	11-2019	11-2022
Female	60	58	56	67	76
Male	59	54	53	60	67
Military	*	*	*	*	*
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 and 2	41	34	47	40	65
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	*	*	30
Asian	75	69	57	84	71
Black or African American	*	*	*	*	42
Hispanic or Latino	44	46	41	47	65
American Indian / Alaska Native	*	N/A	*	*	*
Native Hawaiian / Other Pacific Islander	N/A	*	N/A	*	N/A
Two or More Races	57	70	72	85	83
White	66	58	59	65	75
All Students	60	56	54	63	71

1. Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 8 below shows the passing rates by subgroup and for All Students for grades 3-5 in Math.

- The percent passing for All Students in Math for grades 3, 4, and 5 is 63%, 68%, and 65% respectively. While

the percent passing in grade 3 shows a decrease of 4%, the percent passing in grades 4 and 5 reflects an increase of 10% and 1% respectively as compared to 2021.

- The overall statewide percent passing for grades 3, 4, and 5 is 39%, 38%, and 36% respectively.
- Over the three-year period, the Male subgroup is outperforming the Female subgroup across the three grade levels with the exception of grade 4 in 2019 and grade 5 in 2021 when students in the Female subgroup outperform Males by 4%.
- In grades 3, 4, and 5 the Students with Disabilities subgroup has the lowest passing rates (32%, 26%, and 25% respectively).
- Between 2021 and 2022, the percent passing for the Income Eligibility 1 and 2 subgroup shows an increase in grades 3 and 4 (from 25% to 40% and from 26% to 38% respectively).
- Between 2021 and 2022, the percent passing for the Hispanic or Latino subgroup shows an increase in grades 3, 4, and 5 (from 44% to 60%, from 43%-46%, and from 52%-57% respectively).
- The passing rates for All Students are inconsistent across the three years.
- In 2022, the Two or More Races subgroup increased in grades 3, 4, and 5 by 1%, 23%, and 5% respectively. This subgroup outperformed All Students all three years except for grade 4 in 2019.

Table 8. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA Percent Passing for Math by Subgroup and Grade Levels 3-5

Subgroup	3-2019	3-2021	3-2022	4-2019	4-2021	4-2022	5-2019	5-2021	5-2022
Female	79	63	61	65	54	67	70	66	63
Male	81	72	64	61	62	70	72	62	67
Military	*	*	54	*	*	*	*	*	81
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 and 2	59	25	40	36	26	38	41	*	38
Limited English Proficient	*	*	44	*	*	35	*	*	42
Students with Disabilities	44	33	32	*	*	26	*	*	25
Asian	86	82	82	82	88	72	86	74	80
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	69	44	60	47	43	46	67	52	57
American Indian or Alaska Native	*	*	N/A	*	N/A	*	*	*	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	*	*	*	N/A	*	N/A	*
Two or More Races	85	77	78	55	62	85	80	74	79
White	83	73	62	70	62	76	71	67	67
All Students	80	67	63	63	58	68	71	64	65

1. Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 9 below shows the passing rates by subgroup and for All Students in grades 6-8 in Math:

- In 2022, the percentage of All Students in grades 6, 7, and 8 scoring at Proficient and Highly Proficient in Math is 59%, 45%, and 50%. The overall statewide percent passing for grades 6, 7, and 8 is 29%, 26%, and 25% respectively.
- While there was an increase in percent passing for All Students for grades 6 and 8 from 2021 to 2022 (10% and 5% respectively), the percent passing for grade 7 shows a decrease of 9%.
- In 2022, the Male subgroup is outperforming the Female subgroup in grades 6, 7, and 8 (by 7%, 5%, and 8% respectively).
- From 2021 to 2022, the grade 6 and grade 8 Hispanic subgroups show an increase of 11% and 5% respectively. In the same time period, the Hispanic subgroup reflects a decrease of 19% in grade 7.
- The passing rate for students in the White subgroup shows a declining trend from grade 6 to grade 8 (65% in grade 6, 55% in grade 7, and 53% in grade 8). This trend is mirrored in the Students with Disabilities subgroup

(32% in grade 6, 26% in grade 7, and 25% in grade 8).

- The percent proficient for the grade 7 Income Eligibility subgroup declined significantly from 40% in 2021 to 11% in 2022. For grade 8 in 2022, this subgroup increased from 19% to 35%.
- The Asian subgroup in grades 6 and 8 has the highest percent passing of all groups (89%, 87%).
- The Military subgroup is the highest performing group in grade 7 with a passing rate of 58%.
- In 2022, the percent passing for the Two or More Races subgroup exceeds All Students in all three grade levels.
- Five (5) subgroups of students in the grade 8 cohort in 2022 have lower passing rates as compared to the results for these students when they were in the grade 7 cohort in 2021:
 - Female (-4%)
 - Male (-4%)
 - Income Eligibility 1 and 2 (-5%)
 - Hispanic or Latino (-7%)
 - White (-5%)
- Two (2) subgroups of students in the grade 8 cohort in 2022 have higher passing rates as compared to the results for these students when they were in the grade 7 cohort in 2021:
 - Asian (+1%)
 - Two or More Races (+8%)
- There is an 18% difference in the percent passing for Math for grade 7 students who are FAY and non-FAY (45% and 27% respectively). A data comparison for FAY and non-FAY students in grades 6 and 8 is not possible as the non-FAY groups are too small to report.

Table 9. Comparison of CFSD 2019 AzMERIT, 2021 AzM2, and 2022 AASA Percent Passing for Grades 6-8 Math by Subgroup

Subgroup	6-2019	6-2021	6-2022	7-2019	7-2021	7-2022	8-2019	8-2021	8-2022
Female	61	50	56	63	50	42	72	39	46
Male	63	49	63	64	58	47	65	49	54
Military	*	*	46	*	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 & 2	33	*	34	47	40	11	41	19	35
Limited English Proficient	*	*	55	*	*	8	*	*	*
Students with Disabilities	*	*	18	*	*	12	27	*	16
Asian	82	61	89	78	86	57	77	78	87
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	50	29	40	50	43	24	55	31	36
American Indian or Alaska Native	*	N/A	*	*	N/A	N/A	*	N/A	*
Native Hawaiian or Pacific Islander	N/A	*	*	*	N/A	*	*	N/A	N/A
Two or More Races	66	50	70	57	50	55	83	45	58
White	67	59	65	71	57	55	73	49	52
All Students	62	49	59	64	54	45	59	45	50

1. * Data for subgroups with less than 10 students are not displayed.
2. State achievement tests were not administered in 2020.

Table 10 below shows the passing rates by subgroup and for All Students for Algebra I, Geometry, and Algebra II for spring 2019 (course specific), Grade 10 Math for 2021 (Algebra 1 and Geometry standards), and Grade 11 Math for

2022. All students in the cohort, regardless of their enrolled Math course, took the AzM2 Math test in 2021. This means that advanced Math students enrolled in grade 10 took the Math test in 2021. Grade 11 is the ACT subject-area Math test.

- The CFSD percent passing for All Students in grade 11 is 58% which exceeds the grade 11 statewide passing rate of 32%.
- Across all courses from 2019-2022, Males are outperforming Females by 1%-10%. The most significant differences between these two subgroups occurs in grade 10 and grade 11 (with a difference of 10% and 9% respectively).
- With the exception of Algebra 1 in 2019, students in the Asian subgroup have the highest percent passing rate in Geometry and Algebra 2 (2019), grade 10 (2021) and grade 11 (2022).
- The Students with Disabilities subgroup shows the lowest passing rate for grade 11 (21%).
- Although the subgroup Income Eligibility 1 and 2 shows a 5% increase in passing rate from grade 10 to grade 11 (47% to 52%) respectively, this subgroup is the lowest performing group across Algebra 1, Geometry, and Algebra 2.
- From 2019 to 2022 across all courses, the Hispanic Latino subgroup has the lowest passing rate of all subgroups by ethnicity.
- All subgroups of students in the grade 11 cohort in 2022 have increased passing rates as compared to the results for these same students when they were in the grade 10 cohort in 2021:
 - Female (+7%)
 - Male (+6%)
 - Income Eligibility 1 and 2 (+5%)
 - Asian (+5%)
 - Hispanic or Latino (+5%)
 - Two or More Races (+2%)
 - White (+8%)
 - All Students (+6%)

There is a 26% difference in the percent passing for Math for CFSD grade 11 students who are FAY and non-FAY (59% and 33% respectively).

Table 10. Percent Passing for Math by Subgroup on 2019 AzMERIT, 2021 AzM2, and 2022 ACT

Subgroup	Alg1-2019	Geo-2019	Alg2-2019	10-2021	11-2022
Female	65	70	69	46	53
Male	66	73	71	56	62
Military	*	*	*	*	*
Homeless	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 and 2	38	52	50	47	52
Limited English Proficient	*	*	*	*	*
Students with Disabilities	*	*	52	*	21
Asian	70	88	97	76	81
Black or African American	*	*	*	*	47
Hispanic or Latino	53	61	54	41	46
American Indian or Alaska Native	*	N/A	*	*	*
Native Hawaiian or Pacific Islander	N/A	*	*	*	N/A
Two or More Races	59	72	87	56	58
White	74	74	73	55	63
All Students	66	71	70	52	58

1. ** Data for subgroups with less than 10 students are not displayed.*
2. *State achievement tests were not administered in 2020.*
3. *Course specific Math achievement tests were administered in 2019.*

Disaggregating subgroup data at the district level is only the first step in identifying the academic impact of the pandemic among subgroups of students. To make this data actionable, a multi-layer analysis of cause-and-effect data are needed as well as an examination of individual student data and the variables that may impact learning (e.g., absenteeism, discipline, mobility). This type of analysis is best completed at the school level so that teachers and administrators can work collaboratively to identify the students and determine what programs, services, and interventions, and at what intensity, need to be implemented to improve learning results.

ACT Aspire

Spring 2022 was the first administration of ACT Aspire as a statewide high school achievement test. ACT Aspire is administered to students in grade 9 by cohort. ACT Aspire measures what students have learned in the areas of English, Reading, Math, Science, and Writing, and is aligned to the ACT college readiness benchmarks. ACT Aspire scores predict how a student will perform on the ACT when they reach 11th grade.

ACT Aspire is not used for accountability purposes except as bonus points for participation in a school's letter grade calculation. Schools may earn 1.5 points for percent tested greater than or equal to 90% and less than 95% or 3 points for percent tested greater than or equal to 95%. While ACT Aspire is being discontinued at a national level, ACT is supporting ACT Aspire as Arizona's grade 9/Cohort 2026 statewide assessment.

Table 11 shows the ACT Readiness Benchmarks for each subject. The scale score for each subject will fall into one of four levels: Exceeding, Ready, Close, or In Need of Support. Students who score at or above the ACT Readiness Benchmark on the ACT Aspire English, Reading, Science, and Mathematics tests are considered on target to do well in these subjects in college, assuming they will experience typical growth moving forward. The level a score falls into indicates how well a student did in meeting certain standards. Students with scores in the Exceeding or Ready levels are also classified as meeting the ACT Readiness Benchmarks.

Table 11. ACT Readiness Benchmarks for Grade 9

Tested Grade	English	Reading	Mathematics	Science	ELA	STEM
Grade 9	426	425	428	430	428	435

Table 12 displays the ACT Aspire results for the tested students at grade 9.

- When comparing the high school's scores in the four subject area tests of English, Reading, Math, and Science, the average scores are above the national averages.
- The lowest average score is Science at 427.9. The highest average score is English at 432.5.
- Using the ACT Readiness Benchmarks in Table 11, CFHS ninth grade students are Exceeding in English, Ready in Reading and Math, and Close in Science.
- The average Composite Score of 429 summarizes how well students did across the four subjects. It is an average of the 4 subject-area tests.
- The percentile rank shows how the high school performed in comparison to other grade 9 students in the nation. For example, the high school's median score of 72 in Math means a typical CFHS student achieved as well as or better than 72% of the students in the nation.

Table 12. ACT Aspire Results for Grade 9 Students

Subject	CFHS Average Score (Max 460)	National Average Score (Max 460)	CFHS Predicted ACT Score (Max 36)	CFHS Proficiency	CFHS Percentile Rank
English	432.5	428.8	20.7	Exceeding	65
Reading	426	422.5	21.9	Ready	69
Math	428.8	425.2	21.2	Ready	72
Science	427.9	425.7	20.9	Close	65
Composite	429	--	21.5	--	--

Table 13 displays the supplemental ACT Aspire scores for ELA and STEM. The ELA score is an average of the English, Reading, and Writing test scores. The STEM score is an average of the Science and Math test scores. The Progress Toward Career Readiness indicator uses the ACT Aspire Composite Score to predict a group's future ACT National Career Readiness Certificate (ACT NCRC) achievement level. The assessment-based credential documents foundational work skills important for job success across industries and occupations.

Table 13. Supplemental ACT Aspire Scores

Subject	CFHS Average Score (Max 460)	Percent of Students Meeting Benchmark (Max 100)
ELA	430	68
STEM	428.7	33
Career Readiness	429	63

Combined scores for ELA and STEM fall into one of two levels: Meets Benchmark and Below Benchmark. The ACT Readiness Benchmark for ELA and STEM indicates whether students are on target to meet ACT's College Readiness Benchmarks when they are in 11th grade.

The distribution of the Progress Toward Career Readiness indicator shows how CFHS 9th graders' ACT Composite scores relate to progress toward a Bronze, Silver, Gold, or Platinum level on the ACT NCRC.

None	Bronze	Silver	Gold	Platinum
1%	17%	26%	26%	30%

Progress with Text Complexity

ACT Aspire also provides an indicator of "Progress with Text Complexity." Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by assessing understanding of texts from a range of complexity levels. Sixty-three percent (63%) of CFHS ninth graders demonstrated "sufficient" progress with this indicator while 37% showed "insufficient progress."

In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines need to include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to meaning.

Predicted ACT Score

ACT Aspire scores are used to predict how students are expected to perform when they take the ACT in two years as juniors. Table 14 below shows a comparison between juniors taking the ACT in Spring 2022 and the predicted ACT scores for the high school's freshmen taking the ACT Aspire in Spring 2022, resulting in a near identical composite score.

Table 14. ACT Aspire Predicted ACT Results

Type of Data	Composite	Math	Science	English	Reading
ACT Results from Spring 2022 11 th Graders	21.7	20.8	22	21.4	22.3
ACT Aspire Predicted ACT Results for Spring 2022 9 th Graders	21.5	21.2	20.9	20.7	21.9

Table 15 displays summative subject proficiency by demographic for ACT Aspire. The readiness benchmarks of Exceeding, Ready, Close, and In Need of Support are used to show how CFHS students performed in meeting certain standards in the subject areas. The numbers displayed in the table show the percentage of ninth grade students who are considered Exceeding and Ready.

- For all subjects, the percentage of CFHS who are Exceeding and Ready is higher than Arizona and the nation.
- The Female and Asian subgroups outperformed the other tested subgroups in English with 83% and 84% respectively. The data also show these subgroups with the highest performance in Reading with 66% of students Exceeding and Ready.
- The Military subgroup outperformed the other subgroups in Science (67%), but reading performance is almost 50% lower at 34%.
- The Asian subgroup had the highest proficiency rate for Math.
- English learners had the lowest proficiency rate across all four subject-area tests.
- Special education students had the lowest proficiency rate in the subject area tests of Science and Math with 11% and 8% respectively.
- Overall, the English Learner subgroup is low-performing with only 12% demonstrating proficiency in Reading, Science, and Math, and 24% in English.

Table 15. Subject Proficiency by Demographic / Subgroup

	English	Reading	Science	Math
Female	83	66	50	53
Male	73	60	47	55
English Learners	24	12	12	12
American Indian/Alaska Native	75	50	33	42
Asian	84	66	61	72
Black or African American	43	29	30	25
Hispanic or Latino	69	54	36	42
Native Hawaiian/Other Pacific Islander	*	*	*	*
White	79	64	48	54
Economically Disadvantaged	54	36	30	33
IEP	40	33	11	8
Military	67	34	67	50
Homeless	N/A	N/A	N/A	N/A
Foster Care	N/A	N/A	N/A	N/A
CFHS	78	63	49	55
Arizona	48	32	19	26
National	61	43	35	38

ACT

The 2021-2022 school year was the first administration of the ACT as a state achievement test. The ACT is a national college entrance exam with five subject area tests: Math, Science, English, Reading, and Writing. The ACT is administered to juniors and is included in the Arizona Accountability System.

Table 16 below shows the ACT scores for Spring 2022. Each subject area test receives a score between 1-36 (1-12 for Writing) and the Composite Score is an average of the scores for Math, Science, English, Reading. The high school's results are higher in all tests compared to Arizona as a whole, with a Composite Score 23.3% higher than the state's Composite Score. When compared to the national ACT Composite Score, the high school scored 6.9% higher. The 2022 ACT National Composite Score is 20.8.

Students also received an English language arts (ELA) score. To receive an ACT ELA score, students must take the ACT writing test in addition to the English and reading tests. The ACT ELA score is calculated by taking the average of the English, Reading, and Writing scale scores. The ACT Writing Score Sum, which is comprised of four ACT Writing Domain Scores (Ideas and Analysis, Development and Support, Organization, Language Use and Conventions) is converted to the ACT Writing Scale Score (1-36). The range of scores in each of the four writing domains is 2-12 with a total of 8-48.

- The average ELA score for CFHS students was 21.7.
- The state's average ELA score was 17.1.
- Using the state's cut score ranges from Minimally Proficient to Highly Proficient, CFHS ninth graders scored in the middle of the Proficient range for ELA and Math while the state, as a whole, scored in the Partially Proficient range.

Table 16. Average ACT Test Scores

	Composite Score Range: 1-36	Math Score Range: 1-36	Science Score Range: 1-36	English Score Range: 1-36	Reading Score Range: 1-36	Writing Score Range: 1-12	ELA Score Range: 1-36
CFHS	21.7	20.8	22	21.4	22.3	7.7	21.7
Arizona	17.7	17.8	17.8	16.7	17.9	6.3	17.1

ACT Cut Scores

The ACT cut scores below, approved by the Arizona State Board of Education in July 2022, are used only for Arizona's Accountability System.

Arizona's ACT Cut Score Ranges

ACT	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
ELA	1 – 14	15 – 18	19 – 24	25 – 36
Math	1 – 15	16 – 18	19 – 24	25 – 36

Table 17 below displays the average ACT scores by demographics.

- The composite and subject-area scores by subgroup are higher than the state's overall averages with scores in the Proficient range.
- The Hispanic or Latino subgroup scores are lower than the other CFHS subgroups, but still higher than the state's averages for this subgroup and the other subgroups.
- The Hispanic or Latino subgroup is performing in the Proficient range.

- The Female subgroup for Math is one of the lower performing subgroups.
- The highest scores were achieved by the Asian subgroup except for the subscore in Reading.

Table 17. Average ACT Scores by Demographics

	Composite	English	Math	Reading	Science	STEM
Female	21.2	20.9	19.5	21.9	21.2	20.6
Male	21.8	21.8	21.4	22.2	22.3	22.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	22.7	22.4	22.5	22.2	23.0	23.0
Black or African American	22.6	22.4	21.1	23.8	22.3	21.9
Hispanic or Latino	20.1	19.7	19.1	21.1	19.9	19.8
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	22.6	22.3	21.6	23.2	23.2	22.6
Two or More Races	21.5	21.7	20.3	21.6	22.0	21.3
CFHS (All Students)	21.7	21.4	20.8	22.3	22.0	21.9
Arizona	17.7	16.7	17.8	17.9	17.8	18.0

The ACT reports College Readiness Benchmark Scores. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses: English Composition, Algebra, Social Science, Biology, STEM, and ELA. These scores were empirically derived based on the actual performance of students in college. Table 18 below shows the College Readiness Benchmark Scores for each subject area test.

Table 18. College Readiness Benchmark Scores

College Course / Course Area	ACT Subject-Area Test	Benchmark Score
English Composition	English	18
Algebra	Math	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

Table 19 displays the percent of CFHS students who met college readiness benchmarks by subject-area test. Students who score at or above these benchmarks are on target for college readiness.

- A higher number of students met the benchmark in English and Reading – 71% and 58% respectively.
- Only 21% of students met the benchmark in the STEM subtest.
- Thirty-one percent of students met the benchmark in all four subject-area sub-tests.

Table 19. Percent of Students Who Met College Readiness Benchmarks

	English	Math	Reading	Science	All Four	STEM
CFHS	71	42	58	49	31	21
Arizona	40	21	29	19	13	9

AzSCI (Arizona's Science Assessment)



The Arizona statewide achievement test to measure Science is the Arizona Science Assessment (AzSCI), formerly titled the AIMS Science test. AzSCI is administered to students in grades 5, 8, and 11. It is a computer-based assessment that is aligned to the Arizona Science Standards adopted in 2018. Test items were developed using a three-dimensional approach. The three dimensions of science instruction are Science and Engineering Practices (what students do to make sense of phenomena), Crosscutting Concepts (the lens through which students think about phenomena), and the ten Core Ideas (the big ideas of science in Life, Physical, and Earth and Space Science). A sample test can be viewed [here](#).

Table 20 below shows the CFSD Spring 2022 AzSCI percent passing rate for All Students by subgroup. The data also show:

- The percent passing for All Students is 50%, which is more than double the passing rate statewide at 23%.
- Male students are outperforming female students by 6 percent.
- The passing rate for the Military subgroup is 19% higher than All Students. The Military subgroup also outperforms all other subgroups by 13% to 61%.
- In 2022, all ethnicity subgroups have a lower percentage of students scoring at Proficient and Highly Proficient than the subgroup of White students (56%).
- Black or African American and Hispanic or Latino students are performing below All Students by 7% and 10% respectively. This trend is also evident in the statewide data where the Black or African American and Hispanic or Latino subgroups' proficiency rates are lower than All Students by 12% and 8% respectively.
- The Limited English Proficient subgroup has the lowest passing rate of all other groups; only eight percent of this subgroup are demonstrating proficient performance in the Science standards. This data mirrors the statewide results that show a passing rate of <2% for the Limited English Proficient subgroup.

Table 20. CFSD 2022 AzSCI Percent Passing for Science by Subgroup – All Assessments

Subgroup	2022
Female	47
Male	53
Military	69
Homeless	N/A
Income Eligibility 1 and 2	33
Limited English Proficient	8
Students with Disabilities	17
Asian	54
Black or African American	43
Hispanic or Latino	40
American Indian or Alaska Native	*
Native Hawaiian or Pacific Islander	N/A
Two or More Races	48
White	56
All Students	50
Arizona (All Students)	23

* Data for subgroups with less than 10 students are not displayed.

Table 21 below shows the CFSD 2022 spring AzSCI percent passing scores for grades 5, 8, and 11 by subgroup. The data also show:

- The percent proficient for All Students in grades 5, 8, and 11 is 55%, 48%, and 47%; this exceeds the statewide data by 28%, 25%, and 27% respectively.
- In grades 5, 8, and 11 the Male subgroup is outperforming the Female subgroup by 4%-7%.
- In grade 5 the Military subgroup's passing rate is 94%; this significantly exceeds all other subgroup's performance by 35%-77%.
- In grade 5 the highest performing subgroups by ethnicity are Two or More Races and White, both with a passing rate of 59%. In grades 8 and 11 the Asian subgroup's passing rates of 66% and 48% respectively exceeded the other subgroups by ethnicity by 8%-31%.
- For the Female and Hispanic or Latino subgroups, as students move from grade 5 to grade 8 to grade 11, there is a decrease in the percent of students scoring at Proficient and Highly Proficient.
- From grades 8 to grade 11 there is a significant decrease in the passing rates for Students with Disabilities (26% and 3% respectively).
- There is an upward trend for the passing rates in the Income Eligibility 1 and 2 subgroup between grades 5 and 11 (27% → 31% → 40%).
- At grade 5 students who are non-FAY outperformed students who are FAY by 7%.
- At grade 11 students who are FAY outperformed students who are non-FAY by 9%.
- A data comparison for grade 8 FAY and non-FAY students in science is not possible as the non-FAY group is too small to report.

Table 21. CFSD 2022 AzSCI Percent Passing for Science by Subgroup and Grade Levels 5, 8, and 11

Subgroup	5-2022	8-2022	11-2022
Female	52	46	43
Male	58	50	50
Military	94	*	*
Homeless	N/A	N/A	N/A
Income Eligibility 1 and 2	27	31	40
Limited English Proficient	17	*	*
Students with Disabilities	17	26	3
Asian	50	66	48
Black or African American	*	*	42
Hispanic or Latino	50	35	34
American Indian or Alaska Native	N/A	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	59	42	42
White	59	53	55
All Students	55	48	47
Arizona (All Students)	27	23	20

* Data for subgroups with less than 10 students are not displayed.

AzSCI Reporting Categories



= Below Mastery



= At or Around Mastery



= Above Mastery

Student performance on reporting categories is reported as one of three levels of mastery: Below Mastery, At/Near Mastery, Above Mastery. Students who score “Below Mastery” demonstrated performance that was clearly below proficient. Students who score “At/Near Mastery” demonstrated performance that was exactly at or immediately above/below proficient. Students who score “Above Mastery” demonstrated performance that was clearly proficient or higher.

Students received a mastery level based on their performance using the three-dimensional science standards (Science and Engineering Practices and Crosscutting Concepts) in Physical Science, Earth and Space Science, and Life Science.

Scale Score	Performance Level	Reporting Categories		
		Physical Science	Earth and Space Science	Life Science
1378	Level 3			

The student report also includes descriptions of what was assessed in each reporting category. For example, in this grade 5 report, student mastery was reported at an advanced level of understanding of the three dimensions in Physical Science content, including:

- All matter in the Universe is made of very small particles.
- Objects can affect other objects at a distance.
- Changing the movement of an object requires a net force to be acting on it.
- The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

FIRSTNAME M. LASTNAME
SPRING YYYY GRADE: 5

5

Legend: Reporting Categories



Below Mastery



At/Near Mastery



Above Mastery

6	Science and Engineering Practices and Crosscutting Concepts Reporting Categories	PERFORMANCE
Physical Science:	<p>Students performing at this level show an advanced understanding of the three-dimensions in Physical Science content, including:</p> <ul style="list-style-type: none"> • All matter in the Universe is made of very small particles. • Objects can affect other objects at a distance. • Changing the movement of an object requires a net force to be acting on it. • The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event. 	
Earth and Space Science:	<p>Students performing at this level show a good understanding of the three-dimensions in Earth and Space Science content, including:</p> <ul style="list-style-type: none"> • The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate. • The Earth and our solar system are a very small part of one of many galaxies within the Universe. 	
Life Science:	<p>Students performing at this level likely need more support of the three-dimensions in Life Science content, including:</p> <ul style="list-style-type: none"> • Organisms are organized on a cellular basis and have a finite life span. • Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms. • Genetic information is passed down from one generation of organisms to another. • The unity and diversity of organisms, living and extinct, is the result of evolution. 	

College Career Readiness Assessment (CCRA+)

The ultimate test of how well students are learning is their ability to transfer knowledge and skills to new or non-routine contexts. Since 2011, CFSD has been using the College and Career Readiness Assessment (CCRA+), an external assessment developed by the Council for Aid to Education (CAE), to measure students' higher-order thinking and written communication skills within multi-disciplinary contexts, which are embedded in CFHS classes. The CCRA+ was previously known as the College and Work Readiness Assessment (CWRA and CWRA+). The CCRA+ offers an innovative and productive method for assessing student achievement in crucial skill-sets necessary for college, career, and life.

The CCRA+ is administered to CFSD freshmen and juniors to provide longitudinal data at the high school level. The results provide the district with information on college readiness (national comparison of CFSD juniors to other participating high schools and college freshmen, and internal growth at the high school – actual freshmen to junior gains by cohort). The results from grade 9 provide valuable information for the elementary and middle school levels when analyzing local performance tasks and progress from grade-to-grade.

The College and Career Readiness Assessment (CCRA+) was not administered to Catalina Foothills High School freshmen and juniors during fall 2020 (freshmen) and spring 2021 (juniors). Complexities arose for securing devices and the platform for proctoring for both 100% remote learning in the fall and the combination of in-person and remote learning in the spring.

The primary assessment, as a whole, is referred to as a **Performance Task**. The Performance Task provides students an opportunity to demonstrate skills in critical thinking, analytical reasoning, problem solving, and writing within a specific context. The Performance Task might ask students to identify and then compare the strengths and limitations of alternative hypotheses, points of view, or courses of action. To perform the task, students may have to weigh different types of evidence, evaluate the credibility of various documents, and identify questionable assumptions. Students must present their ideas clearly, including justifying their points of view, using the specific ideas. Student performances are scored on a six-point rubric.

The **Selected Response Questions** (SRQ) are the second component of the CCRA+. Students are presented with a document based in scientific reasoning and they are asked a series of questions that are aimed at assessing their quantitative thinking skills. Students are tested in their abilities to read critically, evaluate presented information, recognize logical thinking. Together, with the Performance Task, the results give a reliable, valid measure of a student's ability to think critically within the context of real-life problem solving.

2021-2022 CCRA+ Results

During the 2021-2022 school year, the CCRA+ was administered to 432 freshmen in the fall of 2021 and 399 juniors in the spring of 2022. Table 22 below displays a comparison of the summary CCRA+ mean scores for CFSD freshmen in Fall 2021 and juniors in Spring 2022. The total CCRA+ score is an aggregate measure that summarizes a combination of analytical reasoning, problem solving, and written communication skills. It can range from approximately 400 to 1600, the higher values indicating greater mastery of these skills. The total possible for each Selected-Response (SRQ) subscore (Data Literacy, Critical Reading and Evaluation, and Critiquing an Argument) is 800. These subscores are scored based on the number of correct responses. The high school's junior mean CCRA+ Total Score is 985. A score of 985 signifies Proficient mastery of the skills measured by CCRA+.

New this year is the separation of data for private and public schools. Data tables that show a comparison of CFHS to other participating institutions will reflect a comparison to public schools for 2021-2022. Data from previous years is a combination of private and public schools.

Table 22. Mean CCRA+ Scores for 2021-2022

	Mean Total CCRA+ Score	CCRA+ Mean Mastery Level	Mean Performance Task Score	Mean SRQ Score
Freshmen Fall 2021	953	Developing	928	977
Juniors Spring 2022	985	Proficient	1003	966

Table 23 displays a comparison of the summary CCRA+ mean scores for CFHS freshmen and freshmen from all participating CCRA+ public institutions. Summary results include the Total CCRA+ score and scores for the Performance Task and Selected-Response Questions. Although CFSD freshmen outperformed all participating schools in the Total CCRA+ score and Performance Task, overall scores declined by 19 in the Total CCRA+ score and 44 in the Performance Task. The mean SRQ score increased by 5 since 2019-2020, but declined by 19 when compared to freshmen at CCRA+ participating public schools.

Table 23. Summary CCRA+ Results for CFSD Freshmen & for Freshmen Across All CCRA+ Schools

Summary CCRA+ Results for CFSD Freshmen & for Freshmen Across All CCRA+ Schools						
Total CCRA+ Score			Performance Task		Selected-Response Questions	
Year	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools
2018-2019	1021	969	1021	949	1021	979
2019-2020	972	969	972	949	972	979
2021-2022*	953	947	928	897	977	996

The CCRA+ was not administered during 2020-2021 due to remote learning.

**CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools. Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.*

Table 24 displays a comparison of the summary CCRA+ mean scores for CFSD juniors and participating CCRA+ public institutions. Summary results include the Total CCRA+ Score and scores for the Performance Task and Selected-Response Questions. The CFSD results for 2021-2022 show a decline in all three mean scores (-82 in the total score, -87 in the Performance Task, -77 in the Selected-Response Questions) over two years. There was also a decline in the mean scores as compared to participating public schools.

Table 24. Summary CCRA+ Results for CFSD Juniors Across All CCRA+ Schools

Summary CCRA+ Results for CFSD Juniors Across All CCRA+ Schools						
Total CCRA+ Score			Performance Task		Selected-Response Questions	
Year	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools
2018-2019	1085	1037	1111	1018	1058	1043
2019-2020	1067	1037	1090	1018	1043	1043
2021-2022*	985	1014	1003	1015	966	1013

The CCRA+ was not administered during 2020-2021 due to remote learning.

**CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools. Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.*

Figure 1 below displays the distribution of CFHS's freshmen and junior performance in the subscore categories of Analysis & Problem Solving, Writing Effectiveness, and Writing Mechanics on the Performance Task (PT) component of the CCRA+. Subscores range from 1 (low) to 6 (high). Each value is associated with a specific set of response

characteristics in the CCRA+ scoring rubric. The rubric continuum is best described as improvement over a grades 9-16 spectrum, so the goal is for high schools to bring their students a certain distance (peaking at the 3s and 4s) with colleges/universities doing the rest.

The percentage of CFSD freshmen scoring at 3-6 are as follows:

- Analysis and Problem Solving: 79%
- Writing Effectiveness: 77%
- Writing mechanics: 81%

The percentage of CFSD juniors scoring at 3-6 are as follows:

- Analysis and Problem Solving: 82%
- Writing Effectiveness: 85%
- Writing mechanics: 93%

When comparing freshmen to junior rubric scores there is a significant increase in all three writing subscores at levels 4-5, with increases also at level 6.

Figure 1. 2021-2022 Performance Task Subscores (in percentages) for Freshmen and Juniors

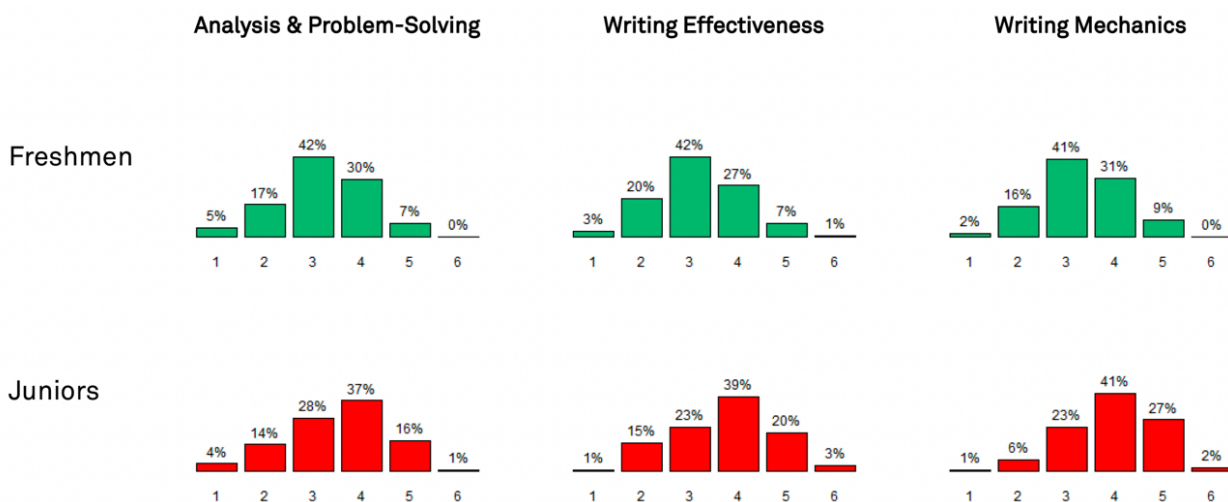


Table 25 displays the Mastery Levels for freshmen and juniors in the 2021-2022 school year. The mastery levels allow distinctions in student performance relative to students' proficiency in critical thinking and written communication. Each mastery level corresponds to specific evidence of critical thinking and written communication skills. Forty-four percent (44%) of CFSD freshmen are scoring at Proficient and above while 53% of juniors are scoring in the same range.

Table 25: CCRA+ Mastery Level Breakdown for 2021-2022

	Mean CCCRA+ Total Score	Mean Mastery Level	Emerging	Developing	Proficient	Accomplished	Advanced
Freshmen Fall 2021	953	Developing	5	51	25	18	1
Juniors Spring 2022	985	Proficient	7	40	23	29	1

Table 26 and Table 27 show the mean subscores for CFSD freshmen and juniors in the selected response questions. Overall mean scores are lower than all participating schools for both freshmen and juniors. The overall mean SRQ score decreased by 26 for freshmen and 47 for juniors.

Table 26. Comparison of CCRA+ Selected Response Questions: Mean Subscores and Overall Mean Scores for CFSD Freshmen & Freshmen Across Participating Institutions

Selected Response Questions: Mean Freshmen Subscores and Overall SRQ Score								
Scientific & Quantitative Reasoning Data Literacy*			Critical Reading & Evaluation		Critique an Argument		Overall Mean SRQ Score	
Year	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools
2018-2019	480	478	506	472	488	471	1021	985
2019-2020	465	478	475	472	475	471	972	979
2021-2022*	478	487	469	480	472	473	953	979

The CCRA+ was not administered during 2020-2021 due to remote learning.

**CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools.*

Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.

Data Literacy replaced Scientific & Quantitative Reasoning in the 2021-2022 school year.

Table 27. Comparison of CCRA+ Selected Response Questions: Mean Subscores and Overall Mean Scores for CFSD Juniors and Juniors Across Participating Institutions

Selected Response Questions: Mean Subscores and Overall SRQ Score								
Scientific & Quantitative Reasoning Data Literacy*			Critical Reading & Evaluation		Critique an Argument		Overall Mean SRQ Score	
Year	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools	CFSD	All Schools
2018-2019	496	502*	512	501*	521	500*	1058	1043
2019-2020	488	502*	510	501*	508	500*	1043	1043
2021-2022*	470	488	462	487	478	494	966	1013

The CCRA+ was not administered during 2020-2021 due to remote learning.

**CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools.*

Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.

Data Literacy replaced Scientific & Quantitative Reasoning in the 2021-2022 school year.

Table 28 shows the CFSD longitudinal data for Cohort 2022, freshmen to junior results, from fall 2019 to spring 2022. The mean total CCRA+ total score increased by 13 and the mean performance task score increased by 31. The mean SRQ score decreased by 6. This is the cohort that moved to remote learning in spring 2020 and continued remotely through October 2020 as sophomores. Although many students returned to in-person learning, a large percentage of students continued remotely through March 2021 of that school year.

Table 28. Longitudinal Comparison of CCRA+ Results for Cohort 2022: Freshmen 2019 to Spring 2022 Results

	Mean Total CCRA+ Score	Mean Performance Task Score	Mean SRQ Score
Freshmen Fall 2019	972	972	972
Juniors Spring 2022	985	1003	966

CCRA+ scores are a combination of public and private institutions during the 2019-2020 school year.

The table displays the data for public schools for spring 2022.

Data Literacy replaced Scientific & Quantitative Reasoning in the 2021-2022 school year.

Table 29 shows the longitudinal data for all participating institutions, freshmen to junior results, from fall 2019 to spring 2022 for students at all participating institutions. The mean scores for fall 2019 included all institutions, both public and private. The scores for spring 2022 are the mean scores for public institutions. All of the mean scores for all participating public institutions are 45, 66, and 34 points higher than CFSD's scores for the mean total CCRA+ score, mean performance task score, and mean SRQ score respectively.

Table 29. Longitudinal Comparison of CCRA+ Results for All Participating Institutions for Freshmen 2019 to Spring 2022 Results

	Mean Total CCRA+ Score	Mean Performance Task Score	Mean SRQ Score
Freshmen Fall 2019	969	949	979
Juniors Spring 2022	1014	1015	1013

CCRA+ scores are a combination of public and private institutions during the 2019-2020 school year.

The table displays the data for public schools for spring 2022.

Data Literacy replaced Scientific & Quantitative Reasoning in the 2021-2022 school year.

Approximately 256 colleges/universities have participated in testing freshmen using the Collegiate Learning Assessment (CLA+). An analysis of the Total CCRA+/CLA+ mean scores from 2018-2019 to 2021-2022 as displayed in Table 30 below, shows that CFSD juniors, overall, are college ready based on this college and career readiness metric. This is the second year since we began testing that CFSD juniors or seniors have not outperformed college freshmen who are taking the Collegiate Learning Assessment (CLA+), which parallels the design of the CCRA+. Although the mean score decreased by 13 in 2019-2020, there is a significant decrease of 71 in 2021-2022 as compared to college freshmen who took the CLA+. Below are the mean scores for CFSD juniors and college/university freshmen that are taking the CLA+ at participating schools.

Table 30. Comparison of CFSD Juniors to Freshmen at Participating CLA+ Colleges/Universities

Comparison of Total CCRA+/CLA+ Scores of CFSD Juniors to Freshmen at Participating CLA+ Colleges/Universities		
Year	CFSD Juniors (CCRA+)	College Freshmen (CLA+)
2018-2019	1085	1056
2019-2020	1043	1056
2021-2022*	985	1056

The CCRA+ was not administered during 2020-2021 due to remote learning.

**CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools.*

Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.

Arizona's A-F Accountability System

Why does Arizona have an A-F system of grading schools?

Federal and state law require it. The federal Every Student Succeeds Act (ESSA) requires states to measure school performance. State law (A.R.S. 15-241) mandates the A-F letter grade system, which is based on a range of quantitative measures including the statewide assessments.

What does each letter grade mean?

- *A (excellent)*: Distinguished performance on the statewide assessment, significant student growth, high four-year graduation rates, students on track to proficiency; overall performance is significantly higher than the statewide average.
- *B (highly performing)*: High performance on statewide assessment and/or significant student growth and/or higher four-year graduation rates and/or moving students to proficiency at a higher rate than the state average.
- *C (performing)*: Adequate performance by needs improvement on some indicators, such as proficiency, growth, or graduation rate.
- *D (minimally performing)*: Inadequate performance in proficiency, growth, and/or four-year graduation rate relative to the state average.
- *F (failing)*: Systematic failures in proficiency, growth, and graduation rates (below 67%); performance is in the bottom 5% of the state.

What do the letter grades measure?

- Percentage of proficient students on the AASA and MSAA (grades 3-8)
- Percentage of proficient students on the ACT and MSAA (high school)
- Longitudinal indicators of relative student gain and growth
- English language proficiency and growth
- Graduation rate (high school)
- Indicators to measure students' ability to accelerate beyond elementary school
- Indicators to measure students' readiness to succeed in a career or post-secondary enrollment (high school)

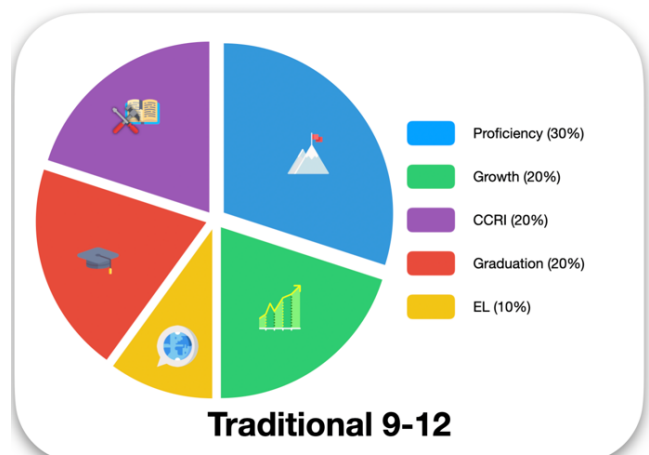
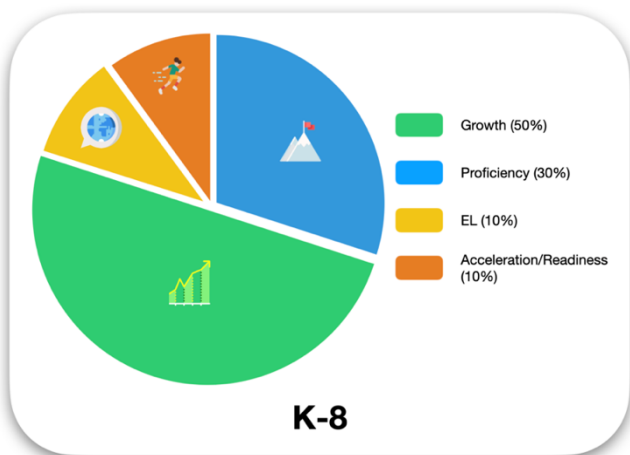
The following criteria outline specific details and descriptions of student data included in the 2022 calculation of the A-F components (indicator data) for schools and districts:

- **1-year FAY (Full Academic Year)**: Students were included in the proficiency, growth, and acceleration/readiness metrics of the A-F Letter Grade models if they were enrolled within the first ten days of the school's calendar year and continuously enrolled until the first week day in May (May 2, 2022). Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered FAY.
- **2-year FAY**: Students who are FAY two consecutive years in a row (FY21, FY22) at the same school.
- **3-year FAY**: Students who are FAY three consecutive years in a row (FY20, FY21, FY22) at the same school. 3-year FAY students are not included in 2-year FAY and 1-year FAY stability calculations.
- **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. ACT ELA performance results are based off a composite of a student's ACT English, ACT Reading, and ACT Writing tests.
- **AZELLA FAY**: Students were included in the EL calculations if they were enrolled within the first ten days of the school's calendar and continuously enrolled until the last day of the state testing window for AZELLA. Students with breaks in enrollment fewer than 10 calendar days in the same school are still considered AZELLA FAY.
- **Chronically Absent**: A student is chronically absent if that student has absences (excused and unexcused)

greater than 10% of a school's calendar (e.g., 18 days for a school meeting 5 days a week).

- **Current Year:** Refers to Fiscal Year 2022
- **English Learner (EL):** Any student identified with an EL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year; students who may have been identified during the pandemic based on the Home Language Survey).
- **English Learner (EL) Fluent English Proficient (FEP):** Any student identified with an EL need in fiscal year 2022 plus any student identified as FEP 1, 2, 3, or 4 years ago.
- **Ethnicity:** Student data submitted in the ethnicity fields (i.e., White, African American, Hispanic, Native American/Alaskan Indian, Asian, or Pacific Islander) that is used for the subgroup calculations.
- **Homeless** – Student data submitted to ADE in the Homeless field.
- **Income Eligibility 1 & 2:** A student is defined as Income Eligibility 1 & 2 if the school submits a 1/yes for either the Income Eligibility 1 or 2 field.
- **N-Size:** The minimum number of students required in order for the indicator to be calculated and the school eligible to earn the points. The N-size for all indicators is 10 FAY students.
- **Parent in Military:** Student data submitted in the Parent in Military field.
- **Prior Year:** Refers to Fiscal Year 2021
- **Special Education Student:** Any student receiving special education services on October 1, 2021 as defined by federal law.

The information that follows reflects the A-F **components** that were calculated and reported for the K-8 and 9-12 models using the results from the spring 2022 statewide tests.



K-8 Model: A-F Components Summary for 2022

The table below describes the grade-level and FAY requirements for each indicator of the A-F Letter Grade Accountability System for the K-8 Model.

Indicator	Component	FAY	Grades
Proficiency	AASA ELA and Math	✓	3-8
	MSAA ELA and Math	✓	3-8
Growth	Growth on AASA ELA and Math	✓	4-8
EL	EL Proficiency and Growth	✓	K-8
Acceleration / Readiness	Grade 8 Mathematics Performance	✓	8
	Grade 3 ELA	✓	3
	Chronic Absenteeism		1-8
	Subgroup Improvement	✓	3-8
	Special Education Inclusion	✓	K-8
Bonus	AzSCI and MSAA Science Test	✓	5 and 8
	Special Education Enrollment	✓	K-8

Regardless of a student’s special education status, the accountability system uses all verified AASA data from students enrolled the full academic year. For students who take the MSAA [alternative] assessment and are enrolled the full academic year, these data are used in the percent proficient, but not in the calculation of student growth percentiles (Growth).

The K-8 model is based on a scale of 0-100 points for schools that have all available indicators. All indicators are capped at the total percent possible.

Weight	Indicators
30%	Proficiency on Statewide Assessment
50%	Growth on Statewide Assessment
10%	Proficiency and Growth - English Language Learners*
10%	Acceleration/Readiness Measures

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

The scale is adjusted for those indicators that do not meet the N-Size. Indicators must have a minimum of 10 FAY students to earn the points. Exceptions to this rule are:

- Acceleration/Readiness Chronic Absenteeism requires an N-Size of 10 students including FAY and non-FAY
- Special Education enrollment bonus points do not require an N-Size of 10
- Science Proficiency bonus points do not require N-Size of 10

Proficiency

Proficiency results are worth 30% of a K-8 school’s letter grade. The achievement levels are weighted such that students scoring highly proficient earn the most points.

Stability Model

This model weights student scores higher for students that have been at the same school for multiple years, and where the school has had the greatest opportunity to have the most impact. Schools that only have one or two years of proficiency will be weighted accordingly. Schools must have a minimum of 10 FAY students for each year. If the minimum is not met, those students are added to the next year. The percent proficient for each year of FAY for which a school is eligible is then weighted accordingly to determine points earned.

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. Students are included in the 95% tested for a school if they are enrolled in a tested grade, 3-8, on the first day of the AASA state testing window.

Growth Model for the 2021-2022 School Year

The purpose of the growth indicator is to recognize the academic growth a student has made in the past year, even if he/she has not yet reached grade-level proficiency. State statute mandates that the selected growth model measures even the lowest achieving students and the extent to which they grow academically from one year to the next.

Growth results are worth 50% of a K-8 school's letter grade. Schools must have a minimum of 10 FAY students with a Student Growth Percentile (SGP) in each subject, ELA and Math, to be eligible for growth points. Thus, SGP for ELA is worth 25% and SGP for Math is worth 25%. Math points are capped at 25 and ELA points are capped at 25, making growth points capped at 50.

Student Growth Percentile

SGP describes how a "typical" student's current-year test score is compared with the current-year test scores of those students with the exact same prior test scores – his/her academic peers. In this sense, SGP is a "norm-referenced quantification (Betebenner, 2011, p. 3) of student academic growth. An SGP of 40 means that the student grew more than 40% of his academic peers in a year. The use of this particular type of normed growth measure ensures that very low and/or high performing students can receive high growth scores relative to their peers with the same academic achievement history. Only the SGPs of FAY students contribute to the school's growth score for the 2021-2022 school year.

EL Proficiency and Growth

English Learner proficiency and growth is worth 10% of a K-8 school's letter grade. Schools must have a minimum of 10 FAY EL students to be eligible for the points. EL proficiency is worth 5% and EL growth is worth 5%. EL calculations include students in grades K-8 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 students must also be FAY on AZELLA. To be included in the EL growth calculations, two test records are required. Schools with less than 10 FAY EL students are not eligible for these points.

Acceleration/Readiness

The acceleration/readiness indicator is worth 10% of a K-8 school's letter grade. Not all schools are eligible for each metric. Acceleration/Readiness points are capped at 10. The following is utilized in the Acceleration/Readiness indicator to determine eligibility and points:

Metric	N-size of 10 or more FAY students to be eligible	Points Available to Earn
Grade 8 Math Performance	√	5
Grade 3 ELA Minimally Proficient	√	5
Chronic Absenteeism	10 N-size FAY and non-FAY	2
Subgroup Improvement	By subgroup	2 points per subgroup up to 6 points total
Special Education Inclusion	√	2

Grade 8 Math Performance

The intent of this metric is to incentivize schools to annually increase their percent highly proficient and decrease their minimally proficient on the Grade 8 AASA/MSAA Mathematics assessment annually. The calculations include any FAY student who takes the Grade 8 AASA/MSAA Mathematics assessment in 2021-2022. Schools can earn points for either the increase of highly proficient, the decrease of minimally proficient, and/or maintaining applicable thresholds of highly proficient and minimally proficient students. It is possible for a school to earn only 2.5 points for meeting highly proficient or minimally proficient criteria or 5 points for meeting both highly proficient and minimally proficient criteria. Note that in 2020-2021, the prior year calculations, were based on grade 8 AzM2/MSAA assessments.

Grade 3 ELA Reduction in FAY Minimally Proficient

The intent of this metric is to reduce the percentage of grade 3 students who are minimally proficient on AASA ELA from prior year to current year. To be eligible for these points, a school must meet the minimum N-Size of 10 FAY students. Schools can earn five points two different ways:

- Decreasing the school's prior year percent minimally proficient
- Have a current year percent minimally proficient less than 12%

Reduction in Chronic Absenteeism

The intent of this metric is to reduce the school's chronic absenteeism percentage from prior year to current year. This calculation includes grades 1-8 students. All absences reported for a student whether excused or unexcused are included. To be eligible for these points, a school must meet the minimum N-Size of 10 students. Schools can earn two points two different ways:

- Decreasing the school's prior year chronic absenteeism percentage
- Have a current year chronic absenteeism percentage less than 4%

Subgroup Improvement

The intent of this metric is to see annual improvement in subgroup (SG) proficiency in ELA and Math. To be eligible, each subgroup must have a least 10 FAY students at the school level. The N-count must be met in both the current year and prior year. Each subgroup is evaluated separately. If the school meets the N-size for all subgroups, it would have 26 chances (13 subgroups X 2 subjects) to earn up to 6 points with each subgroup worth 2 points.

Special Education Inclusion

The intent of this metric is to reward schools that have greater than the state average (8.94%) of special education (SPED) students in general education classroom at least 80% of the day. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum N-Size of 10 FAY students. Schools

with greater than 8.94% of their FAY population in special education spending 80%+ of their day in the general education classroom receive two (2) points.

Bonus Points

Schools can earn bonus points two different ways.

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

Schools with high populations of FAY students enrolled in special education will earn bonus points. Bonus points were awarded based on the distance from the school's percentage to the statewide average. Points are awarded based on the following:

- 2 points: At or above 80% of the statewide average (11.39%)
- 1.5 points: At 70% to 79% of the statewide average (9.97%)
- 1 point: At 60%-69% of the statewide average (8.55%)
- 0 points: Below 60% of the statewide average (8.54%)

Science Proficiency (0, 1.5, or 3 points)

Schools that administer the AzSCI test to 95% of their grade 5 and grade 8 students can earn up to three (3) bonus points on science achievement of FAY students. Bonus points were awarded based on the distance from the school's percentage to the statewide average. The following details how points are earned:

- A school's current year percentage of proficient students is greater than or equal to one standard deviation above the statewide average (45.37%) earns 3 points.
- A school's current year percentage of proficient students is greater than the statewide average (26.74%) and less than one standard deviation above the average (45.37%) earns 1.5 points.
- Standard deviation is = 18.63%.

9-12 Model: A-F Components Summary

The table below describes the grade-level and FAY requirements for each indicator of the A-F Letter Grade Accountability System for the K-8 Model.

Indicator	Component	FAY	Grades	Cohort/Year (if applicable)
Proficiency	ACT ELA and Math	✓	11	
	MSAA ELA and Math	✓	11	
Growth	Student Growth Percentiles (SGPs)	✓	Cohort 2023 (all students in Cohort 2023 regardless of enrolled grade, typically 11th grade)	
EL	EL Proficiency and Growth	✓	9-12	
Graduation Rate	4-year Graduation rate		12	Cohort 2021
	5-year Graduation rate		12	Cohort 2020
	6-year Graduation rate		12	Cohort 2019
	7-year Graduation rate		12	Cohort 2018
College and Career Readiness	Career and College Readiness Self-Report		9-12	2022 Cohort that were enrolled by October 1 and continuously enrolled until May 1 or graduated early in the current or a prior fiscal year.
Bonus	Science Proficiency	✓	11th grade students assessed in the current school year	
	Special Education Enrollment	✓	9-12	
	Enrollment in Post-secondary/military		9-12	Cohort 2020 and Cohort 2021
	ACT Aspire		9	Cohort 2025

Regardless of a student's special education status, the accountability system uses all verified ACT statewide data from students enrolled the full academic year. For students who take the MSAA [alternative] assessment and are enrolled the full academic year, these data are used in the Proficiency component, but not in the calculation of student growth percentiles (Growth).

The 9-12 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 don't meet the N-size. All indicators must have a minimum of 10 FAY students to count with the exception of special education enrollment bonus points and science proficiency bonus points. All indicators are capped at the total percent possible.

Weight	Indicators
30%	Proficiency on Statewide Assessment
20%	Growth
10%	Proficiency and Growth - English Language Learners*
20%	Graduation Rate
20%	College and Career Readiness

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

Proficiency

Proficiency results are worth 30% of a 9-12 school's letter grade. The 2022 ACT or MSAA ELA and Math are utilized for grade 11 FAY students. Schools must have a minimum of 10 FAY students to be eligible for points. If the student took

the same assessment twice, the higher score is utilized. Proficiency points are capped at 30. The achievement levels are weighted such that students scoring highly proficient earn the most points.

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. Students may be taking the ACT or the MSAA in grade 11 (Cohort 2023). Thus, if a student tested on one of these assessments in the 2022 testing window, they counted as tested.

Growth

The purpose of the growth indicator is to recognize the academic growth a student has made in the past year, even if he/she has not yet reached grade-level proficiency. State statute mandates that the selected growth model measures even the lowest achieving students and the extent to which they grow academically from one year to the next.

Growth results are worth 20% of a 9-12 school's letter grade. Schools must have a minimum of 10 FAY students with a Student Growth Percentile (SGP) in each subject, ELA and Math, to be eligible for growth points. The SGP for ELA is capped at 10, and the SGP for Math is capped at 10 this making growth points capped at 20.

Student Growth Percentile

SGP describes how a "typical" student's current-year test score is compared with the current-year test scores of those students with the exact same prior test scores – his/her academic peers. In this sense, SGP is a "norm-referenced quantification (Betebenner, 2011, p. 3) of student academic growth. An SGP of 40 means that the student grew more than 40% of his academic peers in a year. The use of this particular type of normed growth measure ensures that very low and/or high performing students can receive high growth scores relative to their peers with the same academic achievement history.

EL Proficiency and Growth

English Learner proficiency and growth is worth 10% of a 9-12 school's letter grade. Schools must have a minimum of 10 FAY EL students to be eligible for the points. EL proficiency is worth 5% and EL growth is worth 5%.

Graduation Rate

The graduation (Grad) rate indicator is worth 20% of a 9-12 school's letter grade. Schools must have a minimum of 10 students in the 4-year cohort to be eligible for points. Graduation rate points include two measures each worth 10%: (1) a 4-, 5-, 6-, and 7-year calculation and (2) an improvement calculation.

4-, 5-, 6-, and 7-year Calculation (10%)

The intent of the multiple year calculation is to hold schools accountable to multiple cohorts. The cohorts are weighted accordingly with the greatest emphasis on the 4-year cohort (see below). These points are capped at 10.

Graduation Rate	Cohort	Weight
4-year	2020	5%
5-year	2019	4%
6-year	2018	2.5%
7-year	2017	0.5%

Graduation Improvement Calculation (10%)

The intent of the improvement calculation is for schools to increase their 4-year graduation rate compared to prior year or maintain a current year 4-year graduation rate of 90% or higher. (Improvement Rate Points – 0, 5, or 10 points)

College and Career Ready

The College and Career Ready (CCR) Indicator is worth 20% of a 9-12 school's letter grade. College and Career Ready points are self-reported and submitted to the Arizona Department of Education (ADE). Schools must have 10 students in the cohort of 2022 to be eligible for these points. These students should have been enrolled by October 1 and stayed continuously enrolled until May 2, 2022. Cohort 2022 students who graduated either during fiscal year 2022 or a prior fiscal year would also be included.

A student level spreadsheet from ADE was used to assist with the calculations for CCRI. Each student's high school experience was reviewed to determine how each student performed on the metrics outlined below. Total points earned by the school were submitted to ADE. The total Earned Points were scaled by the ADE Accountability Team to the 20% weighting adopted by the State Board of Education.

Scoring:

- A student who accumulates at least 1 indicator point will generate 10 CCR points.
- A student who accumulates at least 2 indicator points will generate 20 CCR points.
- A student who accumulates at least 1 indicator point of **Red** indicators and at least 1 indicator point of **Blue** indicators will generate 22 CCR points. (See details in Appendix on page 43.)
- Schools that increase their prior year post-secondary and military enrollment percentage or have 85% enrollment earn one bonus point.
- A student receives 0.5 points for each credential/certificate or license earned (maximum of 1.0 points in this category)

Bonus Points

Schools were able to earn bonus points four ways. Bonus points are added after the total score is calculated.

College and Career Readiness

Schools that increase their prior year post-secondary and military enrollment percentage or have 85% enrollment earn on bonus point which is calculated and self-reported as part of the CCRI data submission.

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

Schools with high populations of FAY students enrolled in special education will earn bonus points. Bonus points were awarded based on the distance from the school's percentage to the statewide average. Points are awarded based on the following:

- 2 points: At or above 80% of the statewide average (9.05%)
- 1.5 points: At 70% to 79% of the statewide average (7.92%)
- 1 point: At 60%-69% of the statewide average (6.78%)
- 0 points: Below 60% of the statewide average (6.77%)

Science Proficiency (0, 1.5, or 3 points)

Schools that administer the AzSCI test to 95% of their grade 11 students can earn up to 3 bonus points on science achievement of FAY students. Bonus points were awarded based on the distance from the school's percentage to the statewide average. The following details how points are earned:

- A school's current year percentage of proficient students is greater than or equal to one standard deviation above the statewide average (43.28%) earns 3 points.

- A school's current year percentage of proficient students is greater than the statewide average (21.64%) and less than one standard deviation above the average (43.28%) earns 1.5 points.
- Standard deviation is = 21.64%.

ACT Aspire Bonus Points (0, 1.5, or 3 points)

ACT Aspire bonus points are awarded based on the following:

- A school's current year percent testes is greater than or equal to 95% = 3 points.
- A school's current year percent tested is greater than or equal to 90% and less than 95% = 1.5 points.

A-F School Letter Grades and Component Data for CFSD

The letter grade component data displayed below reflect the current letter grades for the 2021-2022 school year. Letter grades were released to the State Board of Education and the public on October 31, 2022.

Schools have not received letter grades since the 2018-2019 school year. The letter grades from 2018-2019 were carried over to the 2019-2020 school year. State achievement tests were not administered in spring 2020 due to the COVID-19 pandemic. A-F letter grade component calculations were released for the 2020-2021 school year, but schools did not receive letter grades due to the potential impact of the pandemic.

The cut scores for school letter grades as established by the Arizona State Board of Education for the K-8 and 9-12 letter grade models are as follows:

Cut Scores for 9-12				
A	B	C	D	F
100%-(>82%)	82%-(>65%)72.39%	65-(>48%)	48%-(>31%)	31%-0%

Cut Scores for K-8				
A	B	C	D	F
100%-84.67%	84.66%-72.39%	72.38%-60.11%	60.10%-47.83%	47.82%-0%

Below are the letter grade components and points for CFSD schools for the 2021-2022 school year.

Catalina Foothills High School 2021-2022		
Category	Weight	Points
Proficiency	30%	25.94
Growth	20%	18.8
EL Proficiency and Growth	10%	10.00
Graduation Rate	4-, 5-, 6-, 7- Graduation Rate	10%
	4-year Graduation Rate	10%
College and Career Ready – Self-Report Score	20%	18.00
All Students Total Points		92.74
Total Points Eligible		100
Percentage Earned		92.74%
Total Bonus Points*		8.00
Total Points Earned		100.74
Percent Tested		97.16%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 1.00, Science – 3.0, CCR – 1.00, ACT Aspire – 3.00

Esperero Canyon Middle School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	22.46
Growth	50%	47.23
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	10.00
All Students Total Points		89.69
Total Points Eligible		100
Percentage Earned		89.69%
Total Bonus Points*		2.50
Total Points Earned		92.19
Percent Tested		99.90%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 1.00, Science – 1.50

Orange Grove Middle School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	23.26
Growth	50%	45.04
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	10.00
All Students Total Points		88.30
Total Points Eligible		100
Percentage Earned		88.30%
Total Bonus Points*		5.00
Total Points Earned		93.30
Percent Tested		99.55%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 2.00, Science – 3.00

Canyon View Elementary School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	24.6
Growth	50%	46.49
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	8.00
All Students Total Points		89.09
Total Points Eligible		100
Percentage Earned		89.09%
Total Bonus Points*		5.00
Total Points Earned		94.09
Percent Tested		100%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 2.00, Science – 3.00

Manzanita Elementary School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	26.00
Growth	50%	40.13
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	6.00
All Students Total Points		82.16
Total Points Eligible		100
Percentage Earned		82.16%
Total Bonus Points*		5.00
Total Points Earned		87.16
Percent Tested		99.70%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 2.00, Science – 3.00

Sunrise Drive Elementary School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	28.12
Growth	50%	48.41
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	8.00
All Students Total Points		94.53
Total Points Eligible		100
Percentage Earned		94.53%
Total Bonus Points*		5.00
Total Points Earned		99.53
Percent Tested		99.67%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 2.00, Science – 3.00

Ventana Vista Elementary School 2021-2022		
Category	Weight	Points
Proficiency/Stability Proficiency	30%	25.76
Growth	50%	44.09
EL Proficiency and Growth	10%	10.00
Acceleration/Readiness	10%	6.00
All Students Total Points		85.85
Total Points Eligible		100
Percentage Earned		85.85%
Total Bonus Points*		4.00
Total Points Earned		89.85
Percent Tested		100%
Assigned A-F Letter Grade		A

*Bonus Points: Special Education – 1.00, Science – 3.00

APPENDIX

College and Career Readiness Rubric

Value	Indicators
1.25 Blue	Earns a Grand Canyon Diploma or International Baccalaureate Diploma
1.25 Red	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence
.5 per exam Blue	Passing score on AzMerit Algebra 2
.35 per exam Blue	Meets cut score on ACT English, reading, math, or science
.5 per exam Blue	Meets cut score on SAT English or math exam
.5 per exam Blue	Meets cut score on any AP exam
No points, data collection only	Arizona diploma seals collection, information to follow
.3 Red or Blue	Completes the FAFSA
.5 per course Red	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 Blue	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 Red	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above)
.5 Red	Meets benchmarks for ASVAB
.5 Red	Meets benchmarks for ACT WorkKeys, or met benchmarks for Arizona Career Readiness Credentials
.35 per exam Blue	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
.5 per exam Blue	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 Red	Earns an Industry-Recognized Credential, Certificate, or License No more than one point may be awarded in this indicator.
1 Red	Completes well-defined Work-Based Learning (i.e., internship) of at least 120 hours
1 Blue	Meet all 16 Arizona Board of Regents program of study requirements – an A, B, or C is earned in the 16 core courses

STATE ACHIEVEMENT TEST SCORES - ELA
CATALINA FOOTHILLS SCHOOL DISTRICT
TUCSON, ARIZONA

ELA		2019	2019	2019	2021	2021	2021	2022	2022	2022
School	Grade	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP
CV	3	42	37	79	30	29	59	27	32	59
MZE	3	39	40	78	45	35	79	32	36	68
SDS	3	42	40	82	42	26	68	38	36	74
VV	3	56	17	73	46	16	62	40	21	61
CFSD	3	44	34	78	41	27	67	40	27	66
State	3	32	14	46	25	10	35	30	11	41
CV	4	47	32	78	45	20	65	49	25	74
MZE	4	45	36	81	36	42	78	43	40	83
SDS	4	35	44	79	40	35	75	34	44	78
VV	4	36	34	71	32	46	78	42	38	80
CFSD	4	41	37	79	38	36	74	42	38	79
State	4	37	14	51	33	12	45	31	13	44
CV	5	34	46	80	41	35	76	46	23	69
MZE	5	35	51	86	37	40	77	35	24	59
SDS	5	26	44	70	26	54	80	40	35	75
VV	5	31	45	76	42	36	78	44	23	67
CFSD	5	32	47	78	36	42	78	41	26	67
State	5	32	20	52	29	17	45	29	10	39
EC	6	46	10	56	42	15	57	53	8	61
OG	6	44	21	65	38	16	54	47	10	57
CFSD	6	45	16	61	40	15	55	49	9	58
State	6	34	8	42	31	6	37	35	4	39
EC	7	48	17	65	46	13	59	39	24	63
OG	7	40	28	69	50	15	65	35	26	61
CFSD	7	44	23	67	48	14	62	37	25	62
State	7	31	10	41	29	8	37	32	11	43
EC	8	31	24	55	33	19	52	36	22	58
OG	8	37	28	65	33	21	54	41	27	68
CFSD	8	35	26	60	33	20	53	39	25	62
State	8	25	13	38	23	11	35	26	10	36
CFHS	9	34	26	60	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	9	34	25	60	N/A	N/A	N/A	N/A	N/A	N/A
State	9	24	12	37	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	10	35	21	56	38	16	54	N/A	N/A	N/A
CFSD	10	35	21	56	38	16	54	N/A	N/A	N/A
State	10	23	10	34	24	9	32	N/A	N/A	N/A
CFHS	11	32	31	63	N/A	N/A	N/A	39	34	73
CFSD	11	32	31	63	N/A	N/A	N/A	39	34	71
State	11	20	13	33	N/A	N/A	N/A	29	12	41

Note: (1) Totals for % Proficient & Highly Proficient include rounding. All scores reflect final scores from the Arizona Department of Education. (2) AzM2 replaced AzMERIT in Spring 2021. AASA replaced AzM2 in Spring 2022. (3) ACT replaced AzM2 in 2022. (4) No state tests were administered in Spring 2020 due to the COVID-19 Pandemic.

CV Canyon View
 MZ Manzanita
 SDS Sunrise Drive
 VV Ventana Vista
 EC Esperero
 OG Orange Grove
 CFHS Catalina Foothills HS
 CFSD Catalina Foothills School District

STATE ACHIEVEMENT TEST SCORES - MATH
CATALINA FOOTHILLS SCHOOL DISTRICT

MATH		2019	2019	2019	2021	2021	2021	2022	2022	2022
School	Grade	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP
CV	3	41	36	77	38	28	65	38	18	56
MZE	3	35	45	80	31	41	72	43	20	63
SDS	3	36	50	86	42	32	74	32	32	64
VV	3	42	34	75	28	24	51	47	21	68
CFSD	3	38	42	80	35	31	67	40	23	63
State	3	33	18	51	24	12	36	28	12	40
CV	4	41	25	66	33	9	43	35	28	63
MZE	4	35	25	60	38	26	64	38	31	69
SDS	4	35	47	81	40	26	66	35	38	73
VV	4	30	14	44	43	15	57	31	38	69
CFSD	4	35	29	63	39	19	58	35	34	68
State	4	33	15	48	25	10	35	26	14	40
CV	5	35	31	65	44	19	63	38	26	64
MZE	5	53	20	72	38	21	59	38	22	60
SDS	5	39	36	75	38	34	72	42	37	79
VV	5	49	20	69	39	22	61	43	16	59
CFSD	5	45	26	71	39	25	64	40	25	65
State	5	31	16	46	22	10	32	26	11	37
EC	6	26	31	57	28	18	46	35	27	62
OG	6	32	34	66	33	18	51	35	24	59
CFSD	6	29	33	62	31	18	49	35	25	59
State	6	24	17	41	19	11	30	20	11	31
EC	7	25	32	57	31	17	48	25	21	46
OG	7	25	45	70	30	30	60	22	23	45
CFSD	7	25	39	64	30	24	54	23	22	45
State	7	20	18	38	17	13	30	15	13	28
EC	8	30	20	50	22	18	40	27	20	47
OG	8	26	40	66	22	21	48	29	26	55
CFSD	8	28	31	59	25	20	45	28	23	51
State	8	18	13	32	15	11	27	15	10	27
CFHS	10	N/A	N/A	N/A	39	13	52	N/A	N/A	N/A
CFSD	10	N/A	N/A	N/A	39	13	52	N/A	N/A	N/A
State	10	N/A	N/A	N/A	21	5	27	N/A	N/A	N/A
CFHS	11	N/A	N/A	N/A	N/A	N/A	N/A	32	27	59
CFSD	11	N/A	N/A	N/A	N/A	N/A	N/A	32	27	58
State	11	N/A	N/A	N/A	N/A	N/A	N/A	19	13	32
EC	Alg1	47	52	>98	N/A	N/A	N/A	N/A	N/A	N/A
OG	Alg1	8	91	>98	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	Alg1	29	71	>98	N/A	N/A	N/A	N/A	N/A	N/A
State	Alg1	28	15	43	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	Alg1	39	10	50	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	Alg1	35	31	66	N/A	N/A	N/A	N/A	N/A	N/A

State	Alg1	29	15	44	N/A	N/A	N/A	N/A	N/A	N/A
EC	Geo	47	53	>98	N/A	N/A	N/A	N/A	N/A	N/A
OG	Geo	10	86	97	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	Geo	42	25	67	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	Geo	40	31	71	N/A	N/A	N/A	N/A	N/A	N/A
State	Geo	28	9	37	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	Alg2	34	37	71	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	Alg2	34	36	70	N/A	N/A	N/A	N/A	N/A	N/A
State	Alg2	26	14	40	N/A	N/A	N/A	N/A	N/A	N/A

Note: (1) Totals for % Proficient & Highly Proficient include rounding. All scores reflect final scores from the Arizona Department of Education. (2) CFSD 2019 scores for Algebra 1 and Geometry include middle and high school. Only grade level math tests were administered at the high school in Spring 2020 (grade 10) and 2021 (grade 11). AzM2 replaced AzMERIT in 2021. ACT replaced AzM2 in 2022. For Grades 3-8, 2019 - AzMERIT, 2021 - AzM2, 2022 - AASA. (4) No state tests were administered in Spring 2020 due to COVID-19 Pandemic.

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