



Arizona Department of Education  
A-F Letter Grades

# *A Preliminary Analysis*

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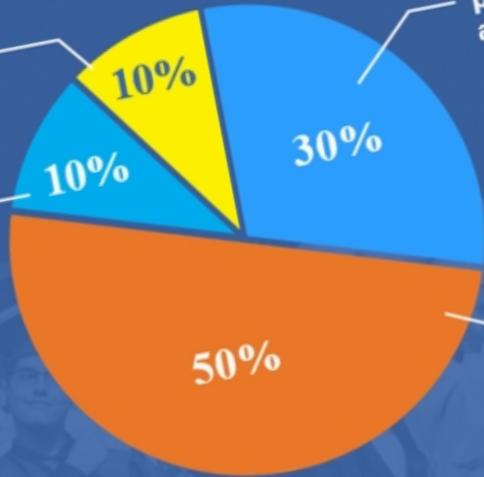
# How the Letter Grades are Calculated for K-8's and High Schools...



For K-8 schools, the plan provides for multiple indicators weighted as follows:

English Language Learners' growth and proficiency at 10%

Acceleration and readiness measures at 10%



Student proficiency at 30%

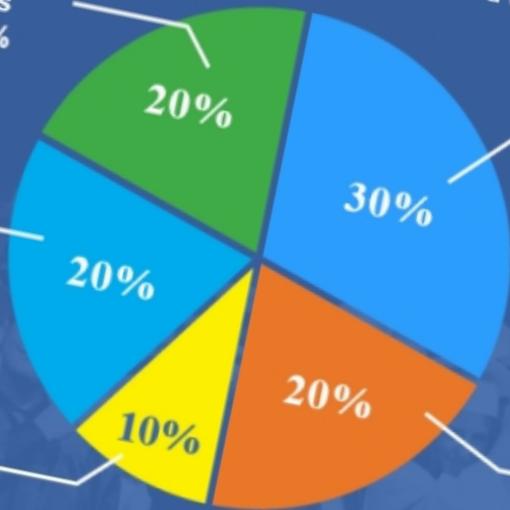
Student growth

The 9-12 plan provides for multiple indicators weighted as follows:

College and career readiness measures at 20%

Graduation rate at 20%

English Language Learners' growth and proficiency at 10%



Student proficiency at 30%

Subgroup Improvement at 20%





**Arizona 2017-2018 9-12 A-F School Accountability Plan**  
 Adopted by the State Board of Education on May 21, 2018  
 See Business Rules Document for Details

Indicator	Component	Weight	Points/ Percentage
Proficiency	<i>AzMERIT English Language Arts and Math</i> Students' performance on AzMERIT English Language Arts and Math, with Highly Proficient (HP) students receiving the most points	30%	30%
Growth	<i>Student Growth Percentiles</i> <i>AzMERIT English Language Arts and Math</i> Students' performance in the prior year and their growth in the current year compared to their peers	10%	20%
	<i>Student Growth to Target</i> <i>AzMERIT English Language Arts and Math</i> Students' ability to reach their annual target, with lower performing students reaching their target receiving the most points	10%	

# Changes to the 9 – 12 Accountability Plan



**Arizona 2018-2019 9-12 A-F School Accountability Plan**  
 Adopted by the State Board of Education on April 15, 2019  
 See Business Rules Document for Details

Indicator	Component	Weight	Points/ Percentage
Proficiency	<i>AzMERIT English Language Arts and Math</i> <i>ACT for Schools that Selected</i> <i>SAT for Schools that Selected</i>	30%	30%
Subgroup Improvement	<i>Subgroup Proficiency Improvement</i>	10%	20%
	<i>Subgroup Graduation Rate Improvement</i>	5%	
	<i>Subgroup Dropout Rate Improvement</i>	5%	

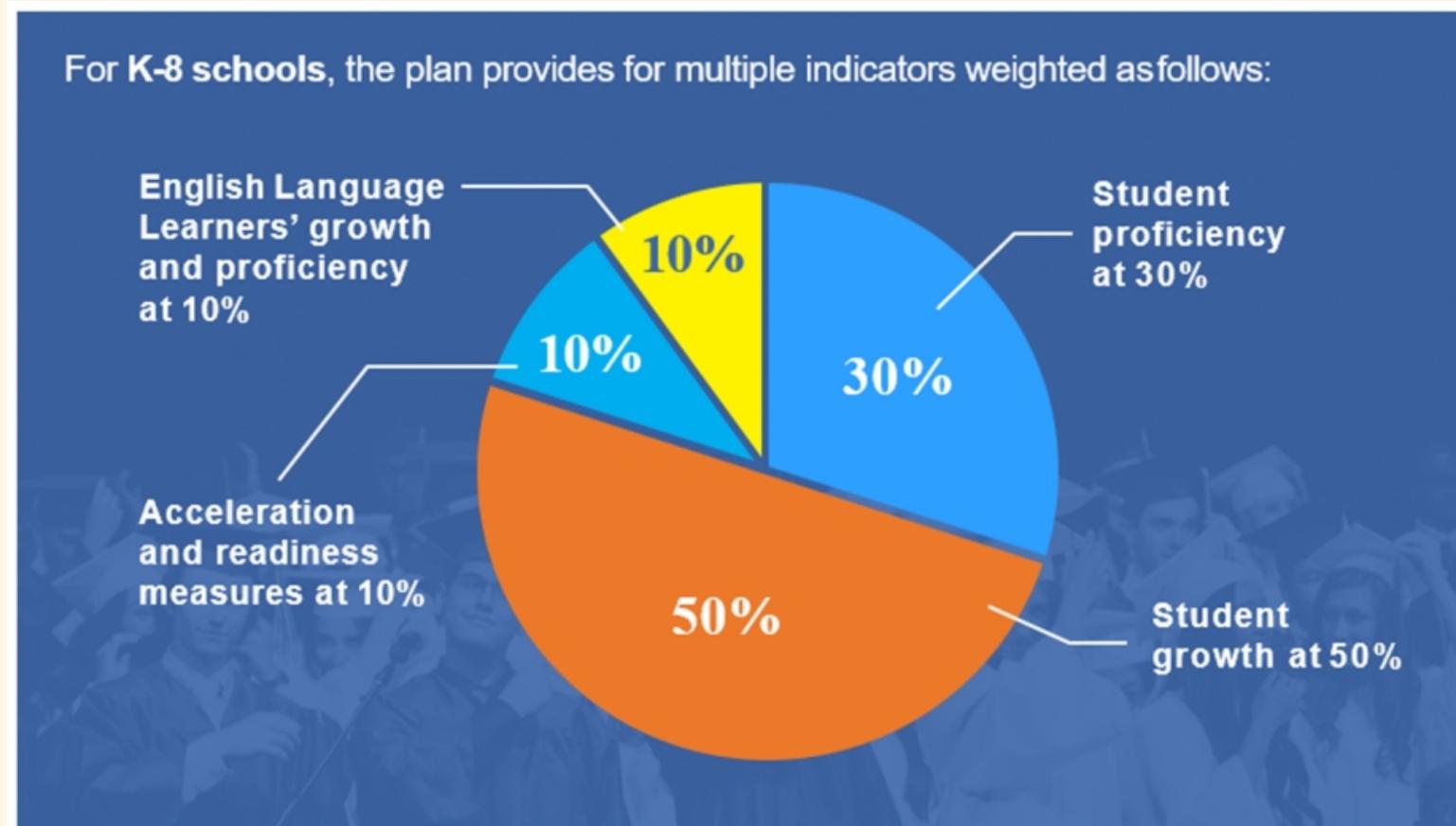




# A-F Letter Grades in Amphitheater Public Schools

A	B	C
Canyon del Oro High	Copper Creek Elementary	Amphitheater High
Harelson Elementary	Coronado K – 8	Amphitheater Middle
Innovation Academy	Cross Middle	Keeling Elementary
Painted Sky Elementary	Donaldson Elementary	La Cima Middle
Walker Elementary	Holaway Elementary	Nash Elementary
Wilson K – 8	Ironwood Ridge High	Rio Vista Elementary
	Mesa Verde Elementary	
	Prince Elementary	

# How the Letter Grades are Calculated for K-8 Schools...





# Of the four schools that improved, let's look at one in particular:

Prince Elementary: D → C → B

Category	Weight	Points Possible	Points 2017	Points 2018	Points 2019
Proficiency / Stability Proficiency	30%	30	11.03	10.49	14.25
Growth	50%	50	15.98	29.62	42.92
EL Proficiency and Growth	10%	10	10.00	9.00	10.00
Acceleration / Readiness	10%	10	10.00	10.00	10.00



Of the three schools that dropped, we'll look at one in particular:

## Lawrence W. Cross Middle School

A → B

Category	Weight	Points Possible	Points 2018	Points 2019
Proficiency / Stability	30%	30	22.40	22.00
Proficiency				
Growth	50%	50	45.91	40.69
EL Proficiency and Growth	10%	10	4.00	N/A
Acceleration / Readiness	10%	10	10.00	10.00

# Proficiency:

(Recall that **two** types of Proficiency are measured, simple *Proficiency*, and *Stability Proficiency* which comprise 30% of the overall letter grade. Whichever one is greater is the one that is used)

Achievement Level	Point Value
Minimally Proficient (MP)	0.0
Partially Proficient (PP)	0.6
Proficient (P)	1.0
Highly Proficient (HP)	1.3



# Prince: Proficiency



All Students (AzMERIT and MSAA) ELA					
	Number Tested	Number PP (x 0.6)	Number P (x 1.0)	Number HP (x 1.3)	Percent Proficient
Grade 3	95	15	22	5	39.47%
Grade 4	74	14	22	5	49.86%
Grade 5	84	26	20	8	54.76%
			<b>Total Proficiency Points</b>	<b>ELA &amp; Math</b>	<b>14.25</b>

# Cross: Proficiency



All Students (AzMERIT and MSAA) ELA					
	Number Tested	Number PP (x 0.6)	Number P (x 1.0)	Number HP (x 1.3)	Percent Proficient
Grade 6	173	48	75	21	75.78%
Grade 7	248	59	97	40	74.35%
Grade 8	216	52	80	37	73.75%
			<b>Total Proficiency Points</b>	<b>ELA &amp; Math</b>	<b>22.00</b>

# Stability Proficiency



Years of Data	Max Proficiency Weights		
	3 Years of FAY	2 Years of FAY	1 Year of FAY
3 Years	15%	10%	5%
2 Years		18%	12%
1 Year			30%

(FAY: Full Academic Year)



# Cross: Stability Proficiency



Stability Proficiency			30%	
Stability	ELA	Math	All	Weight
3-Year FAY	73.48%	66.52%	70.00%	15.00%
2-Year FAY	72.12%	71.43%	71.77%	10.00%
1-Year FAY	76.70%	74.75%	75.72%	5.00%
<b>Total Stability Proficiency Points</b>				<b>21.46</b>



# Prince: Stability Proficiency



Stability Proficiency			30%	
Stability	ELA	Math	All	Weight
3-Year FAY	48.30%	48.03%	48.16%	15.00%
2-Year FAY	41.18%	41.67%	41.43%	10.00%
1-Year FAY	51.64%	50.98%	51.29%	5.00%
<b>Total Stability Proficiency Points</b>				<b>13.93</b>



# Cross Middle & Prince Elementary *Growth* 2018 ➔ 2019

School	Points Possible	SGP & SGT (ELA & Math) <i>Growth</i> 2018	SGP & SGT (ELA & Math) <i>Growth</i> 2019
Cross Middle	50	45.91	40.69
Prince Elementary	50	29.62	42.92



(SGP: Student Growth Percentile  
SGT: Student Growth Target)





# Student Growth Percentile (SGP)



Current-Year Student Growth Percentile			
Prior-Year Achievement Level	Weights		
Highly Proficient	0	1.00	1.00
Proficient	0	1.00	1.20
Partially Proficient	0	1.00	1.80
Minimally Proficient	0	1.00	2.00
	1-33	34-66	67-99
	Low Growth	Average Growth	High Growth

# Cross: Student Growth Percentile 2018 ➔ 2019

SGP ELA Growth (12.5%)		
	2018 High Growth	2019 High Growth
Prior Year Highly Proficient	3.89%	4.44%
Prior Year Proficient	15.58%	16.78% (x1.20)
Prior Year Partially Proficient	11.33%	7.89% (x 1.80)
Prior Year Minimally Proficient	9.91%	6.91% (x2.00)
<b>SGP ELA Points</b>	<b>12.01</b>	<b>10.83</b>



# Prince: Student Growth Percentile (SGP) 2018 ➔ 2019

SGP Mathematics Growth (12.5%)		
	2018 High Growth	2019 High Growth
Prior Year Highly Proficient	3.89%	0.64%
Prior Year Proficient	15.58%	9.55% (x1.20)
Prior Year Partially Proficient	11.33%	14.01% (x 1.80)
Prior Year Minimally Proficient	9.91%	22.93% (x2.00)
<b><i>SGP Math Points</i></b>	<b><i>12.01</i></b>	<b><i>14.38</i></b>





# Preliminary Analysis – Student Growth Target (SGT)



Current-Year SGT			
Prior-Year Achievement Level	Weights		
Highly Proficient	0	1.00	1.00
Proficient	0	1.00	1.20
Partially Proficient	0	1.00	1.80
Minimally Proficient	0	1.00	2.00
	<10 percentile points of target	+/- 10 percentile points of target	>10 percentile points of target
	Below Target	At or Near Target	Exceeds Target

# SGP (Student Growth Percentile & SGT (Student Growth Target) 2018 ➔ 2019

	SGP ELA Growth (12.5%) Points	SGP Math Growth (12.5%) Points	SGT ELA Growth (12.5%) Points	SGT Math Growth (12.5%) Points	Total Growth Points
Cross Middle	10.83	11.92	8.54	9.40	<b>40.69</b>
Prince Elementary	12.18	14.38	8.49	7.87	<b>42.92</b>





# Cross Middle

Category	Weight	Points Possible	Points
Proficiency / Stability Proficiency	30%	30	22.00
Growth	50%	50	40.69
EL Proficiency and Growth	10%	10	N/A
Acceleration / Readiness	10%	10	10.00
		<b>Total</b>	<b>84.27</b>

# Prince Elementary

Category	Weight	Points Possible	Points
Proficiency / Stability Proficiency	30%	30	14.25
Growth	50%	50	42.92
EL Proficiency and Growth	10%	10	10.00
Acceleration / Readiness	10%	10	10.00
		<b>Total</b>	<b>79.17</b>

Total Score				
A	B	C	D	F
84.67 – 100%	72.39 – 84.66%	60.11 – 72.38%	47.83 – 60.10%	<47.82%





# Sometimes things happen...

## **Grounds for appeal are limited to:**

1. Environmental Issues of Events
2. Adverse Testing Conditions
3. School or Community Emergency
4. School Tragedy
5. Other similar substantive events
6. Incorrect data



# Appeal Process Initiated...

**On November 15, the appropriate appeal process was started for:**

- La Cima Middle – *School Tragedy*
- Amphitheater High – *Incorrect data*

*...we'll keep you posted.*



# Possible next steps...

- Prepare similar slide deck for other schools
- Disaggregate proficiency and growth data
- Explicitly link our *Portrait of a Graduate* Visual Mission and other practices, philosophies and strategies (collaboration, personalization of learning, rigor, relevance, growth mindset, etc.) to academic achievement
- Intervention techniques refinement with professional development support
- Explore more fully the connection between social-emotional learning and academic achievement

