CATALINA FOOTHILLS SCHOOL DISTRICT

CFSD ASSESSMENT PROGRAM SUMMARY REPORT FOR 2022-2023

JANUARY 2024

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Catalina Foothills School District
Assessment Program Summary Report for 2023

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 2023

The focus of this year's assessment report is mainly on student achievement results from the spring 2023 state test administration and assigned A-F letter grade data for the 2022-2023 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.

Disaggregating subgroup data at the district level is only the first step in identifying trends and patterns related to the performance levels of 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 students and determine what programs, services, and interventions, and at what intensity, need to be implemented to improve learning results.

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 2023 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 2023 state achievement tests. Participation rates for state achievement testing are displayed in Table 1. All schools tested well above the required 95% tested participation rate.

Table 1. CFSD Spring 2023 Participation Rates for State Achievement Testing

Spring 2023 Participation Rates	
School	**Percent Tested**
Canyon View	98.15%
Manzanita	99.85%
Sunrise Drive	100%
Ventana Vista	99.58%
Esperero Canyon	99.09%
Orange Grove	99.55%
CFSD	99.32%

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. 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.

Level 1: Minimally Proficient	Level 2: Partially Proficient	Level 3: Proficient ⭐	Level 4: Highly Proficient ⭐

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 is greater than 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
Female	2,547	49%
Male	2,633	51%
Military	110	2%
Homeless/McKinney-Vento	*	*
Foster	*	*
Income Eligibility 1 and 2	763	15%
Limited English Proficient	162	3%
Students with Disabilities	461	9%
Asian	300	6%
Black or African American	101	2%
Hispanic or Latino	1,499	29%
American Indian or Alaska Native	13	0.3%
Native Hawaiian or Pacific Islander	11	0.2%
Two or More Races	399	8%
White	2,858	55%
All Students	5,180	100%

*No data is displayed for subgroups with 10 or fewer students.
**Data reflects the first day of the testing window, March 21, 2023.

AASA 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 2021, 2022, and 2023 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 public file that was posted on October 6, 2023.

During the 2022-2023 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, subgroup size, 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 70% which reflects a 3% increase as compared to 2022 and a 7% 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 2% and 4% respectively as compared to 2022.
- All subgroups with the exception of Two or More Races and Limited English Proficient show an increase in percent passing as compared to 2022. There is a decrease of 2% and 6% respectively for students in the Two or More Races and Limited English Proficient subgroups.
- The passing rate for Income Eligiblity 1 and 2 is 46%, a 2% increase as compared to 2022 and an 11% increase as compared to 2021.
- In 2023, all ethnicity subgroups with the exception of Two or More Races (77%) and Asian (78%), have a lower percentage of students scoring at Proficient and Highly Proficient than the subgroup of White students (74%).
- There is a 16% increase in the percent passing for the Black or African American subgroup from 2022 to 2023.
- The passing rate for Students with Disabilities in English Language Arts is 23%, a 7% increase as compared to 2022.
- The passing rate for the Military subgroup is 9% higher than All Students.
- There is an 18% difference in the percent passing for ELA for CFSD students who are Full Academic Year (FAY) and non-FAY students (69% and 51% respectively).

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

- In 2023 the overall proficiency for English Language Arts is 40% (statewide) and 39% (in Pima County). CFSD passing rates for English Language Arts exceed statewide and county results by 30% and 31% respectively.
- Percent passing for English Language Arts for all grades in Arizona ranges from 37% to 45%. Percent proficient is lowest at grades 5 and 8 (both 37%). Percent proficient is higher at grades 4 (45%) and grades 6 and 7 (both 42%) than all other grades.

Table 3. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA and ACT Percent Passing for English Language Arts by Subgroup (All Tests)

Subgroup	2021	2022	2023
Female	66	71	73
Male	60	62	66
Military	82	69	79
Homeless/McKinney-Vento	N/A	N/A	*
Income Eligibility 1 and 2	35	44	46
Limited English Proficient	*	21	15
Students with Disabilities	22	16	23
Asian	67	72	78
Black or African American	47	38	54
Hispanic or Latino	48	55	59
American Indian or Alaska Native	*	*	50
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	72	79	77
White	69	71	74
All Students	63	67	70

*No data is displayed for subgroups with 10 or fewer 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 in both 2022 and 2023 is 58%, a 3% increase as compared to 2021.
- From 2022 to 2023, there is a 2%-10% decrease in Math proficiency across all subgroups with the exception of the following:
  - Military shows an increase in percent passing of 7%;
  - Both the Male and White subgroups show increases of 1%.
  - The percent passing for Two or More Races is 69% for both 2022 and 2023.
- The most significant decrease in percent passing is in the subgroup Limited English Proficient (from 30% in 2022 to 20% in 2023).
- Male students outperformed female students by 5% in both 2021 and 2022 and by 8% in 2023. From 2022 to 2023 there is a 2% decrease in the percent passing for the Female subgroup and a 1% increase for the Male subgroup.
- The Military subgroup is outperforming All Students by 12%.
- The Black or African American and Hispanic or Latino subgroups have the lowest proficiency rates as compared to the other ethnic groups (28% and 42% respectively).
- The percent proficient in Math for Students with Disabilities is 17%, a 2% decrease as compared to 2022.
- There is a 17% difference in the percent passing for Math for CFSD students who are FAY and non-FAY (59% and 42% respectively).

Other data (source: Arizona Department of Education) show:
- In 2023 the overall proficiency for Math is 34% (statewide) and 32% (in Pima County). The CFSD percent passing for Math exceeds the state and county proficiency rates by 24% and 26% respectively.
- Percent passing for Math for all grades statewide ranges from 27% to 43%. Percent proficient is lowest at grade 8 (27%). Percent proficient is higher at grade 3 (43%) and grade 4 (39%) than all other grades.

Table 4. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA and ACT Percent Passing for Math by Subgroup (All Tests)

Subgroup	2021	2022	2023
Female	52	56	54
Male	57	61	62
Military	72	63	70
Homeless/McKinney-Vento	N/A	N/A	*
Income Eligibility 1 and 2	28	35	33
Limited English Proficient	*	30	20
Students with Disabilities	18	19	17
Asian	78	78	75
Black or African American	34	34	28
Hispanic or Latino	39	44	42
American Indian or Alaska Native	*	*	50
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	58	69	69
White	60	63	64
All Students	55	58	58

*No data is displayed for subgroups with 10 or fewer students.

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 68%, 75%, and 71%

respectively. While the percent passing in grades 3 and 5 show an increase of 2% and 4% respectively, the percent passing in grade 4 reflects a decrease of 4% as compared to 2022.

- Over the three-year period, the Female subgroup consistently outperformed the Male subgroup across the three grade levels by 2%-13% 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%). The most significant performance gap between the Male and Female subgroups appears in grade 5 in both 2022 and 2023, a difference of 13% and 12% respectively.
- In 2023 the Limited English Proficient subgroup demonstrates the lowest passing rates across grades 3, 4, and 5 (9%, 29%, and 7% respectively).
- From 2022-2023 both grades 3 and 4 show a decrease of 1% in percent passing in the Students with Disabilities subgroup. For grade 5 there is no change in the percent passing for this subgroup from 2022-2023.
- While the percent passing for the Income and Eligibility subgroup remained at 44% in grade 3 in both 2022 and 2023, this subgroup increased by 5% and 8% respectively for grades 4 and 5 during the same time period.
- From 2022-2023, the percent passing for the Two or More Races subgroup shows a decrease of 13% and 4% in grades 3 and 4 respectively and an increase of 6% in grade 5.
- While the grades 3 and 4 Hispanic or Latino subgroups show an increase of 5% and 1% respectively, this subgroup shows a 2% decrease in grade 5 in English Language Arts.

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

- Statewide, the percent passing for English Language Arts for grades 3, 4, and 5 are 41%, 45%, and 37% respectively. CFSD percent passing is 27-34% higher than the statewide percent proficient at these grade levels.
- The percent passing for FAY students in English Language Arts for CFSD grades 3 and 4 (70%, and 75% respectively) exceeds the passing rate for non-FAY students in those grades by 26% and 17% respectively. A data comparison for FAY and non-FAY students in grade 5 is not possible as the non-FAY group is too small to report.

Table 5. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA Percent Passing for Grades 3-5 English Language Arts by Subgroup

Subgroup	3-2021	3-2022	3-2023	4-2021	4-2022	4-2023	5-2021	5-2022	5-2023
Female	67	67	70	76	81	76	80	74	77
Male	67	64	67	72	76	74	75	61	65
Military	*	69	*	92	*	83	*	87	*
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Income Eligibility 1 and 2	31	44	44	38	47	52	52	38	46
Limited English Proficient	*	25	9	*	53	29	*	38	7
Students with Disabilities	31	24	23	29	31	30	30	21	21
Asian	73	88	91	75	71	94	67	75	73
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	57	55	60	62	65	66	68	54	52
American Indian or Alaska Native	*	N/A	*	N/A	*	N/A	*	N/A	*
Native Hawaiian or Pacific Islander	N/A	*	*	*	N/A	*	*	*	N/A
Two or More Races	73	82	69	72	92	88	89	79	85
White	70	70	72	81	84	76	82	72	78
All Students	67	66	68	74	79	75	78	67	71

*No data is displayed for subgroups with 10 or fewer students.

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

- All grades show an increase in percent passing for All Students in English Language Arts from 2021 to 2023:

- o The grade 6 passing rate for All Students increases from 55% in 2021 to 68% in 2023.
- o The grade 7 passing rate for All Students increases from 62% in 2021 to 65% in 2023.
- o The grade 8 passing rate for All Students increases from 53% in 2021 to 63% in 2023.
- The Female subgroup is outperforming the Male subgroup all three years for grades 6-8. The most significant difference between these two subgroups occurs in grade 8 in 2022 and 2023 (a difference of 15% and 13% respectively).
- From 2022 to 2023, twelve (12) of fourteen (14) subgroups in grade 6 and grade 7 show increases of 1% to 41% in the passing rate for students scoring at Proficient and Highly Proficient in the English Language Arts standards. (This excludes subgroups of less than 10, two subgroups that remained the same [grade 8 Female and grade 8 White], and grades 6, 7, and 8 Two or More Races subgroups which show decreases of 11%, 2%, and 11% respectively.)
- The percent passing for the grade 6 Military subgroup shows a significant increase from 2022 to 2023 (46% to 87%).
- The lowest performing subgroups in 2023 are grades 6 and 7 Students with Disabilities (21% and 20 % respectively) and grade 8 Income Eligibility 1 and 2 (33%).
- The grade 6 Military subgroup (87%) is outperforming all other grade 6 subgroups by 13%-66%.
- In 2023 the percent passing for Hispanic or Latino students in grade 6 (60%) is higher than students in the same subgroup in grades 7-8 (49% and 56% respectively). A comparison between the 2021 and 2023 data for Hispanic or Latino students in grades 6 and 8 shows a significant increase (of 23% and 22% respectively). A comparison between passing rates for 2021 and 2023 at grade 7 shows an increase of only 1%.
- While the Asian subgroup shows an increase in grades 6 and 7 (by 3% and 11% respectively), there is a decrease of 11% in the passing rate for this subgroup in grade 8.

Other data (source: Arizona Department of Education) show:
- Statewide, the percent passing for English Language Arts for grades 6, 7, and 8 is 42%, 42%, and 37% respectively. CFSD percent passing is 23-26% higher than the statewide percent proficient at these grade levels.
- The percent passing for FAY students in English Language Arts for CFSD grades 6, 7, and 8 exceeds the passing rate for non-FAY students in those grades by 19%, 16%, and 8% respectively.

Table 6. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA Percent Passing for Grades 6-8 English Language Arts by Subgroup

Subgroup	6-2021	6-2022	6-2023	7-2021	7-2022	7-2023	8-2021	8-2022	8-2023
Female	61	63	69	66	64	67	56	70	70
Male	51	53	68	58	58	64	51	55	57
Military	*	46	87	*	*	67	*	*	*
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	27	27	43	30	39	52	29	40	33
Limited English Proficient	*	20	*	*	< 2%	*	*	*	*
Students with Disabilities	*	8	21	*	14	20	*	21	19
Asian	*	72	75	82	58	69	65	74	63
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	37	45	60	48	48	49	34	49	56
American Indian or Alaska Native	N/A	*	N/A	N/A	N/A	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	N/A	*	N/A	*	N/A	*
Two or More Races	61	73	62	77	73	71	62	77	66
White	66	60	74	65	68	71	61	67	67
All Students	55	58	68	62	61	65	53	62	63

*No data is displayed for subgroups with 10 or fewer students.

Table 7 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 71%, 59%, and 59% respectively. While the percent passing in grade 3 shows an increase of 8%, the passing rate in grades 4 and 5 reflects a decrease of 9% and 6%

respectively as compared to 2022.

- A comparison of 2022 and 2023 data reveals an increasing trend for most subgroups in grade 3 and a decreasing trend for most subgroups in grade 5:
  - Six (6) of the nine (9) subgroups for which passing rates are displayed in grade 3 show an increase from 2022 to 2023: Female (+5%), Male (+12%), Income Eligibility 1 and 2 (+7%), Asian (+14%), Two or More Races (+3%), and White (+13%).
  - Three (3) of the nine (9) subgroups for which passing rates are displayed in grade 3 show a decrease from 2022 to 2023: Limited English Proficient (-8%), Students with Disabilities (-3%), and Hispanic or Latino (-1%).
  - One (1) of the nine (9) subgroups for which passing rates are displayed in grade 5 shows an increase from 2022 to 2023: White (+1%).
  - Eight (8) of the nine (9) subgroups for which passing rates are displayed in grade 5 show a decrease from 2022 to 2023: Female (-9%), Male (-3%), Income Eligibility 1 and 2 (-4%), Limited English Proficient (-21%), Students with Disabilities (-9%), Asian (-15%), Hispanic or Latino (-22%) and Two or More Races (-14%).

- Over the three-year period, the Male subgroup is outperforming the Female subgroup in Mathematics across the three grade levels (by 3-10%) with the exception of grade 5 in 2021 when students in the Female subgroup outperforms Males by 4%.

- In 2023 the Asian subgroup is the highest performing in grades 3 and 4 (96% and 94% respectively) and the White subgroup is the highest performing in grade 5 (68%).

- In grades 3, 4, and 5 the Students with Disabilities subgroup has the lowest passing rates (29%,18%, and 16% respectively). The percent passing for the Students with Disabilities subgroup shows a decrease in grades 3 (-3%), 4 (-8%), and 5 (-9%) as compared to 2022.

Other data (source: Arizona Department of Education) show:
- The overall statewide percent passing for grades 3, 4, and 5 is 43%, 39%, and 36% respectively. CFSD percent passing in grades 3, 4, and 5 exceeds the statewide passing rates by 28%, 20%, and 23% respectively.
- The percent passing for FAY students in Mathematics in CFSD grade 3 is the same as the percent passing for non-FAY grade 3 students. The passing rate for FAY students in grade 4 exceeds that grade's non-FAY performance by 27%. A data comparison for FAY and non-FAY students in grade 5 is not possible as the non-FAY group is too small to report.

Table 7. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA Percent Passing for Grades 3-5 Math by Subgroup

Subgroup	3-2021	3-2022	3-2023	4-2021	4-2022	4-2023	5-2021	5-2022	5-2023
Female	63	61	66	54	67	57	66	63	54
Male	72	64	76	62	70	62	62	67	64
Military	*	54	*	*	*	67	*	81	*
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A	*	N/A	N/A	*
Income Eligibility 1 and 2	25	40	47	26	38	48	*	38	34
Limited English Proficient	*	44	36	*	35	24	*	42	21
Students with Disabilities	33	32	29	*	26	18	*	25	16
Asian	82	82	96	88	72	94	74	80	65
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	44	60	59	43	46	49	52	57	35
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	77	78	81	62	85	79	74	79	65
White	73	62	75	62	76	60	67	67	68
All Students	67	63	71	58	68	59	64	65	59

*No data is displayed for subgroups with 10 or fewer students.

Table 8 below shows the passing rates by subgroup and for All Students in grades 6-8 in Math:
- In 2023, the percentage of All Students in grades 6, 7, and 8 scoring at Proficient and Highly Proficient in Math is 58%, 58%, and 48%. While there was an increase in percent passing for All Students for grade 7 from 2022

to 2023 (+13%), the percent passing for grades 6 and 8 shows a decrease of 1% and 2% respectively.

- In 2023, the Male subgroup is outperforming the Female subgroup in grades 6, 7, and 8 (by 10%, 11%, and 2% respectively).
- A comparison of 2022 and 2023 data reveals an increasing trend for all subgroups in grade 7 and a decreasing trend for most subgroups in grade 8:
  - o All of the grade 7 subgroups show a 2%-24% increase in Mathematics performance from 2022 to 2023. (The only exception is the Military subgroup as there is no comparative data available for 2022.)
  - o Six (6) of the eight (8) subgroups for which passing rates are displayed in grade 8 show a decrease from 2022 to 2023: Male (-5%), Income Eligibility 1 and 2 (-19%), Students with Disabilities (-3%), Asian (-24%), Hispanic or Latino (-3%), and Two or More Races (-5%).
  - o Two (2) of the eight (8) subgroups for which passing rates are displayed in grade 8 show an increase from 2022 to 2023: Female (+1%) and White (+3%).
- In 2023 there is a declining trend from grade 6 to grade 8 in all subgroups for Mathematics. The exception is the Military subgroup as there is no data available for 2023.
- The grades 6, 7, and 8 Asian subgroup has the highest percent passing of all groups (74%, 81%, and 63% respectively).
- Students with Disabilities in grades 6, 7, and 8 have the lowest passing rate of all groups (21%, 14%, and 13% respectively).
- Six (6) subgroups of students in the grade 8 cohort in 2023 have higher passing rates as compared to the results for students when they were in the grade 7 cohort in 2022.
  - o Female (+5%)
  - o Male (+2%)
  - o Income Eligibility 1 and 2 (+5%)
  - o Students with Disabilities (+1%)
  - o Asian (+6%)
  - o Hispanic or Latino (+9%)
- One (1) subgroup of students in the grade 8 cohort in 2023 has lower passing rates as compared to the results for students when they were in the grade 7 cohort in 2022:
  - o Two or More Races (-2%)

Other data (source: Arizona Department of Education) show:
- The overall statewide percent passing for grades 6, 7, and 8 is 31%, 30%, and 27% respectively. CFSD percent passing in grades 6, 7, and 8 exceeds the statewide passing rates by 27%, 28%, and 21% respectively.
- The percent passing for FAY students in Mathematics for CFSD grades 6, 7, and 8 exceeds the passing rate for non-FAY students in those grades by 30%, 14%, and 10 respectively.

Table 8. Comparison of CFSD 2021 AzM2 and 2022-2023 AASA Percent Passing for Grades 6-8 Math by Subgroup

Subgroup	6-2021	6-2022	6-2023	7-2021	7-2022	7-2023	8-2021	8-2022	8-2023
Female	50	56	53	50	42	52	39	46	47

Male	49	63	63	58	47	63	49	54	49
Military	*	46	53	*	*	75	*	*	*
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Income Eligibility 1 & 2	*	34	35	40	11	23	19	35	16
Limited English Proficient	*	55	27	*	8	*	*	*	*
Students with Disabilities	*	18	21	*	12	14	*	16	13
Asian	61	89	74	86	57	81	78	87	63
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic or Latino	29	40	48	43	24	38	31	36	33
American Indian or Alaska Native	N/A	*	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	50	70	59	50	55	69	45	58	53
White	59	65	62	57	55	63	49	52	55
All Students	49	59	58	54	45	58	45	50	48

*No data is displayed for subgroups with 10 or fewer students.

AzSCI (Arizona's Science Assessment)

ARIZONA SCIENCE TEST

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). Click on "Mic Check & Sample Tests" at this link to view a sample AzSCI test.)

Table 9 below shows the CFSD Spring 2022-2023 AzSCI percent passing rate for All Students by subgroup. The data also show:

- The percent passing for All Students in 2023 is 57%, which reflects an increase of 7% as compared to 2022 and is more than double the 2023 passing rate statewide.
- In 2023 male students are outperforming female students by 3 percent. From 2022 to 2023 the Male subgroup shows an increase of 5% while the Female subgroup shows an increase of 8%.
- The Two or More Races subgroup exceeds all other subgroups and is 12% higher than All Students.
  Two or More Races also shows a significant increase in passing rate as compared to 2022 (+21%).
- The Military subgroup outperforms all other subgroups by 3% to 51%.
- Black or African American and Hispanic or Latino students are performing below All Students by 24% and 16% respectively.
- Four (4) subgroups show a decrease in percent proficient from 2022 to 2023: Military (-2%), Income Eligible 1 and 2 (-5%), Asian (-3%), and Black or African American (-10%).
- The Limited English Proficient subgroup has the lowest passing rate of all other groups; only 16% of this subgroup are demonstrating proficient performance in the Science standards.
- There is a 16% difference in the percent passing for Science for CFSD students who are Full Academic Year (FAY) and non-FAY students (57% and 41% respectively).

Table 9. Comparison of CFSD 2022-2023 AzSCI Percent Passing for Science by Subgroup (All Tested Grades)

Subgroup	2022	2023
Female	47	55
Male	53	58
Military	69	67
Homeless/McKinney-Vento	N/A	*
Income Eligibility 1 and 2	33	28
Limited English Proficient	8	16
Students with Disabilities	17	20
Asian	54	51
Black or African American	43	33
Hispanic or Latino	40	41
American Indian or Alaska Native	*	*
Native Hawaiian or Pacific Islander	N/A	*
Two or More Races	48	69
White	56	64
All Students	50	57
Arizona (All Students)	23	27

* No data is displayed for subgroups with 10 or fewer students.

Table 10 below shows the CFSD 2022-2023 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 75%, 52%, and 45% respectively. From 2022 to 2023 there is an increase in the passing rate for All Students in grades 5 and 8 (+25% and +4% respectively). In the same time frame there is a 2% decrease in performance in grade 11 (-2%).
- In both 2022 and 2023 in grades 5, 8, and 11 the Male subgroup is outperforming the Female subgroup by 1%-13%. The exception is in grade 8 in 2023 when the Female subgroup outperforms the Male subgroup by 1%.
- In 2023 the highest performing subgroups in each grade are:
  - Grade 5 – Two or More Races (85%) and Male (75%)
  - Grade 8 – White (60%) and Two or More Races (56%)
  - Grade 11 – Two or More Races (68%) and Black or African American (55%)
- The lowest performing subgroups in 2023 by grade are:
  - Grade 5 – Limited English Proficient (21%) and Students with Disabilities (35%)
  - Grade 8 – Students with Disabilities (14%) and Income Eligibility 1 & 2 (16%)
  - Grade 11 – Students with Disabilities (< 2%) and Income Eligibility 1 & 2 (26%)
- In 2023 three (3) grade 5 subgroups show notable increases in the percent proficient as compared to 2022: Income Eligibility 1 & 2 (+20%), Female (+22%), and Two or More Races (+26%)
- The 2023 data shows that 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 in the following subgroups: Female, Male, Students with Disabilities, Asian, Hispanic or Latino, and White.
- From 2022 to 2023 all of the nine (9) subgroups with data available in grade 5 show an increase (+4% to +26%) in the passing rates.
- From 2022 to 2023 five (5) of the eight (8) subgroups with data available in grade 8 show an increase (+2% to +14%) in the passing rates.
- From 2022 to 2023 six (6) of the nine (9) subgroups with data available in grade 11 show a decrease (-1% to -14%) in the passing rates.

Other data (source: Arizona Department of Education) show:
- The overall statewide percent passing for grades 5, 8, and 11 Science is 33%, 25%, and 22% respectively. CFSD percent passing in grades 5, 8, and 11 exceeds the statewide passing rates by 42%, 27%, and 23% respectively.
- The percent passing for FAY students in Science in CFSD grades 5 and 8 exceeds the non-FAY passing rate for grades 5 and 8 students by 7% and 28% respectively. A data comparison for FAY and non-FAY students in grade 11 is not possible as the non-FAY group is too small to report.

Table 10. Comparison of CFSD 2022-2023 AzSCI Percent Passing for Science by Subgroup (All Grades)

Subgroup	5-2022	5-2023		8-2022	8-2023		11-2022	11-2023

Female	52	74	46	53	43	38
Male	58	75	50	52	50	51
Military	94	*	*	*	*	*
Homeless/McKinney-Vento	N/A	*	N/A	N/A	N/A	*
Income Eligibility 1 & 2	27	47	31	16	40	26
Limited English Proficient	17	21	*	*	*	*
Students with Disabilities	17	35	26	14	3	< 2%
Asian	50	69	66	47	48	40
Black or African American	*	*	*	*	42	55
Hispanic or Latino	50	60	35	40	34	31
American Indian or Alaska Native	N/A	*	*	*	*	*
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	*	N/A	*
Two or More Races	59	85	42	56	42	68
White	59	81	53	60	55	51
All Students	55	75	48	52	47	45
Arizona (All Students)	27	33	23	25	20	22

*No data is displayed for subgroups with 10 or fewer students.

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.

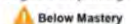| Scale Score	Performance Level	Reporting Categories		
		Physical Science	Earth and Space Science	Life Science
1378	Level 3	✚	✚	✔

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.

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 grade 11.

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. 2023 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 for both 2022 and 2023 are above the national averages.
- In 2023 the lowest average score is Reading at 426.6 and the highest average score is English at 432.8.
- Using the ACT Readiness Benchmarks in Table 11 and the 2023 ACT Aspire results, CFSD ninth grade students are Exceeding in English, Ready in Reading, and Close in Math and Science.
- 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 score of 73 in Reading in 2023 means a typical CFSD student achieved as well as or better than 73% of the students in the nation.

Table 12. 2022-2023 ACT Aspire Results for Grade 9 Students

Subject	Assessment Date	CFSD Average Score (Max 460)	National Average Score (Max 460)	CFSD Predicted ACT Score (Max 36)	CFSD Proficiency	CFSD Percentile Rank
English	Spring 2022	432.5	428.8	20.7	Exceeding	65
English	Spring 2023	432.8	428.8	20.8	Exceeding	68
Reading	Spring 2022	426	422.5	21.9	Ready	69
Reading	Spring 2023	426.6	422.5	22.3	Ready	73
Math	Spring 2022	428.8	425.2	21.2	Ready	72
Math	Spring 2023	426.7	425.2	19.7	Close	62
Science	Spring 2022	427.9	425.7	20.9	Close	65
Science	Spring 2023	427.8	425.7	20.7	Close	61

Table 13 displays the supplemental ACT Aspire scores for ELA and STEM. Combined scores for ELA and STEM fall into one of two levels: Meets Benchmark and Below Benchmark. 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 ACT Readiness Benchmark for ELA and STEM indicates whether students are on target to meet ACT's College Readiness Benchmarks when they are in grade 11.

Table 13. 2022-2023 Supplemental ACT Aspire Scores

Subject	Assessment Date	CFSD Average Score (Max 460)	Percent of Students Meeting Benchmark (Max 100)
ELA	Spring 2022	430	68%
	Spring 2023	430.2	71%
STEM	Spring 2022	428.7	33%
	Spring 2023	427.6	22%

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-nine percent (69%) of CFSD ninth graders demonstrated "sufficient" progress with this indicator while 31% 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 2023 and the predicted ACT scores for the high school's freshmen taking the ACT Aspire in Spring 2022 and 2023, resulting in similar composite scores.

Table 14. 2022-2023 ACT Aspire Predicted ACT Results

Date	Type of Data	Composite	Math	Science	English	Reading
Spring 2022	ACT Results from Grade 11	21.7	20.8	22	21.4	22.3
Spring 2023	ACT Results from Grade 11	21.7	20.7	21.7	21.5	22.5
Spring 2022	ACT Aspire Predicted ACT Results for Grade 9	21.5	21.2	20.9	20.7	21.9
Spring 2023	ACT Aspire Predicted ACT Results for Grade 9	21.1	19.7	20.7	20.8	22.3

Table 15 displays summative subject proficiency by demographic for 2023 ACT Aspire. The readiness benchmarks of Exceeding, Ready, Close, and In Need of Support are used to show how CFSD 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 CFSD students who are Exceeding and Ready is higher than Arizona and the nation.
- From 2022 to 2023 CFSD students show an improvement in English (+2%) and a decrease in performance in Science (-5%) and Math (-8%). The percentage for students who are Exceeding and Ready in Reading

remains the same in 2023 as it was in 2022 (63%).
- The highest performing subgroups in 2023 include:
  - English: Asian (86%)
  - Reading: American Indian / Alaska Native (77%)
  - Science: Asian (53%)
  - Math: Asian (59%)
- The passing rate for Students with Disabilities is lowest across all tests in 2023: English (38%), Reading (31%), Science (3%), and Math (10%).
- While the percent passing in 2023 for American Indian / Alaska Native shows a decrease in Science and Math (-1% and -4% respectively), there is an increase in the passing rate for this subgroup in English and Reading (+5% and +27% respectively).

Table 15. Subject Proficiency by Demographic / Subgroup for 2022-2023 ACT Aspire

Subgroup	English		Reading		Science		Math	
	2022	2023	2022	2023	2022	2023	2022	2023
Female	83	80	66	66	50	44	53	44
Male	73	79	60	61	47	43	55	51
Limited English Proficient	24	*	12	*	12	*	12	*
American Indian/Alaska Native	75	80	50	77	32	31	42	38
Asian	84	86	66	62	61	53	72	59
Black or African American	43	76	29	61	30	42	25	42
Hispanic or Latino	69	64	54	51	36	30	42	36
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
White	79	79	64	64	48	43	54	47
Economically Disadvantaged	54	68	36	46	30	23	33	32
Students with Disabilities	40	38	33	31	11	3	8	10
Military	*	*	*	*	*	*	*	*
Homeless/McKinney-Vento	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	78	80	63	63	49	44	55	47
Arizona	48	47	32	34	19	21	26	23
National	61	61	43	43	35	35	38	38

*No data is displayed for subgroups with 10 or fewer students.

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 and 2023. 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. For 2023 the high school's results (21.7) are higher in all tests as compared to Arizona's 2023 results (17.7) and the national results for Cohort 2023 (19.5).

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.

- Using the state's cut score ranges from Minimally Proficient to Highly Proficient, CFSD eleventh 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.
- The 2023 average ELA score for CFSD students is 21.8 while the overall Arizona average is 17.3.

Table 16. 2022-2023 Average ACT Test Scores

	Test Year	Cohort	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
CFSD	2022	2023	21.7	20.8	22	21.4	22.3	7.7	21.7
	2023	2024	21.7	20.7	21.7	21.5	22.5	7.4	21.8
Arizona	2022	2023	17.7	17.8	17.8	16.7	17.9	6.3	17.1
	2023	2024	17.7	17.7	17.8	16.7	17.8	6.2	17.3
National*		2022	19.8	19.3	19.9	19.0	20.4	6.2	18.3
		2023	19.5	19.0	19.6	18.6	20.1	6.1	17.6

*The national test scores do not reflect a test year as national ACT test scores are reported by graduating cohort, with student scores spanning more than a single test year (such as when taken as a junior or senior). National cohort data is not published until the cohort graduates (i.e., Cohort 2024 data is not published until after May 2024).

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 2023 ACT scores by demographics.
- The composite and subject-area scores by subgroup in 2022 and 2023 are higher than the state's overall

averages with scores in the Proficient range.

- The 2023 Female subgroup showed improvement in scores in all subject areas compared to 2022 with the exception of Science where the score remained the same.
- In 2023 the Two or More Races subgroup shows the highest scores in all subject-areas (ranging from 22.4-23.8) with the exception of Math where the highest performing subgroup is Asian (22.1).
- The Hispanic or Latino subgroup scores are lower than the other CFSD subgroups in 2022 and 2023, 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 in 2022 and 2023.
- In 2023 the Male subgroup is outperforming the Female subgroup in Math, Science (STEM) but the Female subgroup is outperforming the Male subgroup in English and Reading.

Table 17. 2022-2023 Average ACT Scores by Demographics

Subgroup	Date	Composite	English	Math	Reading	Science	STEM
Female	2022	21.2	20.9	19.5	21.9	21.2	20.6
	2023	21.5	21.6	19.8	23.0	21.2	20.8
Male	2022	21.8	21.8	21.4	22.2	22.3	22.1
	2023	21.9	21.4	21.6	22.1	22.3	22.2
American Indian or Alaska Native	2022	*	*	*	*	*	*
	2023	*	*	*	*	*	*
Asian	2022	22.7	22.4	22.5	22.2	23.0	23.0
	2023	21.9	21.6	22.1	21.7	21.7	22.2
Black or African American	2022	22.6	22.4	21.1	23.8	22.3	21.9
	2023	*	*	*	*	*	*
Hispanic or Latino	2022	20.1	19.7	19.1	21.1	19.9	19.8
	2023	20.3	19.5	19.2	21.5	20.4	20.0
Native Hawaiian or Other Pacific Islander	2022	N/A	N/A	N/A	N/A	N/A	N/A
	2023	*	*	*	*	*	*
White	2022	22.6	22.3	21.6	23.2	23.2	22.6
	2023	22.3	22.4	21.2	22.9	22.3	22.0
Two or More Races	2022	21.5	21.7	20.3	21.6	22.0	21.3
	2023	23.1	23.8	21.4	23.7	22.8	22.4
CFSD (All Students)	2022	21.7	21.4	20.8	22.3	22.0	21.9
	2023	21.7	21.5	20.7	22.5	21.7	21.4
Arizona	2022	17.7	16.7	17.8	17.9	17.8	18.0
	2023	17.6	16.7	17.7	17.8	17.8	18.8

The demographic information listed in Table 17 is self-reported by students.
*No data is displayed for subgroups with 10 or fewer students.

Table 18 displays the ACT 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. 2023 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 percentage of CFSD students who met college readiness benchmarks by subject-area test in 2022 to 2023. Students who score at or above these benchmarks are on target for college readiness.
- The percentage of CFSD students who are on target for college readiness in English, Math, Reading, Science and STEM exceeds state and national performance data in both 2022 and 2023.
- In 2023 a higher number of CFSD students met the benchmark in English and Reading (71% and 55% respectively) as compared to Math and Science (39% and 45% respectively). This trend mirrors the state and national data.
- Twenty-three percent (23%) of CFSD students met the benchmark in the STEM subtest in 2023, an increase of 2% as compared to 2022.
- Thirty-one percent (31%) of CFSD students met the benchmark in all four subject-area sub-tests.

Table 19. 2022-2023 Percent of Students Who Met the College Readiness Benchmarks

	Date	English	Math	Reading	Science	All Four	STEM
CFSD	2022	71%	42%	58%	49%	31%	21%
	2023	71%	39%	55%	45%	31%	23%
Arizona	2022	40%	21%	29%	19%	13%	9%
	2023	41%	22%	27%	18%	12%	8%
National	2022	53%	31%	41%	32%	25%	16%
	2023	51%	30%	40%	31%	21%	15%

College Career Readiness Assessment (CCRA+)

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 CFSD 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, and 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.

2022-2023 CCRA+ Results

During the 2022-2023 school year, the CCRA+ was administered to 432 freshmen in the fall of 2022 and 411 juniors in the spring of 2023. Table 20 below displays a comparison of the summary CCRA+ mean scores for CFSD freshmen in Fall 2022 and juniors in Spring 2023. 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 400-1600, 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 1003. A score of 973 signifies Proficient mastery of the skills measured by CCRA+.

Similar to the 2021-2022 school year, data from participating schools separates data for private and public school. Data tables that show a comparison of CFSD to other participating institutions will reflect a comparison to public schools for 2021-2023. Data from previous years is a combination of private and public schools.

Table 20. Mean CCRA+ Scores for 2022-2023

	Mean Total CCRA+ Score	CCRA+ Mean Mastery Level	Mean Performance Task Score	Mean SRQ Score
Freshmen Fall 2022	942	Developing	938	946
Juniors Spring 2023	1003	Proficient	998	1008

Table 21 displays a comparison of the summary CCRA+ mean scores for CFSD 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. When compared to CFSD' 2021-2022 results, CFSD' overall scores declined by 11 in the Total CCRA+ score and by 31 for Selected Responses Questions, while rising by 10 for the Performance Task. However, when compared to the overall performance of all public schools who participated in the CCRA+, CFSD freshmen outperformed participating public schools.

Table 21. Summary CCRA+ Results for CFSD Freshmen & for Freshmen Across All CCRA+ Schools

Year	Total CCRA+ Score		Performance Task		Selected-Response Questions	
	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
2022-2023*	942	917	938	901	946	932

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

Table 22 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. CFSD juniors' total scores increased by 18 along with the scores for Selected Response Questions increasing by 42, though Performance Task scores decreased by 5. CFSD Juniors did perform better overall than the mean scores of all participating public schools.

Table 22. 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
2022-2023*	1003	989	998	979	1008	998

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

The Performance Task subscore categories of Analysis & Problem Solving, Writing Effectiveness, and Writing Mechanics are scored on a rubric that ranges 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: 87%
- Writing Effectiveness: 86%
- Writing mechanics: 88%

The percentage of CFSD juniors scoring at 3-6 are as follows:
- Analysis and Problem Solving: 91%
- Writing Effectiveness: 92%
- Writing mechanics: 92%

Table 23 displays the Mastery Levels for freshmen and juniors in the 2022-2023 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-two percent (42%) of CFSD freshmen are scoring at Proficient and above while 56% of juniors are scoring in the same range.

Table 23: CCRA+ Mastery Level Breakdown for 2022-2023

	Mean CCRA+ Total Score	Mean Mastery Level	Emerging	Developing	Proficient	Accomplished	Advanced
Freshmen Fall 2022	942	Developing	6.9%	51.2%	27.1%	14.4%	0.5%
Juniors Spring 2023	1003	Proficient	3.1%	40.4%	26.8%	28.7%	1.0%

Table 24 and Table 25 show the mean subscores for CFSD freshmen and juniors in the selected response questions. In 2022-2023 the CFSD overall mean scores are higher than all participating schools for both freshmen and juniors. From 2021-2022 to 2022-2023 the overall mean SRQ score for decreased by 7 for CFSD freshmen and 32 for juniors.

Table 24. 2018-2023 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
2022-2023*	462	453	456	452	465	461	946	932

Scores are a combination of public and private institutions during the 2018-2019 and 2019-2020 school years.
The CCRA+ was not administered during 2020-2021 due to remote learning.
Data Literacy replaced Scientific & Quantitative Reasoning in the 2021-2022 school year.
*CCRA+ scores are now broken down by public and private schools. The table displays the data for public schools.

Table 25. 2018-2023 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
2022-2023	485	480	481	477	500	496	1008	998

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

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

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

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

Kindergarten Entry Assessment

Kindergarten readiness refers to what students should know and be able to do (in terms of social, emotional, physical, linguistic, and cognitive skills) when they start kindergarten. Given the varying maturation levels and degrees of preschool experience upon kindergarten entry, the use of an assessment tool allows teachers to document learning over time, identify at-risk children, and communicate with families and stakeholders about learners' unique strengths and challenges.

The Kindergarten Entry Assessment (KEA) was administered to all CFSD kindergarteners within the first 45 calendar days of 2023-2024. During that time period, teachers collected and recorded data on the required dimensions and objectives:

- Social Emotional Development
  - Manages feelings
  - Follows limits and expectations
  - Responds to emotional cues
  - Interacts with peers
  - Solves social problems
- Physical
  - Uses fingers and hands
- Language & Literacy
  - Tells about another place and time
  - Follows directions
  - Notices and discriminates rhyme
  - Notices and discriminates alliteration
  - Uses and appreciates books and other texts
  - Uses print concepts
- Cognitive / Approaches to Learning
  - Attends and engages
- Mathematics
  - Counts
  - Quantifies
  - Connects numerals and quantities

Examples of recorded evidence collected by teachers includes:

- **Social Emotional Development – Solves social problems:** *asks peer to share materials, apologizes to or accepts an apology from a peer after a conflict, etc.*
- **Physical – Uses fingers and hands:** *uses 3 fingers to grasp a pencil, molds clay, etc.*
- **Language & Literacy – Tells about another place and time:** *tells about what they did last weekend, describes a visit to relatives' home, etc.*
- **Cognitive / Approaches to Learning – Attends and engages:** *watches the speaker during the calendar time, answers questions posed by peers/adults, etc.*
- **Mathematics – Counts:** *counts out loud, uses numbers in daily conversations, etc.*

The Fall 2023 KEA results indicate that 100% of CFSD kindergarteners demonstrate kindergarten readiness in each of the required dimensions and objectives.

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 but 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 2023 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 weekday in May (May 1, 2023). 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 (FY22, FY23) at the same school.
- 3-year FAY: Students who are FAY three consecutive years in a row (FY21, FY22, FY23) 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 in 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 2023
- 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 have been identified based on the Home Language Survey).
- English Learner (EL) Fluent English Proficient (FEP): Any student identified with an EL need in fiscal year 2023 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 11 FAY students.
- Parent in Military: Student data submitted in the Parent in Military field.
- Prior Year: Refers to Fiscal Year 2022
- Special Education Student: Any student receiving special education services on October 1, 2022 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 2023 statewide tests.

K-8

Growth (50%)
Proficiency (30%)
EL (10%)
Acceleration/Readiness (10%)

Traditional 9-12

Proficiency (30%)
Growth (20%)
CCRI (20%)
Graduation (20%)
EL (10%)
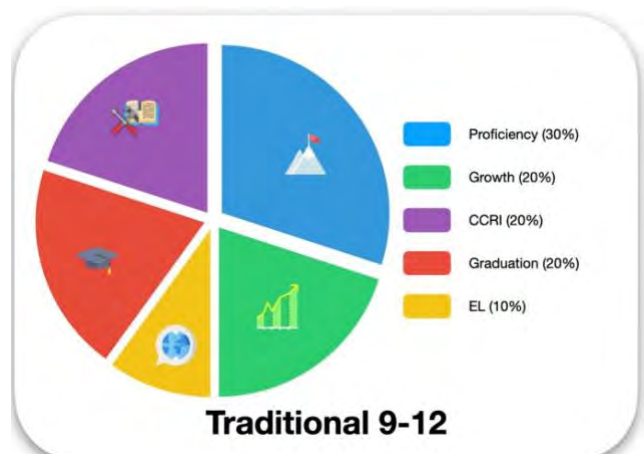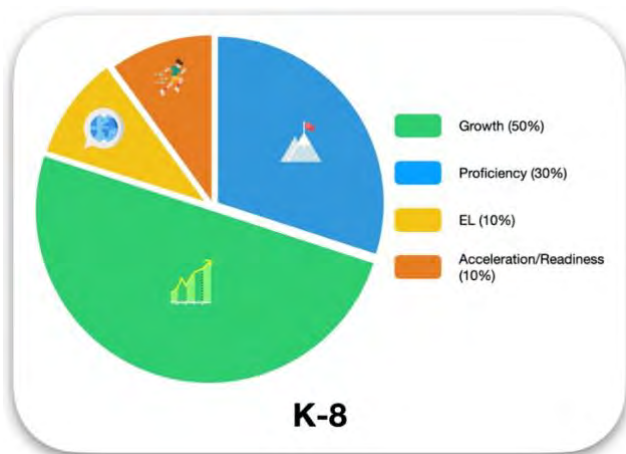
K-8 Model: A-F Components Summary for 2023

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 11 students including FAY and non-FAY
- Special Education enrollment bonus points do not require an N-Size of 11
- Science Proficiency bonus points do not require N-Size of 11

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 11 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 2022-2023 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 11 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 2022-2023 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 11 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 fewer than 11 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 11 or more FAY students to be eligible	Points Available to Earn
Grade 8 Math Performance	√	5
Grade 3 ELA Minimally Proficient	√	5
Chronic Absenteeism	11 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 2022-2023. 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.

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 11 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 11 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 11 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 9-12 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)	✓		SGP results in fiscal year 2023 will be based on students' AzM2 and AASA scores from fiscal years 2021-2023. Note: In most years, Arizona's Growth Indicator is based on two measures: the Student Growth Percentile (SGP) and the Student Growth Target (SGT). For fiscal year 2023, the Growth Indicator *does not* include the SGT.
EL	EL Proficiency and Growth	✓	9-12	
Graduation Rate	4-year Graduation rate		12	Cohort 2022
	5-year Graduation rate		12	Cohort 2021
	6-year Graduation rate		12	Cohort 2020
	7-year Graduation rate		12	Cohort 2019
College and Career Readiness	Career and College Readiness Self- Report		9-12	2023 Cohort that were enrolled by October 1, 2022 and continuously enrolled until May 1, 2023 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 2023
	ACT Aspire		9	Cohort 2026

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 2023 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 2024). Thus, if a student tested on one of these assessments in the 2023 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 11 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	2022	5%
5-year	2021	4%
6-year	2020	2.5%
7-year	2019	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 2023 to be eligible for these points. These students should have been enrolled by October 1, 2022 and stayed continuously enrolled until May 2, 2023. Cohort 2023 students who graduated either during 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 2022-2023 school year. Letter grades were released to the State Board of Education and the public on October 31, 2023.

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
>82%-100%	>65%-82%	>48%-65%	>31%-48%	0%-31%

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

Below are the letter grade components and points for CFSD schools for the 2022-2023 school year.

Catalina Foothills High School 2022-2023			
Category		Weight	Points
Proficiency		30%	26.98
Subgroup Proficiency Improvement		10%	4.29
Subgroup Graduation Rate Improvement		5%	1.67
Subgroup Dropout Rate Improvement		5%	4.44
EL Proficiency and Growth		10%	10.0
Graduation Rate	4-, 5-, 6-, 7-Year Graduation Rate	10%	10.0
	4-Year Graduation Rate	10%	0.0
College and Career Ready – Self-Report Score		20%	18.3
Total Point Sum			75.68
Total Points Eligible			100.0
Percentage Earned			75.68
Total Bonus Points			7.0
Total Points Earned			82.68
Percent Tested			99.32
A-F Letter Grade			A

*Bonus Points: Science – 3.0, ACT Aspire – 3.0, CCRI – 1.0

Esperero Canyon Middle School 2022-2023		
Category	Weight	Points
Proficiency / Stability Proficiency	30%	24.24
Growth	50%	43.74
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	8.5
Total Point Sum		86.48
Total Points Eligible		100.0
Percentage Earned		86.48
Total Bonus Points		2.5
Total Points Earned		88.98
Percent Tested		99.09
A-F Letter Grade		A

*Bonus Points: Special Education – 1.00, Science – 1.5

Orange Grove Middle School 2022-2023		
Category	Weight	Points
Proficiency / Stability Proficiency	30%	25.52
Growth	50%	43.62
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	10.0
Total Point Sum		79.14
Total Points Eligible		90.0
Percentage Earned		87.93
Total Bonus Points		4.0
Total Points Earned		91.93
Percent Tested		99.55
A-F Letter Grade		A

*Bonus Points: Special Education – 1.00, Science – 3.0

Canyon View Elementary School 2022-2023		
Category	Weight	Points
Proficiency / Stability Proficiency	30%	27.05
Growth	50%	47.8
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
Total Point Sum		94.85
Total Points Eligible		100.0
Percentage Earned		94.85
Total Bonus Points		4.5
Total Points Earned		99.35
Percent Tested		98.15
A-F Letter Grade		A

*Bonus Points: Special Education – 1.5, Science – 3.0

Manzanita Elementary School 2022-2023		
Category	**Weight**	**Points**
Proficiency / Stability Proficiency	30%	27.37
Growth	50%	41.69
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	10.0
Total Point Sum		89.06
Total Points Eligible		100.0
Percentage Earned		89.06
Total Bonus Points		4.5
Total Points Earned		93.56
Percent Tested		99.85
A-F Letter Grade		**A**

*Bonus Points: Special Education – 1.5, Science – 3.0

Sunrise Drive Elementary School 2022-2023		
Category	**Weight**	**Points**
Proficiency / Stability Proficiency	30%	28.3
Growth	50%	41.5
EL Proficiency and Growth	10%	10.0
Acceleration / Readiness	10%	6.0
Total Point Sum		85.8
Total Points Eligible		100.0
Percentage Earned		85.8
Total Bonus Points		3.0
Total Points Earned		88.8
Percent Tested		100.0
A-F Letter Grade		**A**

*Bonus Points: Science – 3.0

Ventana Vista Elementary School 2022-2023		
Category	**Weight**	**Points**
Proficiency / Stability Proficiency	30%	28.51
Growth	50%	42.68
EL Proficiency and Growth	10%	
Acceleration / Readiness	10%	10.0
Total Point Sum		81.19
Total Points Eligible		90.0
Percentage Earned		90.21
Total Bonus Points		3.0
Total Points Earned		93.21
Percent Tested		99.58
A-F Letter Grade		**A**

*Bonus Points: Science – 3.0

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	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
.5 Red or Blue	Earns a Diploma Seal (Biliteracy, Personal Finance, Civics Literacy, Arts Proficiency)
.5 Red or Blue	Submits 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 ACT WorkKeys benchmarks: Silver, Gold, or Platinum
.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		2021	2021	2021	2022	2022	2022	2023	2023	2023
School	Grade	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP
CV	3	30	29	59	27	32	59	31	36	67
MZE	3	45	35	79	32	36	68	39	31	70
SDS	3	42	26	68	38	36	74	39	26	65
VV	3	46	16	62	40	21	61	33	42	75
CFSD	3	41	27	67	40	27	66	35	34	69
State	3	25	10	35	30	11	41	27	14	41
CV	4	45	20	65	49	25	74	33	30	63
MZE	4	36	42	78	43	40	83	43	35	78
SDS	4	40	35	75	34	44	78	38	42	80
VV	4	32	46	78	42	38	80	32	39	71
CFSD	4	38	36	74	42	38	79	38	37	75
State	4	33	12	45	31	13	44	31	14	45
CV	5	41	35	76	46	23	69	43	31	74
MZE	5	37	40	77	35	24	59	38	28	66
SDS	5	26	54	80	40	35	75	48	26	74
VV	5	42	36	78	44	23	67	37	35	72
CFSD	5	36	42	78	41	26	67	41	30	71
State	5	29	17	45	29	10	39	28	9	37
EC	6	42	15	57	53	8	61	52	15	67
OG	6	38	16	54	47	10	57	56	15	71
CFSD	6	40	15	55	49	9	58	54	15	69
State	6	31	6	37	35	4	39	35	7	42
EC	7	46	13	59	39	24	63	51	18	69
OG	7	50	15	65	35	26	61	45	19	64
CFSD	7	48	14	62	37	25	62	47	19	66
State	7	29	8	37	32	11	43	33	9	42
EC	8	33	19	52	36	22	58	41	21	62
OG	8	33	21	54	41	27	68	41	23	64
CFSD	8	33	20	53	39	25	62	41	22	63
State	8	23	11	35	26	10	36	27	10	37
CFHS	10	38	16	54	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	10	38	16	54	N/A	N/A	N/A	N/A	N/A	N/A
State	10	24	9	32	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	11	N/A	N/A	N/A	39	34	73	41	32	73
CFSD	11	N/A	N/A	N/A	39	34	71	41	32	73
State	11	N/A	N/A	N/A	29	12	41	28	12	40

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 2021. AASA replaced AzM2 in Spring 2022. (3) For Grades 3-8: 2021 - AzM2, 2022- AASA. For Grade 11 ACT replaced AzM2 in 2022.

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

STATE ACHIEVEMENT TEST SCORES - MATH
CATALINA FOOTHILLS SCHOOL DISTRICT

MATH		2021	2021	2021	2022	2022	2022	2023	2023	2023
School	Grade	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP
CV	3	38	28	65	38	18	56	36	31	67
MZE	3	31	41	72	43	20	63	33	35	68
SDS	3	42	32	74	32	32	64	39	29	68
VV	3	28	24	51	47	21	68	40	39	79
CFSD	3	35	31	67	40	23	63	37	34	71
State	3	24	12	36	28	12	40	28	15	43
CV	4	33	9	43	35	28	63	39	21	60
MZE	4	38	26	64	38	31	69	39	22	61
SDS	4	40	26	66	35	38	73	39	25	64
VV	4	43	15	57	31	38	69	31	20	51
CFSD	4	39	19	58	35	34	68	38	22	60
State	4	25	10	35	26	14	40	26	13	39
CV	5	44	19	63	38	26	64	38	28	66
MZE	5	38	21	59	38	22	60	38	16	54
SDS	5	38	34	72	42	37	79	33	26	59
VV	5	39	22	61	43	16	59	34	24	58
CFSD	5	39	25	64	40	25	65	35	24	59
State	5	22	10	32	26	11	37	25	11	36
EC	6	28	18	46	35	27	62	33	17	50
OG	6	33	18	51	35	24	59	38	27	65
CFSD	6	31	18	49	35	25	59	36	23	59
State	6	19	11	30	20	11	31	21	10	31
EC	7	31	17	48	25	21	46	30	26	56
OG	7	30	30	60	22	23	45	22	37	59
CFSD	7	30	24	54	23	22	45	25	33	58
State	7	17	13	30	15	13	28	15	14	29
EC	8	22	18	40	27	20	47	27	17	44
OG	8	22	21	48	29	26	55	31	20	51
CFSD	8	25	20	45	28	23	51	29	19	48
State	8	15	11	27	15	10	27	17	10	27
										0
CFHS	10	39	13	52	N/A	N/A	N/A	N/A	N/A	N/A
CFSD	10	39	13	52	N/A	N/A	N/A	N/A	N/A	N/A
State	10	21	5	27	N/A	N/A	N/A	N/A	N/A	N/A
CFHS	11	N/A	N/A	N/A	32	27	59	22	30	52
CFSD	11	N/A	N/A	N/A	32	27	58	22	30	52
State	11	N/A	N/A	N/A	19	13	32	19	13	32

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 2021. (3) For Grades 3-8: 2021 - AzM2, 2022-AASA. ACT replaced AzM2 in 2022.

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STATE ACHIEVEMENT TEST SCORES - SCIENCE
CATALINA FOOTHILLS SCHOOL DISTRICT

SCIENCE		2022	2022	2022	2023	2023	2023	
School	Grade	% Proficient	% Highly Proficient	% P & HP	% Proficient	% Highly Proficient	% P & HP	
CV	5	42	9	51	45	28	73	
MZE	5	36	22	58	46	30	76	
SDS	5	34	21	55	43	32	75	
VV	5	42	13	55	49	24	73	
CFSD	5	38	17	55	46	29	75	
State	5	22	5	27	25	8	33	
EC	8	35	6	41	38	14	52	
OG	8	43	11	54	39	14	53	
CFSD	8	39	9	48	38	14	52	
State	8	19	4	23	21	4	25	
CFHS	11	34	13	47	38	8	46	
CFSD	11	34	13	47	38	8	46	
State	11	17	3	20	19	3	22	

Note: (1) Totals for % Proficient & Highly Proficient include rounding. All scores reflect final scores from the Arizona Department of Education.

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