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User Manual Outline: Comprehensive Needs Assessment Graphs

1. Introduction

- Purpose of the Graphs

These graphs were created to help school leaders evaluate the annual success and progress at their schools. The Every Student Succeeds Act (ESSA) requires schools that receive various federal funds to complete a Comprehensive Needs Assessment (CNA). In many states, these assessments have grown to be overly burdensome and impractical for real use. In many cases, they lack clear evidence of student academic success.

The Arizona Department of Education is a service organization committed to raising academic outcomes and empowering parents. These graphs work towards each area of ADE's mission. It serves school leaders by giving them timely, actionable data about the state of student achievement and participation in their schools. It focuses the lens of school leaders on student achievement, which in turn helps them focus their goals on student achievement. It also helps empower parents to make decisions about their children's education based on accurate, reliable data on student outcomes at schools they may be considering for their children.

- How the graphs support school improvement and planning

As school leaders make decisions regarding their focus each school year, they need accurate, reliable data to inform those decisions. When determining what needs should be prioritized for time, effort and funding, it is essential to have a clear picture of the current state of students at the school. While these graphs are only a snapshot of the year's data and are updated only once a year, they contain valuable information that can help school leaders, teachers, parents, law makers, and the public better understand the strengths and weaknesses of local schools. They can also show what programs and interventions are finding success and which are showing no results.

Before filling out grant applications, school leaders must engage stakeholders in discussions about the current state of the school and the greatest needs. These graphs contain information about the following:

- Proficiency in Math and ELA (English Language Arts) for statewide assessments

- Subgroup Proficiency
- Reclassification Rate of English Language Learners
- Chronic Absenteeism Rate
- Arts & PE Participation Rates
- 5-year Graduation Rate
- Subgroup Graduation Rates
- Number of College Credit Courses Offered
- College Credit Course Participation Rate
- Longitudinal Proficiency Rates for the Past 3 Years
- Student Growth Percentile with Proficiency

When reviewing graphs as an education leader, it is important to remember that it is all right to be where you are. It is not ok to stay there. All schools should be working toward improving their performance on each of these metrics. Federal grant funding should prioritize improving these metrics.

- Intended audience

These graphs are primarily intended for school leaders. However, they are useful for parents, school staff, community volunteers, legislative leaders, and the public in general. Some terms may be unfamiliar. As such, a glossary is included.

2. Accessing the Graphs

The Comprehensive Needs Assessment Graphs can be accessed at


<https://www.azed.gov/improvement/comprehensive-needs-assessment-graphs>

The screenshot shows the Arizona Department of Education's website for Comprehensive Needs Assessment Graphs. At the top, there is a navigation bar with links for Parents, Educators & Administrators, Programs, About ADE, Data & Systems, and ADEConnect. Below the navigation bar, the page title is 'Comprehensive Needs Assessment Graphs'. A warning message in a red box states: 'Graphs are still under construction. Please enjoy this preview.' Below the warning, there are three search filters: 'District/Charter District', 'Calendar Year', and 'Grade Level'. The 'District/Charter District' filter is expanded, showing a list of schools including Academy of Building Industries, Inc., Academy of Mathematics and Science, Inc., Academy of Science, Inc., Academy with Community Partners- Arizona, Inc., and ACSL. The 'Calendar Year' filter is set to '2024-2025' and the 'Grade Level' filter is set to 'All'. A 'Clear filters' button is located to the right of the filters. Below the filters, there is a 'Select a school/district or navigate to the graphs' section with a search bar and a list of schools. The page is displayed in a Microsoft Power BI browser window.

You can find graphs from previous years by clicking on “Prior Calendar Year CNA Graphs”.

▶ Prior Calendar Year CNA Graphs

You do not need to login to view graphs. All data on the graphs are aggregated and redacted for public use.

These graphs are optimized for desktop viewing. Functionality and layout may be limited on mobile devices. Graphs can be expanded to fill the screen by clicking . This will open the graphs in full-screen mode.

School/LEA selection can be done on the Intro page or on any page with a graph. Please take note of the information on the Intro page.

Note: For FERPA compliance, any value **below 2% is listed as 1.99**. Any value **above 98% is listed as 98.01**. If there are fewer than 10 students for any category, the data is not shown.

To look at a **single school's data**, select the school using the search boxes below or use the search boxes to the right of each graph. The school will appear as a large dot on any scatterplot and bar graphs will populate with the selected school's data. Schools in the same district will appear as darker dots than out-of-district schools. To view an **entire district/charter district** at once, select the district/charter district from the first box and leave the others blank.

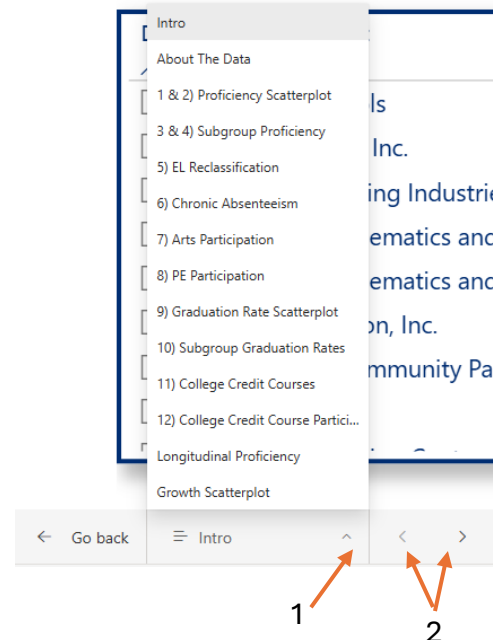
If **data is not available** for the selected school or there are not enough students to display the data, there will be **no large dot** on the scatterplots. **Missing bars/data points** mean there are 10 or fewer students in the subgroup and the data cannot be displayed. When using graphs to complete the CNA, check the box for N/A on any graphs that have no data for the school.

Additional information about redaction and about the sources of the data is included on the “About the Data” page.

- Navigation

You can navigate to this various page pages/graphs in one of three ways:

- 1) Click on ^ next to Intro on the bottom left of the page. This will open a menu of pages/graphs. Click on the page/graph you want to navigate to.
- 2) Click on the < or > to the right of the navigation menu.
- 3) Click on the < or > next to the page number in the bottom center of the screen.



3. Graph Categories and Overview

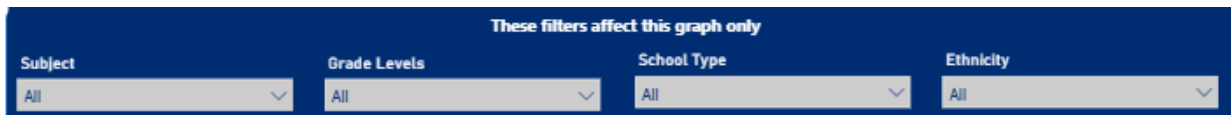
There are several features that are available on all/most of the graphs. Each graph supplies users with opportunities to filter the data that is shown, to learn how to use the graph to complete a Comprehensive Needs Assessment, and to learn about the data and where it comes from.

- Features on all graphs:

There are some features that are available on all or most graphs regardless of the type of graph or the information displayed on the graph. This section discusses those features. Features that are specific to certain type of graph are discussed in subsequent sections.

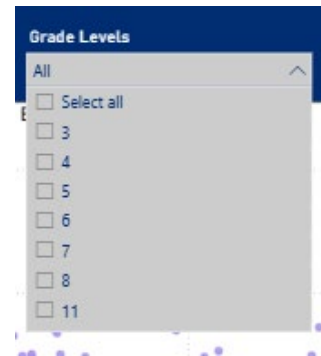
- Graph-specific filters

Most graphs have graph-specific filters along the top blue bar. These filters allow users to show only selected results for specific subjects, grade levels, school types, and/or ethnicities.

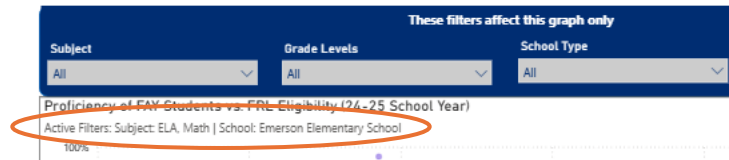


To use a filter, click on the **v** symbol to the right of the filter. This will expand a drop-down menu of options.

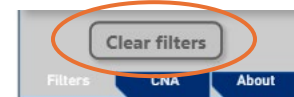
Clicking on a checkbox in the menu will limit the graph to only those students/schools that meet the requirement. Only the options that are available on the graph are shown in the menu. For example, the Grade Level filter on the Proficiency graph only shows the grade levels that take the statewide assessment and have proficiency cut scores (grades 3 - 8 & 11). Multiple grades can be selected. The grade level filter is key for comparing schools that serve the same grade levels. If you are looking at data for a middle school, for example, you will want to select only those grades your middle school serves. You will get a much more accurate comparison by selecting the exact grade levels your school serves.



You can see what filters are affecting a graph near the top left of the graph just under the graph title.



You can clear an individual filter by hovering your pointer to the right of the filter and clicking on the eraser that appears. Alternatively, you can clear all filters by clicking the “Clear Filters” button toward the bottom right of the screen. **Note:** this button will also clear any schools or districts that were selected, not just the graph level filters.



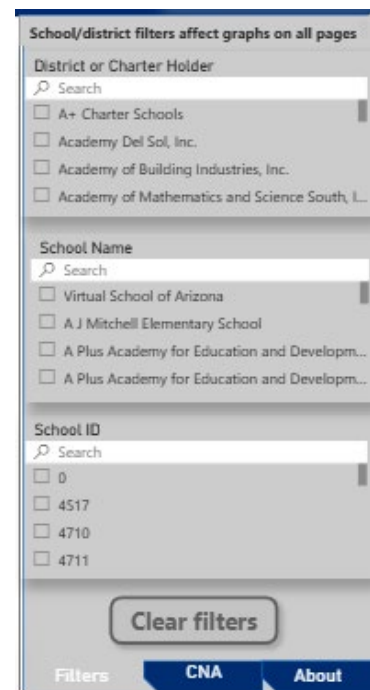
- Filter panel

To the right of each graph, there is another Filter panel. This panel is to filter the schools/districts that are highlighted. For scatterplots, this does not reduce the number of overall points shown on the graph, just determines which is highlighted. For bar graphs and line graphs, this limits the data to just the selected school(s).

To use the filters, you can either scroll to the desired school or type in the beginning of the District/Charter Holder Name, School Name, or School ID. As you type, the list of items will be filtered to those that contain the search text you type.

Select the school or district you want to view by clicking on the checkbox next to the desired item.

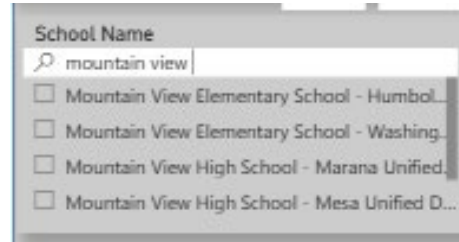
The selected school(s) will appear larger and darker than the rest of the points on the graph. If a school is selected, all other schools in the district will appear slightly darker.



If the Filter Panel does not show to the right of the graph, click on the tab “Filters” at the bottom right of the screen. If schools are not showing up, check for the official spelling of the school.



Some schools have identical names as schools in other districts. In order to differentiate, those school names include the district name.

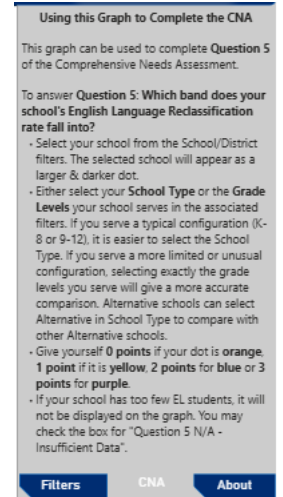


- o CNA panel

The “CNA” panel gives information on how to use the graph to complete Comprehensive Needs Assessment questions. Access the CNA panel by clicking on the CNA tab on the bottom right of the screen.



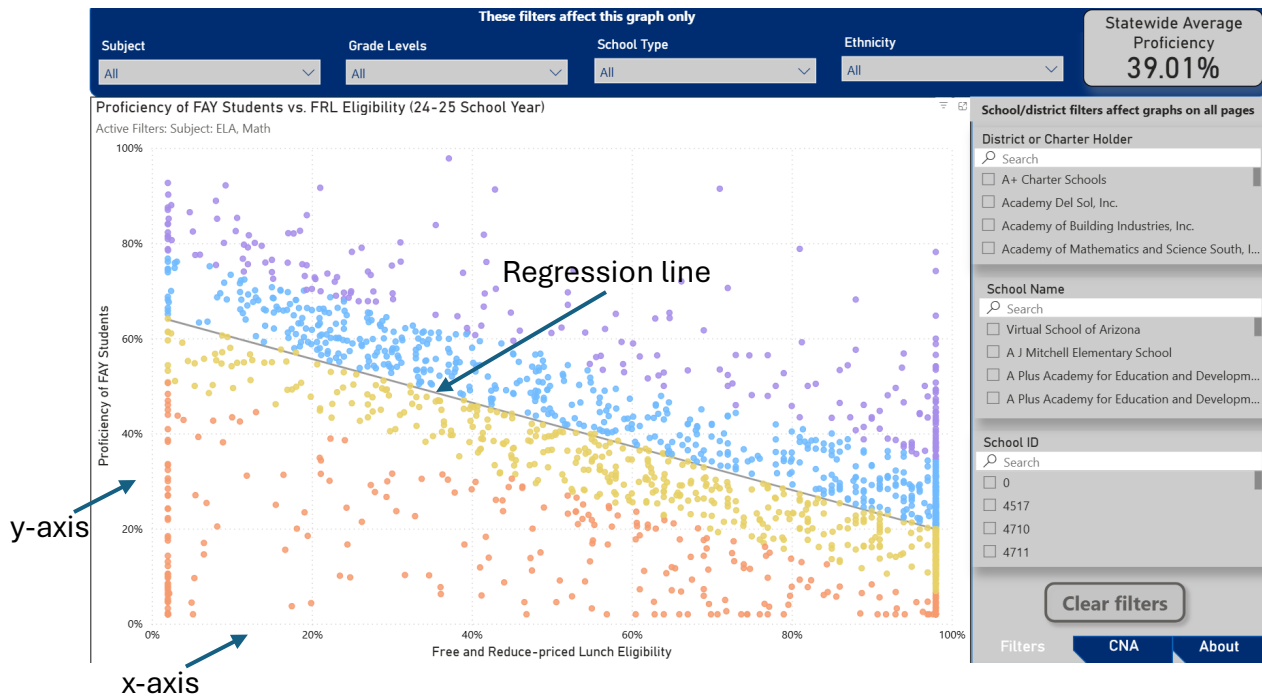
One of the most important instructions on the CNA panel tells which filters should be set before using the graph to answer CNA questions. In general, you will need to select your school, set any of the graph specific filters to ensure you are using an accurate comparison (by grade level or school type). Then you will be able to answer the CNA question based on the color of your school’s point on the graph or the gap between subgroups. This information also instructs you to select “N/A – Insufficient Data” if your school does not have enough data to display.



- o About panel

The final panel is the “About” panel. This panel gives information about the data that was used to create the graph. If the graph shows data different than what you expect to see, this is a good place to help determine what may have been reported incorrectly or why it might not match your expectations.

- Scatterplots:



A **scatterplot** is a type of graph that shows how two things might be related.

Each dot on the graph represents one school. The position of the dot tells you two things at once:

- How much of one thing it has (like its FRL rate)
- And how much of another thing it has (like its test scores)

By looking at all the dots together, you can start to see patterns—like whether schools with higher FRL rates tend to have lower or higher scores.

Each scatterplot has the following similar features.

- Regression Line

The **regression line** is a straight line that goes through the middle of the dots. It's like a “best guess” line that shows the overall trend in the data. If the line goes **up**, it means that as one number increases (like FRL rate), the other tends to increase too (like scores).

- If the line goes **down**, it means that as one number increases, the other tends to decrease.
- If the line is **flat**, there's probably no strong connection between the two.

This line helps you see the **big picture**—even if the dots are scattered all over.

- Color coding

Each dot on the scatterplot represents a school. The color of the dot shows how a school's performance compares to what the data model predicts based on its **FRL rate** (Free/Reduced-Price Lunch — a common indicator of student poverty).

We use a **regression line** to estimate expected performance based on patterns in the data. Then we look at how far each school's actual performance is from that estimate.

Here's what each color represents:

- **Purple:** The school's performance is **significantly above the statistical estimate** — more than one standard deviation above the regression line.
- **Blue:** The school's performance is **somewhat above the statistical estimate** — within one standard deviation above the line.
- **Yellow:** The school's performance is **somewhat below the statistical estimate** — within one standard deviation below the line.
- **Orange:** The school's performance is **significantly below the statistical estimate** — more than one standard deviation below the line.

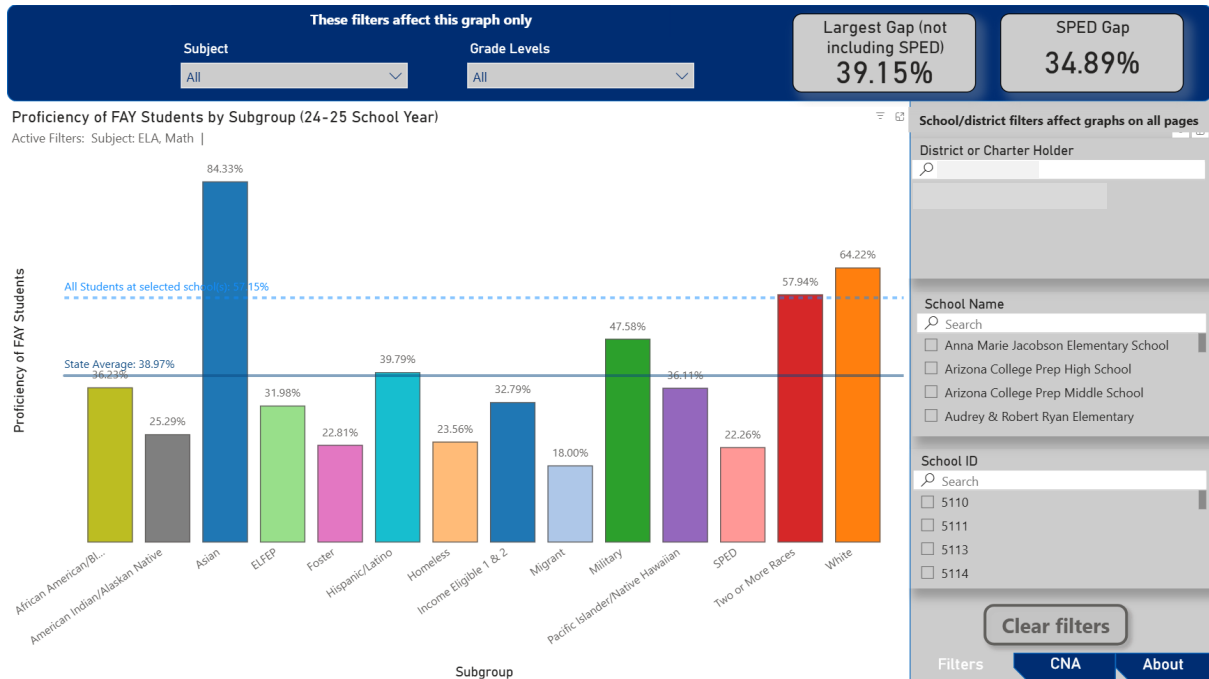
Important Note: These colors **do not reflect judgment or expectations** about what a school *should* achieve. All schools are expected to strive for high levels of student success. The regression line simply reflects patterns in the data — not goals or standards. Schools above the line may still have room to grow, and schools below the line may be facing challenges that require support and attention.

- Statewide Average

Most scatterplots show a statewide average in the top right corner. This average is the arithmetic mean for all students in the state. If you select a specific grade level, school type, or ethnicity, the average will adjust to incorporate those filters. For example, if you have 3 & 4th grade selected, and Hispanic students, the state average will reflect

the arithmetic mean for all 3rd and 4th grade Hispanic students in the state. It is not impacted by the school & district filters on the Intro page or on the filter panel to the right of the graph.

- Bar Graph Features:



Bar graphs are used to show the difference between outcomes for various subgroups. The subgroups presented include: African American/Black, American Indian/Alaskan Native, Asian, ELFEP (Students who were previously English Language Learner that were reclassified in the previous 1-4 years), Foster, Hispanic/Latino, Homeless, Income Eligible 1 & 2 (students who qualified for free/reduced price lunch), Migrant, Military, Pacific Islander/Native Hawaiian, SPED (students with disabilities), Two or More Races, and White. Any subgroup with fewer than 11 students is redacted and will not appear on the bar graphs.

- State Average Line

The state average line is a solid line that gives the state arithmetic mean for all students. This line is impacted by the graph-level filters along the top of the graph. For example, if Math is selected in the subject filter and Grade 7 is selected in the Grade Level filter, then the state average line gives the arithmetic mean for all Math for all 7th graders. It is not impacted by the

school & district filters on the Intro page or on the filter panel to the right of the graph.

- Selected School(s) Average Line

The selected school(s) average line is a solid line that gives the arithmetic mean for all students at the selected school(s) regardless of subgroup classification. This line is not impacted by the graph-level filters along the top of the graph. The line is impacted by the school & district filters on the Intro page or on the filter panel to the right of the graph.

- Largest Gap(s)

There are 1-2 boxes in the top right that give the gap between all students at the selected school(s) versus the subgroup with the lowest results. On the Subgroup Proficiency graph, it also shows the gap between all students and SPED students. If there are not enough students in any relevant subgroup, the subgroup card may say “(Blank)”. This means there were not enough students to display the data without impacting student privacy.

- Line Graph Features:



Line graphs are used to show longitudinal data. These are results over time. These graphs are best for determining if new programs/efforts/leadership have been

effective. The x-axis of the graph gives the school year, and the y-axis gives the outcomes at the selected school(s) for each year. The top left gives a key for understanding each line. You can also see what each line represents by pointing at the line or at any point on the line. This will cause a pop-up tool to appear with information about the line/point.

4. Description of available graphs:

- 1 & 2) Proficiency Scatterplot

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: Proficiency of FAY Students data is based on the percentage of FAY students who scored proficient or highly proficient on the annual statewide assessment. Only students in grades 3 - 8 and 11 take statewide assessments with proficiency cut scores. Other grades are not included in this graph.

A student is considered **FAY (Full Academic Year)** at a school if they meet the following criteria:

- a) Enroll within the first 10 days of the school's academic year,
- b) Remain continuously enrolled in the same school until the start of the statewide assessment period, and
- c) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If fewer than 2% of FAY students scored proficient or highly proficient, the proficiency is listed as 1.99%. If more than 98% scored proficient or above, the proficiency is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to

ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for proficiency rate is:

$$\frac{\text{number of students that scored proficient or highly proficient on the statewide assessment}}{\text{number of FAY students enrolled at the school in grades 3 – 8 and 11}}$$

Note: the formula does not take into account whether students were tested, nor does it apply any kind of penalty or bonus for testing more or less than 95% of students. As a result, these numbers may not exactly match those used by the letter grade system.

Using the graph: This graph allows users to compare student outcomes among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. Limit results to a single subject (English Language Arts or Math). Select only the grade levels that are taught at the selected schools. This is key since proficiency rates are much higher and lower at different grades. By selecting specific grades, schools are only compared to students in the same grade levels. Likewise, limiting by ethnicity can allow for ethnic subgroup proficiency comparisons.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and proficiency rate. You can use this information to find schools to learn from. Reach out to those schools to find out what they are doing to help students succeed.

- 3 & 4) Subgroup Proficiency

X-axis: Subgroups represent various groups of students based on ethnicity and several other factors. Students may be reported in more than one subgroup; however, the ethnicity subgroups are exclusive. Students may only be categorized in one ethnic subgroup. If they are more than one ethnicity, they are reported as "Two or More Races".

Subgroup data is collected in a variety of ways. Ethnicity subgroups information is gathered through the enrollment process. ELFEP is those students that were previously English Language Learners that were reclassified in the past 1-4 years.

The subgroups presented include African American/Black, American Indian/Alaskan Native, Asian, ELFEP, Foster, Hispanic/Latino, Homeless, Income Eligible 1 & 2 (students who qualified for free/reduced price lunch), Migrant, Military, Pacific Islander/Native Hawaiian, SPED (students with disabilities), Two or More Races, and White. Any subgroup with fewer than 11 students is redacted and will not appear on the bar graphs.

Y-axis: Proficiency of FAY Students data is based on the percentage of FAY students who scored proficient or highly proficient on the annual statewide assessment. Only students in grades 3 - 8 and 11 take statewide assessments with proficiency cut scores. Other grades are not included in this graph.

A student is considered **FAY (Full Academic Year)** at a school if they meet the following criteria:

- a) Enroll within the first 10 days of the school's academic year,
- b) Remain continuously enrolled in the same school until the start of the statewide assessment period, and
- c) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If fewer than 2% of FAY students scored proficient or highly proficient, the proficiency is listed as 1.99%. If more than 98% scored proficient or above, the proficiency is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point on the graph for the school.

The formula for proficiency rate is:

$$\frac{\text{number of students that scored proficient or highly proficient on the statewide assessment}}{\text{number of FAY students enrolled at the school in grades 3 – 8 and 11}}$$

Note: the formula does not take into account whether students were tested, nor does it apply any kind of penalty or bonus for testing more or less than

95% of students. As a result, these numbers may not exactly match those used by the letter grade system.

Using the graph: Pay attention to any gaps in performance among subgroups. Think about what barriers are stopping those students from achieving proficiency. Bring in stakeholders (teachers, parents, students, education leaders, community leaders) to create a plan to increase proficiency among struggling subgroups.

Many schools have a large gap between all student proficiency and SPED student proficiency. Consider what barriers special needs students have that are preventing their success. Ensure they are held to the same standards and expectations as general education students and that they have the supports and scaffolding necessary to achieve those standards.

- o 5) EL Reclassification

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: Reclassification Rate of EL FAY Students data is based on the percentage of EL FAY students who scored proficient or highly proficient on the annual statewide assessment. EL students in grades K-12 take the AZELLA to determine if they have reached high enough English proficiency levels to integrate fully into English speaking classrooms in all subjects. Once they have passed the AZELLA, they exit the EL program and receive support in the general education classroom.

A student is considered **EL FAY (Full Academic Year)** at a school if they meet the following criteria:

- a) Enroll within the first 10 days of the school's academic year,

- b) Remain continuously enrolled in the same school until the start of the EL assessment period, and
- c) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If fewer than 2% of EL FAY students passed the AZELLA, the reclassification rate is listed as 1.99%. If more than 98% passed, the reclassification rate is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for EL Reclassification Rate is:

$$\frac{\text{number of students that passed the AZELLA}}{\text{number of EL FAY students enrolled}}$$

Note: the formula does not take into account whether students were tested, nor does it apply any kind of penalty or bonus for testing more or less than 95% of students. As a result, these numbers may not exactly match those used by the letter grade system.

Using the graph: This graph allows users to compare student outcomes among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. You can select only the grade levels that are taught at the selected schools. By selecting specific grades, schools are only compared to students in the same grade levels.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and reclassification rate. You can use this information to find schools to learn from. Reach out to those schools to find out what they are doing to help students succeed.

- o 6) Chronic Absenteeism

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: Chronic Absenteeism of FAY Students (Grades 1-8) data is based on the percentage of FAY students in grades 1-8 who were absent for at least 10% of school days/hours. In most cases, schools follow a 180-day school calendar. Students who are absent more than 18 days have missed 10. Chronic absenteeism reporting is not as clear in grades 9-12 and is not displayed on this graph.

Note: The y-axis on this graph is inverted, placing high levels of chronic absenteeism under the regression line and low levels above the line.

A student is considered **FAY (Full Academic Year)** at a school if they meet the following criteria:

- d) Enroll within the first 10 days of the school's academic year,
- e) Remain continuously enrolled in the same school until the start of the statewide assessment period, and
- f) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If fewer than 2% of FAY students were chronically absent, the chronic absenteeism rate is listed as 1.99%. If more than 98% passed, the chronic absenteeism rate is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for Chronic Absenteeism is:

$$\frac{\text{number of } \textit{FAY} \text{ students that were chronically absent}}{\text{number of } \textit{FAY} \text{ students enrolled}}$$

Using the graph: This graph allows users to compare student outcomes among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. You can select only the grade levels that are taught at the selected schools. By selecting specific grades, schools are only compared to students in the same grade levels.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and reclassification rate. You can use this information to find schools to learn from. Reach out to those schools to find out what they are doing to help students succeed.

- o 7) Arts Participation

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: Arts Participation is based on the percentage of students (grades K - 12) that enrolled in at least one arts course. This information is based on the Student-Teacher-Course Connections (STC) database. If there are errors in the data, schools need to work with their Student Information System to ensure they are correctly submitting student art course enrollment. You can use this toolkit to ensure you are submitting accurate data:

<https://www.azed.gov/sites/default/files/2022/07/Well%20Rounded%20Education%20Data%20Reporting%20Toolkit.pdf>

The following AZ Catalog Code courses are considered Arts courses for this graph:

Arts Course Code	Arts Course Name
AZ05001	Dance Technique
AZ05002	Dance Repertory
AZ05003	Expressive Movement
AZ05004	Dance Appreciation
AZ05005	Choreography
AZ05006	Dance Survey
AZ05007	Dance Improvisation
AZ05008	World/Cultural Dance
AZ05009	Technical Theater for Dance
AZ05010	Social Dance
AZ05030	IB Dance
AZ05047	Dance—Independent Study
AZ05048	Dance—Workplace Experience
AZ05049	Dance—Other
AZ05051	Introduction to the Theater
AZ05055	Drama—Acting/Performance
AZ05056	Stagecraft I
AZ05057	Directing
AZ05058	Playwriting
AZ05059	History and Literature of the Theater
AZ05060	Stagecraft II
AZ05061	Stagecraft III
AZ05065	Stagecraft - Internship
AZ05066	Stagecraft - Cooperative Education
AZ05067	Theatrical Production and Management
AZ05080	IB Theater
AZ05081	Cambridge IGCSE Drama
AZ05098	Drama—Workplace Experience
AZ05099	Drama—Other
AZ05101	General Band
AZ05102	Concert Band
AZ05103	Marching Band
AZ05104	Orchestra
AZ05105	Contemporary Band
AZ05106	Instrumental Ensembles
AZ05107	Piano

AZ05108	Guitar
AZ05109	Individual Technique—Instrumental Music
AZ05110	Chorus
AZ05111	Vocal Ensembles
AZ05112	Individual Technique—Vocal Music
AZ05113	Music Theory
AZ05114	AP Music Theory
AZ05115	IB Music
AZ05116	Music History/Appreciation
AZ05117	Music History
AZ05118	Music Appreciation
AZ05119	Composition/Songwriting
AZ05120	Strings
AZ05121	Contemporary Vocal Ensemble
AZ05122	Culturally Influenced Ensemble
AZ05123	Recording and Production
AZ05124	Technology/Electronic Music
AZ05132	Cambridge IGCSE Music
AZ05133	Musical Theater
AZ05147	Music—Independent Study
AZ05149	Music—Workplace Experience
AZ05151	Art Appreciation
AZ05152	Art History
AZ05153	AP Art History
AZ05154	Creative Art—Comprehensive
AZ05155	Creative Art—Drawing/Painting
AZ05156	Creative Art—Drawing
AZ05157	Creative Art—Painting
AZ05158	Creative Art—Sculpture
AZ05159	Ceramics/Pottery
AZ05160	Printmaking/Graphics
AZ05161	Printmaking
AZ05162	Graphic Design
AZ05163	Advertising Design
AZ05164	Textiles
AZ05165	Crafts
AZ05166	Jewelry
AZ05167	Photography
AZ05169	Computer-Assisted Art
AZ05170	Art Portfolio
AZ05171	AP Studio Art - 2-D and/or 3-D Portfolio
AZ05172	AP Studio Art—Drawing Portfolio
AZ05173	IB Art/Design

AZ05174	IB Visual Arts
AZ05176	Calligraphy/Lettering
AZ05177	Animation
AZ05178	AP Studio Art—Two-Dimensional
AZ05182	Cambridge AS Level Art and Design-Textiles
AZ05185	Cambridge AS Level Art and Design Painting and Related Media
AZ05186	Cambridge AS Level Art and Design Film and Video
AZ05187	Cambridge IGCSE Art and Design Painting and Related Media
AZ05190	Cambridge IGCSE Art and Design Photography and Lens Media
AZ05191	Industrial Design
AZ05192	Cambridge IGCSE Art and Design Textile Design
AZ05194	Architectural Design
AZ05195	Fundamentals of Design
AZ05196	Fashion Design
AZ05197	Visual Arts—Independent Study
AZ05198	Visual Arts—Workplace Experience
AZ05199	Visual Arts—Other
AZ05201	Integrated Fine Arts
AZ05202	IB Film
AZ05203	Film Appreciation and Analysis
AZ05204	Pre-AP Arts
AZ05250	Media Arts- Comprehensive
AZ05251	Digital Imaging
AZ05252	Interactive Design
AZ05253	Interactive Game Design
AZ05255	Moving Image
AZ05257	Digital Sound Design
AZ05258	Virtual Design
AZ05259	Media for Performance
AZ05260	Multimedia Design
AZ05261	Intermedia Design
AZ05262	Media Arts Theory
AZ05263	Media Literacy
AZ05297	Media Arts - Independent Study
AZ05298	Media Arts- Workplace Experience
AZ05299	Media Arts- Other
AZ05900	Stagecraft IV
AZ05901	Stagecraft - DCE
AZ05902	AP Studio Art - 3-D Design
AZ05903	Cambridge IGCSE Art and Design Graphic Communication
AZ05904	Interior Design
AZ05905	Music—Other
AZ05906	Interdisciplinary Arts

AZ05995	Fine and Performing Art—Aide
AZ05997	Fine and Performing Art—Independent Study
AZ05998	Fine and Performing Art—Workplace Experience
AZ05999	Fine and Performing Art—Other
AZ10204	Digital Animation II
AZ10247	Digital Animation III
AZ10900	Digital Animation I
AZ10901	Digital Animation IV
AZ10902	Digital Animation - DCE
AZ10903	Digital Animation - Internship
AZ10904	Digital Animation - Cooperative Education
AZ11003	Film and TV Production III
AZ11048	Film and TV Production - Cooperative Education
AZ11049	Film and TV Production - Internship
AZ11051	Audio/Visual Production
AZ11055	Video
AZ11056	Music and Audio Production II
AZ11057	Radio Production
AZ11097	Music and Audio Production III
AZ11101	Digital Communication II
AZ11102	Digital Communication III
AZ11103	Broadcasting Technology
AZ11151	Digital Media Technology
AZ11152	Desktop Publishing
AZ11153	Graphic Design II
AZ11154	Graphic Design III
AZ11155	Digital Printing II
AZ11156	Digital photography II
AZ11157	Digital Photography III
AZ11158	Print Press Operations
AZ11159	Digital Printing III
AZ11168	Film and TV Production I
AZ11900	Music and Audio Production IV
AZ11901	Digital Printing I
AZ11902	Graphic Design I
AZ11903	Digital Communication I
AZ11904	Digital Photography I
AZ11905	Music and Audio Production I
AZ11906	Digital Printing IV
AZ11907	Graphic Design IV
AZ11908	Digital Communication IV
AZ11909	Digital Photography IV
AZ11910	Digital Printing - DCE

AZ11911	Graphic Design - DCE
AZ11912	Digital Communication - DCE
AZ11913	Digital Photography - DCE
AZ11914	Digital Printing - Internship
AZ11915	Film and TV Production - DCE
AZ11916	Music and Audio Production - DCE
AZ11917	Graphic Design - Internship
AZ11918	Digital Communication - Internship
AZ11919	Digital Printing - Cooperative Education
AZ11920	Digital Photography - Internship
AZ11921	Music and Audio Production - Internship
AZ11922	Graphic Design - Cooperative Education
AZ11923	Digital Communication - Cooperative Education
AZ11924	Digital Photography - Cooperative Education
AZ11925	Film and TV Production II
AZ11926	Music and Audio Production - Cooperative Education
AZ11927	Film and TV Production IV
AZ11995	Communication and Audio/Video Technology—Aide
AZ11997	Communication and Audio/Video Technology—Independent Study
AZ11998	Communication and Audio/Video Technology—Workplace Experience
AZ11999	Communication and Audio/Video Technology—Other
AZ19205	Interior Design II
AZ19207	Fashion Design and Operations II
AZ19248	Fashion Design and Operations - Cooperative Education
AZ19249	Fashion Design and Operations - Internship
AZ19924	Fashion Design and Operations I
AZ19925	Interior Design I
AZ19926	Fashion Design and Operations III
AZ19927	Fashion Design and Operations IV
AZ19928	Interior Design III
AZ19929	Interior Design IV
AZ19930	Fashion Design and Operations - DCE
AZ19931	Interior Design - DCE
AZ19932	Interior Design - Internship
AZ19933	Interior Design - Cooperative Education
AZ55001	Dance Technique
AZ55002	Dance Repertory
AZ55003	Expressive Movement
AZ55004	Dance Appreciation
AZ55005	Choreography
AZ55028	Dance (early childhood education)
AZ55029	Dance (pre-kindergarten)
AZ55030	Dance (kindergarten)

AZ55031	Dance (grade 1)
AZ55032	Dance (grade 2)
AZ55033	Dance (grade 3)
AZ55034	Dance (grade 4)
AZ55035	Dance (grade 5)
AZ55036	Dance (grade 6)
AZ55037	Dance (grade 7)
AZ55038	Dance (grade 8)
AZ55039	Dance
AZ55049	Dance—Other
AZ55051	Introduction to the Theater
AZ55052	Theatre Arts
AZ55053	Drama—Comprehensive
AZ55068	Drama (early childhood education)
AZ55069	Drama (pre-kindergarten)
AZ55070	Drama (kindergarten)
AZ55071	Drama (grade 1)
AZ55073	Drama (grade 3)
AZ55074	Drama (grade 4)
AZ55075	Drama (grade 5)
AZ55076	Drama (grade 6)
AZ55077	Drama (grade 7)
AZ55078	Drama (grade 8)
AZ55079	Drama
AZ55099	Drama—Other
AZ55101	General Band
AZ55102	Concert Band
AZ55103	Marching Band
AZ55104	Orchestra
AZ55105	Contemporary Band
AZ55106	Instrumental Ensembles
AZ55110	Chorus
AZ55111	Vocal Ensembles
AZ55116	Music History/Appreciation
AZ55118	Music Appreciation
AZ55128	Music (early childhood education)
AZ55129	Music (pre-kindergarten)
AZ55130	Music (kindergarten)
AZ55131	Music (grade 1)
AZ55132	Music (grade 2)
AZ55133	Music (grade 3)
AZ55134	Music (grade 4)
AZ55135	Music (grade 5)

AZ55136	Music (grade 6)
AZ55137	Music (grade 7)
AZ55138	Music (grade 8)
AZ55139	Music
AZ55147	Music—Independent Study
AZ55149	Music—Other
AZ55151	Art Appreciation
AZ55152	Art History
AZ55154	Creative Art—Comprehensive
AZ55155	Creative Art—Drawing/Painting
AZ55156	Creative Art—Drawing
AZ55157	Creative Art—Painting
AZ55158	Creative Art—Sculpture
AZ55159	Ceramics/Pottery
AZ55165	Crafts
AZ55167	Photography
AZ55168	Film/Videotape
AZ55178	Art (early childhood education)
AZ55179	Art (pre-kindergarten)
AZ55180	Art (kindergarten)
AZ55181	Art (grade 1)
AZ55182	Art (grade 2)
AZ55183	Art (grade 3)
AZ55184	Art (grade 4)
AZ55185	Art (grade 5)
AZ55186	Art (grade 6)
AZ55187	Art (grade 7)
AZ55188	Art (grade 8)
AZ55189	Art
AZ55191	Montessori MS Fine Arts A
AZ55192	Montessori MS Fine Arts B
AZ55197	Visual Art—Independent Study
AZ55199	Visual Arts—Other
AZ55201	Integrated Fine Arts
AZ55202	IB Arts, Middle Years Program
AZ55997	Fine and Performing Arts—Independent Study
AZ55999	Fine and Performing Arts—Other
AZ61051	Audio/Visual Production
AZ61055	Video
AZ61102	Photojournalism
AZ61997	Communication and Audio/Video Technology—Independent Study
AZ61999	Communication and Audio/Video Technology—Other

If fewer than 2% of students were enrolled in arts courses, the arts participation rate is listed as 1.99%. If more than 98% participated, the arts participation rate is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for arts participation rate is:

$$\frac{\text{number of students enrolled in at least one arts course}}{\text{total number of students enrolled}}$$

Note: that the formula does not take into account whether students were FAY for the school year. Also, a student that took multiple arts courses was only counted once.

Using the graph: This graph allows users to compare arts course participation among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. This graph only allows for filtering by school type.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and arts participation rate. You can use this information to find schools to learn from.

- 8) PE Participation

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than

2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: PE Participation is based on the percentage of students (grades K - 12) that enrolled in at least one physical education course. This information is based on the Student-Teacher-Course Connections (STC) database. If there are errors in the data, schools need to work with their Student Information System to ensure they are correctly submitting student PE course enrollment. You can use this toolkit to ensure you are submitting accurate data:

<https://www.azed.gov/sites/default/files/2022/07/Well%20Rounded%20Education%20Data%20Reporting%20Toolkit.pdf>

The following AZ Catalog Code courses are considered PE courses for this graph:

PE Course Code	PE Course Name
AZ08001	Physical Education
AZ08002	Team Sports
AZ08003	Individual/Dual Sports
AZ08004	Recreation Sports
AZ08005	Fitness/Conditioning Activities
AZ08006	Corps Movement
AZ08007	Adapted Physical Education
AZ08008	Gymnastics
AZ08009	Weight Training
AZ08010	Aquatics/Water Sports
AZ08011	Tennis
AZ08012	Self-defense
AZ08013	Specific Sports Activities
AZ08014	Physical Education Equivalent
AZ08015	Off-Campus Sports
AZ08016	Lifetime Fitness Education
AZ08017	Sports Physiology
AZ08047	Physical Education—Independent Study
AZ08048	Physical Education—Workplace Experience
AZ08049	Physical Education—Other
AZ08101	Physical and Health Education
AZ08147	Physical and Health Education Independent Study
AZ08201	Physical Education/Health/Drivers' Education
AZ08998	Physical, Health, and Safety Education—Workplace Experience
AZ08999	Physical, Health, and Safety Education—Other

AZ58001	Physical Education
AZ58002	Team Sports
AZ58003	Individual/Dual Sports
AZ58004	Recreation Sports
AZ58005	Fitness/Conditioning Activities
AZ58007	Adapted Physical Education
AZ58008	Gymnastics
AZ58010	Aquatics/Water Sports
AZ58013	Specific Sports Activities
AZ58014	Physical Education Equivalent
AZ58015	
AZ58016	Lifetime Fitness Education
AZ58028	Physical Education (early childhood education)
AZ58029	Physical Education (pre-kindergarten)
AZ58030	Physical Education (kindergarten)
AZ58031	Physical Education (grade 1)
AZ58032	Physical Education (grade 2)
AZ58033	Physical Education (grade 3)
AZ58034	Physical Education (grade 4)
AZ58035	Physical Education (grade 5)
AZ58036	Physical Education (grade 6)
AZ58037	Physical Education (grade 7)
AZ58038	Physical Education (grade 8)
AZ58039	Physical Education
AZ58040	IB Physical Education, Middle Years Program
AZ58047	Physical Education—Independent Study
AZ58049	Physical Education—Other

If fewer than 2% of students were enrolled in PE courses, the arts participation rate is listed as 1.99%. If more than 98% participated, the PE participation rate is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for PE participation rate is:

$$\frac{\text{number of students enrolled in at least one PE course}}{\text{total number of students enrolled}}$$

Note: the formula does not take into account whether students were FAY for the school year. Also, a student that took multiple PE courses was only counted once.

Using the graph: This graph allows users to compare PE course participation among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. This graph only allows for filtering by school type.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and PE participation rate. You can use this information to find schools to learn from.

- 9) Graduation Rate Scatterplot

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: 5-Year Graduation Rate is based on the percentage of students from the 2024 cohort that graduated as of August 15, 2025. This information is based on information from AzEDS.

Using the graph: This graph allows users to compare 5-year graduation rates among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. This graph only allows for filtering by school type. Schools that had

fewer than 11 students in their 2024 cohort and schools that do not teach 12th grade are excluded.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and 5-year graduation rate. You can use this information to find schools to learn from.

- 10) Subgroup Graduation Rates

X-axis: Subgroups represent various groups of students based on ethnicity and several other factors. Students may be reported in more than one subgroup; however, the ethnicity subgroups are exclusive. Students may only be categorized in one ethnic subgroup. If they are more than one ethnicity, they are reported as “Two or More Races”.

Subgroup data is collected in a variety of ways. Ethnicity subgroups information is gathered through the enrollment process. ELFEP is those students that were previously English Language Learners that were reclassified in the past 1-4 years.

The subgroups presented include African American/Black, American Indian/Alaskan Native, Asian, ELFEP, Foster, Hispanic/Latino, Homeless, Income Eligible 1 & 2 (students who qualified for free/reduced price lunch), Migrant, Military, Pacific Islander/Native Hawaiian, SPED (students with disabilities), Two or More Races, and White. Any subgroup with fewer than 11 students is redacted and will not appear on the bar graphs.

Y-axis: 5-Year Graduation Rate is based on the percentage of students from the 2024 cohort that graduated as of August 15, 2025. This information is based on information from AzEDS.

If fewer than 2% of cohort 2024 students graduated, the proficiency is listed as 1.99%. If more than 98% graduated, the proficiency is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on

the graph, the data is redacted to ensure student privacy. In that case, there will be no bar on the graph for the school.

Using the graph: Pay attention to any gaps in graduation rates among subgroups. Think about what barriers are stopping those students from graduating. Bring in stakeholders (teachers, parents, students, education leaders, community leaders) to create a plan to increase graduation rates among struggling subgroups.

- 11) College Credit Courses

X-axis: Number of High School Students data is based on the number of students in grades 9-12 that were enrolled during the 2024-2025 school year. All students in grades 9-12 are included regardless of FAY status.

Y-axis: College Credit Courses is based on the number of different college-credit granting courses that had at least one student enrolled in the 2024-2025 school year. This information is based on the Student-Teacher-Course Connections (STC) database. If there are errors in the data, schools need to work with their Student Information System to ensure they are correctly submitting college credit course enrollment.

Using the graph: This graph allows users to compare the number of college credit courses among schools with similar numbers of students. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. This graph only allows for filtering by school type.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar number of high school students that offer more college credit courses. Schools farther right or left from your point have more or fewer high school students and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, number of college credit courses and number of high school students. You can use this information to find schools to learn from.

- 12) College Credit Course Participation

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than 2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: College Credit Course Participation is based on the percentage of students (grades K - 12) that enrolled in at least one college credit course. This information is based on the Student-Teacher-Course Connections (STC) database. If there are errors in the data, schools need to work with their Student Information System to ensure they are correctly submitting student college credit course enrollment.

If fewer than 2% of students were enrolled in college credit courses, the participation rate is listed as 1.99%. If more than 98% participated, the participation rate is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for college credit course participation rate is:

$$\frac{\text{number of students enrolled in at least one college credit course}}{\text{total number of high school students enrolled}}$$

Note: that the formula does not take into account whether students were FAY for the school year. Also, a student that took multiple college credit courses was only counted once.

Using the graph: This graph allows users to compare college credit course participation among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. This graph only allows for filtering by school type.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school

on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and college course participation rate. You can use this information to find schools to learn from.

- Longitudinal Proficiency

X-axis: School Year is the year in which the school year ended:

- School Year 2023 is the school year that began in July/August 2022 and ended May/Jun 2023.
- School Year 2024 is the school year that began in July/August 2023 and ended May/Jun 2024.
- School Year 2025 is the school year that began in July/August 2024 and ended May/Jun 2025.

Y-axis: Proficiency of FAY Students data is based on the percentage of FAY students who scored proficient or highly proficient on the annual statewide assessment. Only students in grades 3 - 8 and 11 take statewide assessments with proficiency cut scores. Other grades are not included in this graph.

English Language Arts (ELA) Proficiency is shown in blue. Note that the numbers at data points are the same color as the line. Sometimes, when lines intersect or are too close together, it is difficult to tell which number goes to which line. Rely on the color of the number to determine the correct correlation.

Math Proficiency is shown in orange. Note that the numbers at data points are the same color as the line. Sometimes, when lines intersect or are too close together, it is difficult to tell which number goes to which line. Rely on the color of the number to determine the correct correlation.

A student is considered **FAY (Full Academic Year)** at a school if they meet the following criteria:

- d) Enroll within the first 10 days of the school's academic year,
- e) Remain continuously enrolled in the same school until the start of the statewide assessment period, and
- f) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If fewer than 2% of FAY students scored proficient or highly proficient, the proficiency is listed as 1.99%. If more than 98% scored proficient or above, the proficiency is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

The formula for proficiency rate is:

$$\frac{\text{number of students that scored proficient or highly proficient on the statewide assessment}}{\text{number of FAY students enrolled at the school in grades 3 – 8 and 11}}$$

Note: the formula does not take into account whether students were tested, nor does it apply any kind of penalty or bonus for testing more or less than 95% of students. As a result, these numbers may not exactly match those used by the letter grade system.

Using the graph: This graph allows users to compare student outcomes at the same school over the past 3 years. This is particularly useful when evaluating the effectiveness of initiatives and/or personnel changes at a specific grade level. Filtering by grade level will show changes in proficiency for the selected grade level(s). Likewise, filtering by ethnicity will show how proficiency has changed for a specific group of students.

Mouse over any point on the graph to see the ELA and Math proficiency at the selected school for the selected year.

This graph does not need to be used to complete the Comprehensive Needs Assessment. It is for informational purposes only.

- o Growth Scatterplot

X-axis: Free & Reduce-priced Lunch Eligibility data is based on whichever is higher between:

- a) Student-level eligibility rate as reported in the Arizona Education Data Standards (AzEDS)
- b) Free and Reduced-Price Percentage Report for the school year.

Note: Free and Reduce-priced lunch eligibility is not a perfect representation of poverty levels for every school. Schools that do not participate in the National Free and Reduced-Price Lunch program and those with less than

2% of students that qualify are listed as 1.99% eligible. Those with more than 98% eligible are listed as 98.01%.

Y-axis: Median Student Growth Percentile data is based on the median SGP of FAY students at the selected school.

What is SGP?

Student Growth Percentile is a way to measure how much a student has grown academically compared to other students who started at a similar level.

How does it work?

1. Grouping Students:

Students are grouped into “academic peers” based on:

- Their **grade level**
- Their **previous year’s test scores** on the statewide assessment

This creates a fair comparison because students are only compared to others who had similar starting points.

2. Calculating Growth:

After the current year’s test is taken, each student’s score is compared to the scores of their academic peers.

3. Percentile Ranking:

The student is then assigned a **percentile** (from 1 to 99) that shows how their growth compares to others in the same group:

- **50th percentile** = average growth
- **Above 50** = grew more than most peers
- **Below 50** = grew less than most peers

Why is this helpful?

SGP focuses on **growth**, not just achievement. It answers the question:

"How much progress did this student make compared to similar students?"

This helps educators see improvement even if a student hasn’t reached proficiency yet.

A student is considered **FAY (Full Academic Year)** at a school if they meet the following criteria:

- g) Enroll within the first 10 days of the school's academic year,
- h) Remain continuously enrolled in the same school until the start of the statewide assessment period, and
- i) Have no breaks in enrollment or fewer than 10 calendar days of breaks in enrollment within the same school.

If median SGP was lower than 2%, the SGP is listed as 1.99%. If SGP is higher than 98%, the SGP is listed as 98.01%. If a school had fewer than 11 students that meet the criteria to be shown on the graph, the data is redacted to ensure student privacy. In that case, there will be no point in the graph for the school.

Only students with a growth score are included in the calculation. Students that did not take a statewide assessment last year or did not take one this year are excluded.

Proficiency Band Color: The colors on this graph are determined based on the band in which the students' proficiency falls. This allows the graph to show both proficiency and growth on the same graph.

Yellow and orange dots above the line: Higher growth, lower proficiency.

Yellow and orange dots below the line: Lower growth, lower proficiency.

Blue and purple dots above the line: Higher growth, higher proficiency.

Blue and purple dots below the line: Lower growth, higher proficiency.

Using the graph: This graph allows users to compare student growth and proficiency among schools with similar demographics. You can ensure a more apples-to-apples comparison by limiting the output based on the graph-specific filters. Limit results to a single subject (English Language Arts or Math). Select only the grade levels that are taught at the selected schools. This is key since proficiency rates are much higher and lower at different grades. By selecting specific grades, schools are only compared to students in the same grade levels. Likewise, limiting by ethnicity can allow for ethnic subgroup proficiency comparisons.

Once you have used the filters to make a comparison of similar schools, pay attention to the schools around your point and specifically above your point. These are schools with a similar demographic that outperforms your school on this metric. Schools farther right or left from your point have more or fewer students in poverty and may not be a valid comparison.

Mouse over any point on the graph to see the school's name, FRL rate and median SGP. You can use this information to find schools to learn from. Reach out to those schools to find out what they are doing to help students succeed.