Arizona is required by federal law to measure school performance and is required by state law to do so through an A-F letter grade system.

ADE recently released the A-F letter grades for school year 2016-17. Casa Grande Union High School scored 54.17 points; missing a "C" by 2.04 points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>83.83 - 100</td>
</tr>
<tr>
<td>B</td>
<td>70.02 - 83.82</td>
</tr>
<tr>
<td>C</td>
<td>56.21 - 70.01</td>
</tr>
<tr>
<td>D</td>
<td>42.40 - 56.20</td>
</tr>
<tr>
<td>F</td>
<td>&lt;42.39</td>
</tr>
</tbody>
</table>
How is a school letter grade determined?

The Arizona Department of Education calculates letter grades based on the system adopted by the State Board of Education.

The system quantitatively measures student proficiency and annual growth in key areas as well as readiness to take the next step in their education or career.

Schools annually earn a letter grade based on a range of comprehensive measures including:

- Proficiency in English Language Arts, Math and Science
- Growth in English Language Arts and Math
- Proficiency and Growth of English Language Learners
- Graduation Rate
- Acceleration and Readiness Measures, which consists of several measures including chronic absenteeism and the improved growth of subgroups (economically disadvantaged, special education, etc.)
- College and Career Readiness Indicators, which includes passing the ACT or SAT or earning an industry credential, certificate or license
The **9-12 plan** provides for multiple indicators weighted as follows:

- Student proficiency at **30%**
- Graduation rate at **20%**
- Student growth at **20%**
- English Language Learners’ growth and proficiency at **10%**
- College and career readiness measures at **20%**
District schools designated with a “D” letter grade

- Within 30 days of notification:
  - District governing board provides written notification of grade to each residence; notice explains improvement plan process
- Within 90 days of notification:
  - Develop improvement plan
  - Submit copy of plan to superintendent of public instruction and county education service agency
  - Supervise the implementation of the plan
- Within 30 days of submitting plan
  - Hold a public meeting at each school and present plan
State Requirements

- Comprehensive Needs Assessment with a Root Cause Analysis
- Integrated Action Plan based on identified Primary Needs
- Quarterly Benchmark Reflections
- Quarterly Integrated Action Plan review
- SMART Goals for English Language Arts, Math, & Science
School Improvement Plan

- Comprehensive Needs Assessment
- Root Cause Analysis
- Needs Statements
- Desired Outcomes

The 6 Principles

- Effective Leadership
- Effective Teachers and Instruction
- Effective Organization of Time
- Effective Curriculum
- Conditions, Climate and Culture
- Family and Community Engagement
- CNA
Primary Needs

CGUHS

Data-based Instruction which supports every student in meeting rigorous learning goals.

Evidence-based rigorous and relevant instruction.

Collaboration with teachers, parents, administrators, and educational professionals to ensure success for all students.

Teacher and staff participation in ongoing professional learning opportunities.

Clear understanding of various types of student assessment.
Targeted Action Steps
CGUHS

Professional Learning Communities
- Early Release Wednesdays
- Staff professional development (August, September, January)
- Teacher collaboration
  - Data Driven Discussions
  - Common formative assessments
Student Supports

- Remediation and support classes
- Before and After school tutoring
- Individual student/teacher conferences as needed
- Freshmen Success classes/weekly checks
- Credit Recovery Classes/Program
- Interventionist and Parent Liaison
Curriculum Review

- Annual review and revision of English, math, science curriculum based on student data and teacher feedback.
- Annual Curriculum alignment to the State standards.
- Curriculum Diary Mapping Review and Reflection - PLC Protocol
Assessments to inform Instruction for Student Success

01
AzMERIT data analysis

02
Pre-testing, Quarterly Benchmarks, Common Formatives, Post testing

03
Student Incentives to improve AzMERIT scores
Students are asked to read parts 1 and 2 (120 lines) from “The Odyssey” by Homer, and are given 10 different questions over the passage. Some of the questions are multi part questions.

70    Look how the gray old Ocean
      From the depth of his heart rejoices,
      Heaving with a gentle motion,
      When he hears our restful voices;
      List how he sings in an under-tone

75    Chiming with our melody;

How does the descriptive language in lines 70-75 contribute to the meaning of Passage 2?
A. The figurative song of the ocean adds force and clarity to the Sirens’ songs.
B. The imagery highlights the Sirens’ perception of ocean life compared to life on land.
C. The exaggeration of the ocean’s feelings emphasizes the deceitful nature of the Sirens.
D. The personification suggests the sailors should adopt the ocean’s attitude toward the Sirens.
AzMERIT: Geometry

Steven constructs an equilateral triangle inscribed in circle $P$. His first three steps are shown.

1. He creates radius $PQ$ using a point $Q$ on the circle.
2. Using point $Q$ as the center and the length of $PQ$ as a radius, he uses a compass to construct an arc that intersects the circle at $R$.
3. Using point $R$ as the center and the length of $PQ$ as a radius, he uses a compass to construct an arc that intersects the circle at $S$.

What should be Steven’s next step in constructing the equilateral triangle?

a. Draw line segments connecting the points $Q, R$, and $S$ to construct $QRS$.
b. Draw the line segments connecting the points $P$, $R$, and $S$ to construct $PRS$.
c. Construct an arc intersecting the circle by using point $S$ as the center and the length of $PQ$ as a radius.
d. Construct an arc intersecting the circle by using point $P$ as the center and the length of $PQ$ as a radius.
Questions and Comments?

- Further information: [http://www.cguhsd.org/DistrictDesignatedGrade.aspx](http://www.cguhsd.org/DistrictDesignatedGrade.aspx)
School Improvement
Exit Criteria...

1. 2 consecutive years of increased student proficiency on the state assessment.

2. 2 consecutive years of increased graduation rate.