

Student Performance Analysis

Northern Arizona Academy/Taylor 44668 AER (Jul 1, 2025 - Jun 30, 2026)
Northern Arizona Academy/Taylor, Taylor, United States of America

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Below are steps you should have completed in your workbook for this analysis.

2. Identify and Evaluate Data Sources (Process)

In your workbook, you should have made a list of assessments that your institution uses to measure student performance. That list should include:

- Using data from summative assessments that support the mission of your institution (such as core academics or performance assessments specific to the purpose of the institution).
- Consider including comparison data to like institutions that have similar learner populations.

For each data source you listed, you should have included:

- The number of administrations you have for comparison, or describe when the data were collected (trend data).
- Any comments that will help you clean and classify the results into themes.

Type or copy and paste the description of your data sources from your workbook.

NWEA Testing 4 years Students tested at the end of every trimester. Data spans from Fall 2020 - present Benchmark data Student Performance NWEA Reading 4 years: overall increase Scores that determine proficiency have gradually been raised over the years.

Student Performance NWEA Math 4 years: overall increase Scores that determine proficiency have gradually been raised over the years.

ACT ELA 4 years Administered once per year Summative

ACT Math 4 years Administered once per year Summative

ACT Aspire 4 years Administered once per year Summative

Assessment Package Evaluative Criteria

Transfer the ratings for your institution's four Evaluative Criteria for Assessment Packages from your workbook.

EC1: Assessment Quality and Alignment

- Level 4 - The array of assessments used by the institution to determine learners' performances include all those required by governmental or other agencies. The assessments are fully aligned to required curricula and adopted learning standards. Almost all assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.
- **Level 3 - The array of assessments used by the institution to determine learners' performance include all those required by governmental or other agencies. The assessments are mostly aligned to required curricula and adopted learning standards. Most assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.**
- Level 2 - The array of assessments used by the institution to determine learners' performance include some of those required by governmental or other agencies. The assessments are somewhat aligned to required curricula and adopted learning standards. Some assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.
- Level 1 - The array of assessments used by the institution to determine learners' performance do not include those required by governmental or other agencies. The assessments are not aligned to required curricula and adopted learning standards. Few assessments used demonstrate validity, reliability, absence of bias and instructional sensitivity*.

COMMENTS

EC2: Test Administration

- Level 4 - Almost all the assessments used by the institution to determine learners' performance have been administered with complete fidelity. The learners to whom these assessments were administered accurately represent the populations served by the institution. Evidence of appropriate accommodations have been provided for all assessments so that valid inferences can be made about all learners' performance regarding curricular outcomes.
- **Level 3 - Most of the assessments used by the institution to determine learners' performance have been administered with fidelity. In most instances, the learners to whom these assessments were administered represent the populations served by the institution. Evidence of appropriate accommodations have been provided for most assessments so that valid inferences can be made about most learners' performance regarding curricular outcomes.**
- Level 2 - Some of the assessments used by the institution to determine learners' performance have been administered with fidelity. In some instances, the learners to whom these assessments were administered represent the populations served by the institution. Some accommodations have been provided for assessments so that valid inferences can be made about some learners' performance regarding curricular outcomes.
- Level 1 - Few, if any, assessments used by the institution to determine learners' performance have been administered with fidelity. The learners to whom these assessments were administered are not representative of the populations served by the institution. Few accommodations have been provided for assessments so that valid inferences cannot be made about learners' performance regarding curricular outcomes.

COMMENTS

EC3: Results of Learning

- Level 4 - Evidence of learning indicates no significant achievement gaps among subpopulations of learners, or the achievement gaps have substantially declined. Almost all trend data shows improvement in learner performance.
- Level 3 - Evidence of learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps have noticeably declined. Most trend data shows improvement in learner performance.
- **Level 2 - Evidence of learning indicates achievement gaps exist among subpopulations of learners, and these achievement gaps demonstrate a modest decline. Trend data shows neutral or minimally improving learner performance.**
- Level 1 - Evidence of learning indicates achievement gaps exist among subpopulations of learners and that minimal or no change has occurred in these achievement gaps. Trend data shows declining learner performance.

COMMENTS

EC4: Academic Performance and Growth Outcomes

- Level 4 - Evidence clearly demonstrates exceptional student growth across multiple years and measures. Student achievement data demonstrates substantially higher performance than expected, with analyzed data showing strong mastery of grade-level content across multiple measures.

- **Level 3 - Evidence shows consistent student growth across multiple years and measures. Student achievement data demonstrates at or above expected performance, with analyzed data showing appropriate mastery of grade-level content.**
- Level 2 - Evidence shows inconsistent or limited student growth over time. Student achievement data demonstrated below expected performance, with limited analysis showing inconsistent mastery of grade-level content.
- Level 1 - Evidence shows minimal student growth and/or insufficient trend data. Student achievement data demonstrates substantially below expected performance, with poor analysis showing inadequate mastery of grade-level content.

COMMENTS

4a. Analyze and Synthesize Information-part 1

Your analysis and synthesis put the pieces of assessment information you amassed together to create a holistic "picture" of student performance in your organization in the form of themes. You should have used the following prompts and questions to guide your thinking and writing:

- Areas of Noteworthy Achievement
 - Provide specific results that demonstrate positive trend(s) in student performance over multiple years.
 - Which area(s) were above the expected levels of performance?
 - Which subgroup(s) showed a trend toward increasing performance?
 - Between which subgroups was the achievement gap closing?
 - Discuss why you believe these trends have occurred.
 - Which of the above reported findings are supported by other data sources (e.g., perception data, observation data)?
 - Based on assessment results, what improvement decisions/initiatives have been implemented to improve instruction and related programs (e.g., professional development)?
 - Based on assessment results, what positive outcomes have occurred as a result of improvements in instruction?

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

NWEA:

From Fall 2020 to Fall 2024, average scores on reading have increased from 211.71 to 217.92 and average math scores have increased from 220.91 to 225.38. Among sub groups: Returning students have increased in reading from 211.97 to 219.58 and math from 220.29 to 228.58, SPED students have increased in reading from 208 to 210.94 and math from 216.27 to 218.63, General Ed students have increased in reading from 214.47 to 219.59 and in math from 223.69 to 228.39.

Continuing SPED students show growth from Fall 2023 in reading from 212 to 212.86 and in math from 207.2 to 220.71. This metric has only been tracked for two years.

Overall, all areas show a positive trend in performance. Overall highest performance is by returning, general education students in both reading and mathematics.

Average scores across all grade levels have increased in Math 9th 205.33 vs 217.62, 10th 218.5 vs 223.64, 11th 222 vs 232.25, 12th 224.63 vs 228.69

Average scores across all grade levels have increased in Reading 9th 208.5 vs 220, 10th 212.4 vs 217.13, 11th 211.57 vs 217.46, 12th 212.67 vs 220.23

ACT

ACT Math scores have improved from 2022 to 2025 from 6% proficient to 27% proficient. This is above the expected proficiency level for alternative schools who perform at 4% proficient on average FY24. This is also above the state average of 22% proficient FY25.

ACT ASPIRE

English scores up from 27% FY23 ready or exceeding to 38% FY25 ready or exceeding,

Reading scores up from 9% FY23 ready or exceeding to 21% FY25 ready or exceeding.

Math scores up from 0% FY23 ready or exceeding to 10% FY25 ready or exceeding.

4b. Analyze and Synthesize Information-part 2

You should have used the following prompts and questions to guide your thinking and writing:

- Areas in Need of Improvement
 - Provide specific results that demonstrate any negative trend(s) in student performance.
 - Which area(s) were below the expected levels of performance?
 - Which subgroup(s) showed a trend toward decreasing performance?
 - Between which subgroups was the achievement gap becoming greater?
 - Discuss why you believe these trends have occurred.
 - Which of the above reported findings are supported by other data sources (e.g., perception data, observation data)?
 - Based on assessment results, what changes in instruction have you found to be ineffective and consequently discontinued?

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

- ACT ELA scores have declined, with 25% proficient in 2022 and 10% proficient in 2025.
- Achievement gaps are becoming greater between SPED students and General Education students in both reading and mathematics due to lower entry scores across the board.
- Negative trends are apparent in entering SPED students, with their entering scores dropping lower each year in both reading and math.
- Negative trends on the ACT are apparent with SPED students.
- On the ACT, in 2022 0% of SPED students scored proficient in math and 25% scored proficient in ELA. In 2025 0% of students scored proficient in ELA and Math
- SPED students show an overall lower performance and lower growth rate than general education students. This is supported by the ACT and NWEA results.
- Reading scores are dropping on the ACT across all populations.
- A significant dip in scores from FY22 to FY23 is slowly being recovered but has not yet met the scores from FY22.

5. Interpret Findings, Prioritize, and Develop a Theory of Action

You have your information organized and neatly arranged under themes, and determined findings: that is, “what we do well, and where we need to improve.” Refer to the Accreditation Workbook for more information on writing findings. Consider the following suggestions:

- List all your findings' statements.
- Prioritize the findings statements:
 - Select the findings you feel are most important to begin your improvement process.
 - Select only the number of findings you have the capacity to address.
- Perform root cause analysis on the findings to determine how to address the improvement areas and sustain noteworthy achievements.
- Describe your intended results and next steps (theory of action).

Enter your findings (answers to the prompts and question above) below or copy and paste from your workbook into the field below.

After examining longitudinal and short term data, the team identified the following findings.

- Poor performance on reading skills, particularly with SPED students. This is reflected in all assessments, including the NWEA, ACT and ACT ASPIRE.

- Poor performance by 9th grade students on ELA and Reading as reflected on NWEA and ACT ASPIRE testing.
- Lower SPED student entry scores in both reading and math. The scores for all entering students have been dropping on the NWEA over the past three years, with the highest decline present in SPED students.
- New student entry scores on Reading are significantly lower than continuing students in all subcategories on all tests and have gotten worse over the last three years.

The team identified the decline in entry level skills in reading as the primary concern to address at this time because reading skills impact all subject areas. Using the five why's root cause analysis, the team identified possible root causes and generated a theory of action.

New student entry scores on Reading are significantly lower than continuing students in all subcategories on all tests and have gotten worse over the last three years due to an inherited lack of foundational skills and a delay in applying appropriate interventions. If NAA schedules NWEA baseline testing earlier in the year to identify students at risk and immediately place them in intervention classes, align targeted interventions to CCR class by grade level and integrate sustained reading and literature projects in ELA classes on Fridays then at risk students will be provided with the interventions they need earlier and all students will be participating in activities that support reading improvement. This may then lead to an increased likelihood that students are given the opportunity to develop skills to interact meaningfully with text which will result in the increase likelihood of improved student performance on benchmark and ACT testing in reading and ELA.

As a result of the data review, the team has formulated the following Theories of Action.

- If administration schedules and conducts baseline NWEA testing earlier in the year to identify students at risk and place them in intervention classes, then at risk students will be identified and provided with interventions expediently. This will lead to an increased likelihood that students will close the gap between their current performance and expected grade level performance, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.
- If sustained reading and literature projects are integrated into ELA classes on Fridays then at risk students will participate in activities that support meaningful engagement with written material. This will lead to an increased likelihood that students will develop skills to interact meaningfully with text, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.

6. Putting It All Together

Using the results of your efforts above, create a clear, concise document in the field below. Consider creating a narrative document that use the following outline:

Introduction: Briefly describe the assessments you used, indicating which ones are required by state or ministry regulation.

First section: Briefly present evidence you have analyzed and synthesized, highlighting methods of disaggregating data into meaningful subgroups to extract key insights.

Second Section: Discuss your findings from your analysis and synthesis of noteworthy achievements and areas for improvement.

Third section: Discuss your interpretations of the root causes of your findings and your theories of action guiding your continuous improvement going forward.

This has already been mentioned, but it bears repeating: For data to be useful to the personnel in your institution for continuous improvement, and useful to your Cognia Engagement Review team, the *analyses* of those data should be presented, not just the *raw results*.

Type or copy and paste your final analysis from your workbook into the field below.

Northern Arizona Academy (NAA) uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress to benchmark student progress once per trimester. Additionally NAA students participate in ACT and ACT Aspire testing as mandated by the state of Arizona in April of each school year.

The NAA Team analyzed assessment data in conjunction with other data sources including graduation rate, attendance data, the CCRI report and Pass Rates. Assessment data was disaggregated by subgroups appropriate to the school.

Subgroups included grade level, new versus returning students as a whole, SPED versus General Education students and new SPED students versus continuing SPED students. These subgroups were chosen because they are large enough to conduct a valid analysis. Many other types of subgroups have a population under six students, invalidating trends that may be seen. Additionally, depending on the sample size of the assessment, at times disaggregation led to subgroups in these areas that were also not entirely valid for analysis. For example, ten students took the ACT in FY25, with one being SPED. Nevertheless multiple areas were identified by the team as reasons to celebrate. As a whole, from Fall 2020 to Fall 2024 average scores on the NWEA Reading and Math assessments have grown, including growth in all subgroups. Continuing SPED student show enormous growth in mathematics from FY23 to FY25 with modest growth in reading. Overall highest growth on this assessment was shown by returning, general education students in all grade levels. Likewise, math performance on the ACT has shown steady growth from FY22 to FY25, exceeding the state average on students meeting proficiency in this area (NAA 27% vs statewide 22%) and far exceeding performance by other alternative schools (NAA 27% vs alternative schools 4%). Finally, student performance on the ACT ASIPRE has shown steady growth in English, Reading and Math from FY23 to the present.

Outside data supporting growth include an increased five year graduation rate from 50% in FY22 to 68.75% in FY24 and a increased four year graduation rate from 44.8% FY22 to 70% FY25. As an alternative school that is rated by the Arizona Department of Education on our five year graduation rate, we are very proud of our achievement, which was largely impacted by the introduction of community service activities, dedicated weekly tutoring and interventions and internships we have provided to students by contracting with local businesses. These actions have also impacted our attendance rate which improved from 85.8% FY22 to 90.5% this year, with the most significant increase occurring among 12th grade students (79.3% vs 90%). Other areas impacted include APEX Pass rate (58.3% vs 90.7%), face to face Pass Rates (88% vs 90.5%), and CCRI Points earned per student rising from an average of 1.66 to 2.48. CCRI points are earned via completion of college or career readiness activities.

Despite multiple reasons for celebrations, areas of improvement were noted as well. They included downward trends in reading, writing and ELA scores on the ACT, growing achievement gaps between SPED and general education students and an alarming decline in baseline entry scores on the NWEA. When new students scores are compared to continuing students scores a significant gap is persistent on all tests. Additionally, SPED students are showing a slower growth rate than students without disabilities. A significant dip in ACT scores from FY22 to FY23 is being recovered but has not yet met the scores from FY22.

As a result of the data review, the team has formulated the following Theories of Action.

- If administration schedules and conducts baseline NWEA testing earlier in the year to identify students at risk and place them in intervention classes, then at risk students will be identified and provided with interventions expediently. This will lead to an increased likelihood that students will close the gap between their current performance and expected grade level performance, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.
- If sustained reading and literature projects are integrated into ELA classes on Fridays then at risk students will participate in activities that support meaningful engagement with written material. This will lead to an increased likelihood that students will develop skills to interact meaningfully with text, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.