

**ARIZONA STATE BOARD OF EDUCATION**  
**A-F School Accountability Ad Hoc Advisory Committee Meeting, April 13, 2017**  
**1535 W Jefferson, Conference Room #122**  
**Phoenix, AZ 85007**

**SUMMARY OF A-F SCHOOL ACCOUNTABILITY AD HOC ADVISORY COMMITTEE ACTION**

<p><b>MEMBERS PRESENT:</b>  Tim Carter--Chair  Calvin Baker—Co-Chair  April Coleman  Foster Leaf  Janice Palmer  Whitney Chapa  Michael Henderson entered at 9:05 a.m.  Mitra Khazai  Dr. Paul Tighe  Pearl Chang Esau entered at 9:10 a.m. exited  11:15 a.m.  Roger Jacks by phone</p>	<p><b>MEMBERS ABSENT:</b>  Dawn Wallace  Dr. JD Rottweiler</p>
<p><b>CALL TO ORDER AND ROLL CALL</b></p>	<p><b>Meeting called to order at 9:00 a.m. Roll Call; quorum confirmed.</b></p>
<p><b>1. Report from the Ad Hoc Chair</b></p>	<p>Recorded comments are available (Part I/00:02:43)</p> <p><b>Vice President Carter provided committee members and the public with updates around A-F.</b></p>
<p><b>2. CALL TO THE PUBLIC. This is the time for the public to comment. Members of the Committee may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.</b></p>	<p>Recorded comments are available (Part I/00:03:23)</p> <p><b>Sean Rickert, representing Pima Unified School District, submitted a Call to the Public, Request to Speak Form and addressed the Committee.</b></p> <p><b>Dr. Mark Joraanstad, representing Arizona School Administrators, submitted a Call to the Public, Request to Speak Form and addressed the Board.</b></p>
<p><b>3. Presentation and discussion regarding the working draft components of the A-F school accountability plan for grades K-8 based on modeling outputs</b></p>	<p>Recorded comments are available (Part I/00:13:39)</p> <p><b>Executive Director Schmidt presented information to the committee members.</b></p>

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	<p>The Accountability Advisory Group (AAG) presented information around K-8 models to the committee.</p> <p>Member Henderson asked that the Accountability Advisory Group present the pros and cons of the models.</p> <p>Vice President Carter asked each member to provide feedback.</p> <p>Member Chapa stated that growth is an important piece for this model. There is a need to be a meaningful way to measure growth and proficiency. The student growth to target model seems to be the best model to measure student outcomes. The weighting of growth measures using both student growth to percentile and student growth to target are complicating factors. Member Chapa is worried that the committee will pick a model for ease to explain, but it may be more difficult to incorporate. Member Chapa is supportive of the student growth to target model and student growth to percentile because it's the best measure at this point for growth. It has a level playing field and it is not correlated to free/reduced lunch. It is better to begin with a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on.</p> <p>Member Khazai stated that she agreed with Member Chapa's comments. She went on to praise the Accountability Advisory Group for helping the committee understand the models. Member Khazai referenced ESSA and noted that growth is a very important part of this. In addition, she referred to how the state laws regarding school accountability should include multiple measures of school quality to assess the educational impact of a school during the academic year as determined by the Board of Education. Member Khazai stated that there is nothing in the law regarding student quality or socio-economic background,</p>
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	<p>which is why it's important that the percentages and the selected growth model minimize the impact of socio-economic status and instead measures excellence. Member Khazai supports a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on.</p> <p>Member Henderson praised the Accountability Advisory Group. He also echoed Member Chapa's comments. He went on to state that he is in strong support of the student growth to percentile and the student growth to target models and does not feel that the Florida model is clear enough to present to school administrators, teachers, or the community. Member Henderson supports a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35% for a total of two years, and then phasing down for the following year. He also likes the transparency that is added by using full academic year. Member Henderson appreciates the focused conversation around growth, because it recognizes the work that is happening in schools and the great work that our teachers are doing to meet our students where they are and provide support to them.</p> <p>Member Palmer praised the Accountability Advisory Group and the Arizona Department of Education. She supports the student growth to percentile models and student growth to target models and feels that these are the models that should be selected. She continued by stating that there is no perfect system but with the data and information that is currently being provided it will reflect the most important aspect of what was discussed in the four overarching items and would not be reflective of zip codes. She went on to express the fact that she felt a high level of frustration when discussion the Florida model and does</p>
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	<p>not support it. Member Palmer supports a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on with the caveat that the model will be annually reviewed.</p> <p>Member Baker also praised the Accountability Advisory Group. He stated that he is in support of the two models presented to the committee. Member Baker supports the two models the group has presented to the committee. He emphasized that the trending topic during public hearings was to keep things simple. He stated that the Florida model was the most simple to understand and was also favored most in the public hearings. Member Baker suggested that the motion include the expectation that the Board monitor and revise the system as needed.</p> <p>Member Tighe praised the Accountability Advisory Group, Arizona Department of Education, and State Board Staff. He stated that he is in agreement with the comments made by his colleagues and addressed proficiency. Member Tighe support weighting proficiency and a three-year full academic year. Member Tight supports a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on.</p> <p>Member Coleman praised the Accountability Advisory Group, the Arizona Department of Education, and all the committee members. Member Coleman stated that proficiency is very important. She is supportive of a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on. However, she believes it is difficult to make a decision without having cut scores.</p> <p>Member Esau stated that she was in agreement with the comments made by</p>
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	<p>her colleagues. She stated that she supports weighted proficiency and a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on. In addition, Member Esau stated she supports a three-year full academic year model and the student growth to target and student growth to percentile models.</p> <p>Member Foster supports weighted full academic year, the phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on, and the student growth to percentile and student growth to target models.</p> <p>Member Jacks supports a phase-down model, with growth at 50% and proficiency at 30%, the following year having growth at 45% and proficiency at 35%, and so on. In addition, Member Jacks stated that he supports full academic year and the student growth to target and student growth to percentile models.</p>
<p><b>4. Presentation, discussion and possible action regarding recommendations to the State Board of Education on the components of the A-F school accountability plan for grades K-8.</b></p>	<p>Recorded comments are available (Part 1/01:47:44)</p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Tighe made a motion seconded by Member Palmer that the Ad Hoc Committee's primary recommendation to the State Board of Education for grades K-8 is to have the weighted proficiency and a weighting of three years of the full academic year for proficiency with growth at 50% and proficiency at 30% split initially to be adjusted based on statewide proficiency triggers yet to be determined and within growth to include an even split student growth to percentile and student growth to target with the model to be revisited and monitored annually.</i></p> <p style="text-align: center;"><i>Motion passed 9-0</i></p>

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	<p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Baker made a motion seconded by Member Jacks to put forward both recommendations presented by the AAG committee, which would be two models with growth at 45% and proficiency at 35%.</i></p> <p style="text-align: center;"><i>Motion failed 2-7</i></p> <p><i>Member Baker and Member Jacks voted yes.</i></p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Palmer made a motion seconded by Member Tighe that the two items that were included in the acceleration measure for Special Education students one being in regards to low incident and high incident students and their growth projection, the second being all subgroup performance be modeled by the AAG for the final determination by the State Board of Education.</i></p> <p>Executive Director Schmidt addressed committee.</p> <p style="text-align: center;"><b><u>MOTION WITHDRAWN</u></b></p> <p><i>Member Palmer withdrew motion.</i></p> <p>Member Esau exited meeting at 11:15 a.m.</p>
	<p>Committee members recessed at 11:15 a.m. and reconvened at 11:30 a.m.</p>
<p><b>Continuation of Item #4</b></p>	<p>Recorded comments are available (Part II/02:14:40)</p> <p><b>Member Tighe addressed the committee.</b></p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Tighe made a motion seconded by Member Jacks that the committee have a secondary recommendation for a model that would be the same as the approved model except that in growth it would be inclusive of the Florida growth model. All other provisions would remain the same.</i></p>

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	<p style="text-align: center;"><b>Motion failed 3-5  Member Tighe, Member Baker, Member  Jacks voted yes.</b></p>
<p><b>5. Presentation and discussion regarding the working draft components of the AF school accountability plan for grades 9-12 based on modelling outputs</b></p>	<p>Recorded comments are available (Part II/02:18:58)</p> <p><b>Executive Director Schmidt presented information to the committee.</b></p> <p><b>The AAG members presented information to the committee.</b></p> <p><b>Alicia Williams addressed the committee.</b></p>
<p><b>6. Presentations, discussion and possible action regarding recommendations to the State Board of Education on the components of the A-F school accountability plan for grades 9-12</b></p>	<p>Recorded comments are available (Part II/02:53:58)</p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><b><i>Member Baker made a motion seconded by Member Chapa to accept and approve the recommended certifications on the rubric presented by the Arizona College and Career Task Force with the condition that the list be re-examined during the 2017-2018 school year.</i></b></p> <p style="text-align: center;"><b><u>MODIFIED MOTION</u></b></p> <p><b><i>Member Baker made amended his motion seconded by Member Chapa to include State Certification to Item 11 regarding the Emergency Medical Services certification.</i></b></p> <p style="text-align: center;"><b>Modification passed unanimously.</b></p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><b><i>Member Tighe made a motion seconded by Member Khazai to approve the CCRI document as amended.</i></b></p> <p style="text-align: center;"><b>Motion passed unanimously.</b></p> <p style="text-align: center;"><b><u>MODIFIED MOTION</u></b></p> <p><b><i>Member Baker made a modified motion seconded by Member Khazai to include the IB Diploma on the first item in the CCRI.</i></b></p>

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	<p style="text-align: center;"><b>Motion passed unanimously.</b></p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Tighe made a motion seconded by Member Khazai to approve the CCRI document as amended.</i></p> <p style="text-align: center;"><b>Motion passed unanimously.</b></p> <p>The AAG committee presented information to the committee.</p> <p>Member Jacks stated that he supports the one year full academic year, and is not supportive of the tracking of three year math. Member Jacks is supportive of a 35% growth and 25% proficiency split and would be supportive of the model that AAG group was in support of most.</p> <p>Member Leaf stated that he is supportive of proficiency and student growth to target and student growth to proficiency in addition to graduation rate and is very supportive of the models in general.</p> <p>Member Coleman stated that she has issues with proficiency being as high as it is because she feels it is not realistic. Member Coleman likes the student growth to target model and is in favor of graduation rate and would like the CCRIs to have a higher weight.</p> <p>Member Tighe was in agreement with the comments from other members. He stated that it is especially important to have the three year full academic year. Member Tighe would also like a statement to be added that includes student level incentives.</p> <p>Member Baker added that growth is a problem technically because math becomes a problem for students. He stated that he is in agreement with comments made by other committee members.</p> <p>Member Palmer stated that she is excited for the framework for the 9-12 model. She</p>
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	<p>hopes it will become a better model and agrees that growth is a problem and is in support of the student growth to target and student growth to proficiency models. Member Palmer would like to roll in a higher CCRI and remove growth in the future for the high school portion.</p> <p>Member Henderson agreed with other members that weighted proficiency and the one year full academic year stability. In addition, he is in support of the changes for 9-12 and for K-8. Member Henderson also supports the student growth to percentile and student growth to proficiency models over the scaled score model. In addition, Member Henderson is supportive of the CCRI indicators. He has concerns with self-reporting data by schools and districts.</p> <p>Member Khazai stated that graduation rate and CCRIs are the most important. She is disappointed that the model has a high correlation with the free and reduced lunch. Member Khazai supports the student growth to percentile and student growth to target growth models.</p> <p>Member Chapa supports the weighted proficiency. She is unclear on whether to stick with a one year full academic year or three year full academic year to be consistent with the K-8 model. Member Chapa is supportive of everything with the CCRIs. She would have liked that postsecondary enrollment was included in the CCRIs. Member Chapa is concerned about the self-reported data.</p> <p style="text-align: center;"><b><u>MOTION</u></b></p> <p><i>Member Henderson made a motion, seconded by Member Leaf to propose two models for high school. The first model would be 40% proficiency, 20% growth, 10% ELL, 15% CCRI and 15% high school graduation rate. The second model would be 30% proficiency, 20% growth, 10% ELL, 20% CCRI, 20% high school graduation rate. Both models will include English language arts and mathematics as student</i></p>
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	<p><i>growth percentiles and student growth to target with weighted proficiency and a one year full academic year to be reviewed annually by the Board.</i></p> <p style="text-align: center;"><b><u>AMENDED MOTION</u></b></p> <p><i>Member Henderson made a motion, seconded by Member Leaf to propose two models for high school. The first model is a priority, with 40% proficiency, 20% growth, 10% ELL, 15% CCRI, 15% high school graduation rate. The second model is 30% proficiency, 20% growth, 10% ELL, 20% CCRI and 20% high school graduation rate. Both models will include English language arts and mathematics as student growth percentiles and student growth to target with weighted proficiency and a one year full academic year.</i></p> <p>The amended motion was withdrawn due to lack of support by the member who seconded the motion.</p> <p style="text-align: center;"><b><u>ORIGINAL MOTION</u></b></p> <p style="text-align: center;">Motion passed unanimously.</p>
<p><b>7. FUTURE MEETINGS AND ITEMS FOR FUTURE AGENDAS.</b> The executive director, presiding officer or a member of the Committee may discuss future meeting dates and direct staff to place matters on a future agenda.</p>	<p>Recorded comments are available (Part II/04:25:20)</p> <p style="text-align: center;"><b><u>Future meetings dates will be:</u></b></p> <p>April 18, 2017</p>
<p><b>ADJOURN</b></p>	<p style="text-align: center;"><b>Meeting adjourned at 4:50 p.m.</b></p>