Arizona State Board of Education
A-F School Accountability Ad Hoc Committee

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) §38-431.02, notice is hereby given to the members of the A-F School Accountability Ad Hoc Committee and to the general public, that the Committee will hold a meeting open to the public as specified below. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Committee may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Committee may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. §38-431.03 (A) (3), the Committee may vote to convene in executive session for discussion or consultation for legal advice from the Committee's attorneys concerning any item on this agenda.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 18TH day of January, 2017.

By: _____

Dr. Karol Schmidt
Executive Director
(602) 542-5057

AGENDA

ARIZONA STATE BOARD OF EDUCATION
A-F SCHOOL ACCOUNTABILITY AD HOC COMMITTEE
Friday, January 20, 2017
9:00 AM
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Conference Room 122

9:00 a.m. CALL TO ORDER

ROLL CALL

GENERAL SESSION

1. 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.

2. Presentation, discussion and possible action regarding college and career readiness criteria in the draft A-F school accountability plan for 9-12:

    a. Modified College and Career Readiness rubric
    b. Ad hoc proposed criteria
    c. Proposed criteria submitted from the public
    d. Percentages

3. Presentation, discussion and possible action regarding readiness/acceleration criteria in the draft A-F school accountability plan for K-8:

    a. Ad hoc proposed criteria
    b. Proposed criteria submitted from the public
    c. Percentages
    d. Bonus points

4. Presentation and discussion regarding a survey for public feedback on the draft A-F school accountability plan for K-12.

5. Presentation and discussion regarding a public hearing schedule for public feedback on the draft A-F school accountability plan for K-12.

6. FUTURE MEETING AND PUBLIC HEARING DATES AND ITEMS FOR FUTURE AGENDAS. 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.

ADJOURN

Arizona State Board of Education A-F Accountability Ad Hoc Advisory Committee
Procedures for Decision Making
January 2017

As has been the custom throughout our process, we will continue to **use a consensus system where applicable**. That entails establishing a clear majority of support.

When a consensus is unclear, the question may be called by the Chair. The question may also be called by a motion and a second from Committee members. The Chair will determine the outcome by a voice vote, by a show of hands, or by a roll call vote. Any member may ask for a roll call vote on any matter.

Unlike the State Board of Education, where a majority of members are required for a quorum and a vote (6 out of 11), State Board of Education Advisory Committees (including Ad Hoc Advisory Committees), use the following procedure:

R7-2-201. Advisory Committees: "A quorum of an advisory committee shall be a majority of the voting members of the advisory committee. Voting members shall be only those members specifically appointed by the Board or Executive Committee. A quorum of an advisory committee is necessary to conduct its business. **An affirmative vote of the majority of voting members present is necessary for an advisory committee to take action."**

To further clarify:

- A quorum is 7 out of 13 members.
- To approve any matter, the votes needed would be:
  7 out of 13 or 12 present;
  6 out of 11 or 10 present;
  5 out of 8 or 9 present; or
  4 out of 7 present.
- A "no" vote and a vote to "abstain" both have the same effect of not contributing to the majority vote needed to pass a motion.

The Chair will not vote on the motions unless the vote is needed to break a tie deciding the question.

The Chair intends to use the **"consent agenda concept"** at times during the meeting, especially with those items that have been thoroughly vetted. In this case, a vote on several items (or an entire page), can be accomplished with one call for a vote, which includes a motion and a second. Any member of the Committee may ask that individual items be removed for a separate discussion and vote. As an example, if there are ten items and two of them are removed, the eight items that remain can be approved with one vote. The other two will be handled as separate items for discussion and voting purposes.

Votes of the Committee will have the following general effect:

- **Add items to the plan** that will be recommended to the State Board of Education for the **2016-2017 school year.**
- Place items in the **parking lot**, for further deliberation and/or study for future years. In many cases this includes determining detailed specifics, gathering acceptable data, identifying a funding source, determining which agency would be responsible for implementation, etc.
- **Remove the item from further consideration** during this cycle.

The Chair will discuss this document with the Committee and announce the voting procedures to the public prior to any votes being taken on the Friday, January 20, 2017, meeting of the A-F Accountability Ad Hoc Advisory Committee.

College and Career Readiness Indicators – Co Chair Baker

College and Career Readiness Rubric

1/13/17 Draft

Proposed indicators and point values have been entered as examples.
Actual indicators and point values to be determined by A-F Ad Hoc Committee.

Indicator Points	Indicator
.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - **Red**
.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - **Blue**
1.25	Earns a Grand Canyon Diploma - **Blue**
.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence) - **Red**
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence - **Red**
.5 per exam	Passing score on AzMerit Algebra 2 or ELA 11 - **Blue**
.5	Meets benchmarks for ASVAB - **Red**
.5	Meets benchmarks for ACT WorkKeys - **Red**
.35 per exam	Meets cut score on ACT, ACCUPLACER, ALEKS, COMPASS or Cambridge IGCSE English, reading, writing, math, social studies, or science exam - **Blue**
.5 per exam	Meets cut score on SAT English or math exam **Blue**
.5 per exam	Meets cut-score on AP, CLEP, Cambridge A or AS, or IB English, math, science, or social studies exam - **Blue**
.5	Earns an Industry-Recognized Credential, Certificate, or License - **Red**
1	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours - **Red**
.3	Completes the FAFSA - Can be used as **Red** or **Blue**

SCORING

- School A-F labels are based on a 100 point scale. Of the 100 A-F points, 15 points can be generated by College and Career Readiness.
- A school's CCR A-F Point total will be determined by averaging the CCR A-F points from that year's graduating students.
- A student who accumulates 1 Indicator Point will generate 7.5 CCR A-F Points.
- A student who accumulates 2 Indicator Points will generate 15 CCR A-F Points.
- A student who accumulates fewer than 1.0 Indicator points will generate no CCR points.
- A student who accumulates 1 point of **Red** Indicators AND 1 point of **Blue** Indicators will generate 2 bonus CCR A-F points.

Summary of additional criteria under consideration

The following items will be discussed at the meeting on Friday. **Please review the materials you have been provided regarding these items prior to the meeting.** At the meeting, VP Carter will ask you to indicate whether to:

- **Add items to the plan** that will be recommended to the State Board of Education for the **2016-2017 school year.**
- Place items in the **parking lot**, for further deliberation and/or study for future years. In many cases this includes determining detailed specifics, gathering acceptable data, identifying a funding source, determining which agency would be responsible for implementation, etc.
- **Remove the item from further consideration** during this cycle.

Possible additions to 9-12 College and Career Readiness Indicators
Student employment
Scholarships
Co-curricular activities
Community service/service learning
Drop out rate
On track to graduate
Post secondary enrollment
Proficiency in Algebra II and/or ELA 11
Meeting ABOR requirements for admission
Two years of a foreign language with a passing grade of A, B, or C
Attendance
Chronic absenteeism
Arts education
PE/Health education
Civics test requirement
Cultural coursework/competency
Serving in military, peace corps, religious mission, etc
GED (three score levels are available – passing; college ready; college ready+credit)
Coursework surpassing state graduation requirements
Mentored capstone project

Possible additions to K-8 Acceleration/ Readiness Indicators
Attendance
Chronic absenteeism
PE/Health education
Arts education
Emotional learning
Engagement
Extra curricular activities
Discipline rates
Promotion rates
Persistence rates – 8th grade to HS
Improvements in closing gaps of subgroups
Improvements in bottom 25% of 3rd graders on literacy

Indicators Available at ADE

Indicator	Available 2016-2017
Passes a college level career pathway (CTE) course with an A, B, or C (includes dual enrollment and concurrent enrollment)	Yes*
Passes a college level English, math, science, or social studies course with an A, B, or C (includes dual enrollment and concurrent enrollment)	Yes*
Earns a Grand Canyon Diploma	Yes
Completes a CTE course	Yes
Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence	Yes
Meets benchmarks for ASVAB or ACT WorkKeys	No
Meets cut score on ACT, ACCUPLACER, or COMPASS English, reading, writing, math or science exam	ACT yes, Accuplacer and Compass No***
Meets cut score on SAT English or math exam	Yes
Meets cut-score on AP, Cambridge, or IB English, math, science, or social studies exam	AP yes, Cambridge and IB no***
Earns an Industry-Recognized Credential, Certificate, or License	Sort of**
Completes a well-defined internship of at least 120 hours	No
Completes the FAFSA	No
Attendance	Yes
ALG II	Yes
ELA III	Yes
Post secondary enrollment	Yes
Co curricular activities	No
Student employment	No
scholarships	No
Community service / service learning	No

Please see notes on second page.

*ADE currently has STC (student teacher course) data available; however, college-level courses are not standardized across the state. This means that districts and schools can enter attributes for the courses they offer describing the course, which could include defining it as college-level or dual credit course. ADE would need to pull the data based on attributes and assume that the course information provided is accurate. Additionally, grades earned by students are also not standardized in the state. Currently, districts and schools enter grades in any way they prefer including numeric format, letter, word, symbol, etc. Thus, passing would need to be defined beyond a letter grade in order to use the data as is. Finally, STC data was collected at three points in time throughout the year. Due to this, for every student and course the student took in the state there are at least three records, if not more. ADE cannot know which record is the most accurate. Ideally, a new process regarding STC data submission from the field would be implemented by ADE prior to using the data in an accountability system.

**Industry-recognized certs, etc. we will have some data on at the end FY16, but not all of it is at a student-level, some of it is provided at the school-level only.

***Additional data, such as Cambridge, Accuplacer, Compass, IB, internship, etc. can be acquired by the state. If the state requires a data sharing agreement with a vendor, ADE's and the vendor's legal teams must draft, agree to, and sign a data sharing agreement. After this process occurs, ADE IT teams work with the vendor's IT teams to establish a procedure for sharing the data and ensure its accuracy. Often the beginning phases on data sharing take months as it requires the IT teams to go back and forth to determine how to best get the most accurate data that works with ADE's system. After that occurs, ADE will spend several months generating reports on the data and validating the accuracy before usage in a high stakes accountability system. It should be noted that this process can take anywhere from one to three years before data sharing agreements are signed, data is available, and data is validated enough to use in accountability. For example, ADE reached out to Accuplacer to establish a data sharing agreement. Accuplacer cannot share the data with ADE, but encouraged ADE to reach out to the 26 higher education institutions in the state using it and establish a data sharing agreement with each institution. The work to acquire additional data through outside vendors, and/or to implement new systems or fields to acquire data from the field, takes time to develop and validate.

College and Career Readiness Indicators – CTE Task Force

College and Career Readiness Rubric

1/9/17 Draft – Arizona Career and College Ready Task Force

Proposed indicators and point values as developed by Cal Baker and the Arizona Career and College Ready Task Force.

INDICATOR POINTS	INDICATOR
0.5 per course	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) – Red
0.5 per course	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment) - Blue
1.25	Earns a Grand Canyon Diploma - Blue
0.25 per course	Completes a CTE course with an A, B, or C (outside of completed sequence)[1] - Red
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence - Red
0.5	Meets cut scores to receive the ACT WorkKeys National Career Readiness Certificate - Red
0.5	Meets benchmarks for ASVAB[2] - Red
0.35 for each exam	Meets cut score on ACT, ACCUPLACER, ALEKS, or IGCSE English, reading, writing, math or science exam - Blue
0.5 for each exam	Meets cut score on SAT English or math exam -Blue
0.5 for each exam	Meets cut score on AP, Cambridge A or AS, or IB English, math, science, or social studies exam - Blue
0.75	Earns an industry-recognized credential, certificate, or license that leads to direct employment[3] – Red
1.0	Completes well-defined work-based learning, such as internships, of at least 120 hours[4] - Red
0.3	Completes the FAFSA – Can be used as Red or Blue

[1] This is being offered to encourage career exploration. We recommend that points earned from CTE courses outside a program of study be capped at 0.5 maximum points.

[2] The ASVAB Career Exploration Program has offered to work with Arizona to make this assessment widely available to Arizona students at no cost to students or the state. The Task Force recommends ASVAB for several reasons: it is a nationally regarded assessment of a student's career aptitudes and is required for those who want to pursue a military career.

[3] Arizona will need to clearly define the credentials, certificates, and licenses that qualify for points. For 2016-17, we should be able to develop a small list of high-quality credentials. Going forward, we will need to establish a procedure for reviewing and approving credentials.

[4] If points are to be awarded for 2016-17, this will have to be self-reported. Moving forward, a procedure needs to be established to define what constitutes a high-quality work-based learning experience.

SCORING

- School A-F labels are based on a 100 point scale. Of the 100 A-F points, 15 points can be generated by College and Career Readiness.
- A schools CCR A-F point total will be determined by averaging the CCR A-F points from that year's graduating students.
- A student who accumulates 1 Indicator Point will generate 7.5 CCR A-F points.
- A student who accumulates 2 Indicator Points will generate 15 CCR A-F points.
- A student who accumulates less than 1 Indicator points will generate no CCR A-F points.
- A student who accumulates 1 point of Red Indicators AND 1 point of Blue indicators will generate 2 bonus CCR A-F points

PARKING LOT

The College and Career Ready Task Force has carefully considered additional indicators suggested by various individuals and organizations. We believe the following are worthy of further discussion and study for possible inclusion in the A-F CCR Index going forward. However, it will not be possible to include them until there are valid and reliable methods for measuring them. These items include:

1. Co-Curricular Activities
2. Student Employment
3. Scholarships
4. Community service/service learning

ITEMS THAT SHOULD NOT BE INCLUDED IN THE A-F CCR INDEX

The Task Force feels the following indicators do not belong in the A-F CCR Index, but could potentially be added to a School Report Card:

1. **Post-secondary enrollment and completion:** These are important metrics, but should be reported on the school report card and not be included in the CCR Index. Principals and superintendents should not be held responsible for students educated by their predecessors. Also, schools should not receive credit for students who enroll in remedial post-secondary education.
2. **Attendance:** This should be included on the school report card, but is not a measure of college and career readiness.
3. **Proficiency in Algebra II and ELA III:** This item would be better suited for the Proficiency section of the A-F Accountability Index.

The Task Force deliberations have been guided by the view that we need to increase the number of Arizona high school students prepared for college and career success. We were guided by the working definition of college and career readiness developed at the beginning of this process:

Arizona students are considered college AND career ready when they can demonstrate the knowledge, competencies, and behaviors required to successfully complete introductory, credit-bearing, post-secondary courses and programs without remediation; make an informed decision about their career goals and identify the best pathway to those goals; and/or enter directly into employment, the military or workforce training that leads to an economically-viable profession.

Foreign Language

ARIZONA SCHOOL ADMINISTRATORS

January 11, 2017

This letter is written to urge the A-F Ad Hoc Committee to make an addition to the Career and College Ready Index.

"Completes with passing grade (A,B,C) two years of a second language."
Indicator Points .5

Arizona's three state universities concur in this requirement for admission, a clear signal they consider a "second" or world language a necessary indicator of college readiness. Research supports this indicator. P.D. Wiley (Classical Outlook, 1985) found that those who studied Latin, French, German, or Spanish in high school may be expected to perform better academically in college than students of equal academic ability who do not take a foreign language. A multitude of studies over 40 years shows language learning correlates with higher academic achievement on various test measures. See Turnbull, Hart and Lapkin (2003); Lopato, (1963); Masciantonio (1977); Eddy (1981) and Olson and Brown (1992) among others.

Most Arizona high schools are already offering language opportunities to their students. Inclusion in the Index would serve as an incentive to strengthen and highlight these programs but would not require significant additional investment from resource-strapped schools. Certainly an additional incentive to make students more viable applicants to our state universities is a laudable outcome. Familiarity with another language may ultimately increase students' viability in the economy, especially in a border state with many speakers of other languages.

The proposed value of .5 relates to other indicators which are requirements of our state universities. It also is consistent with the .25 per CTE course. The wording of the requirement is taken from university admissions criteria statements. Moreover, the committee has already recognized the value of languages in the college course indicator. STC (student teacher course) data is available and we understand efforts will be needed to make recording of "passing" (A, B, C) grades consistent across districts, but this is not an insurmountable issue.

The Ad Hoc Committee is strongly encouraged to add the two-year language indicator to the options on the Career and College Ready Index component of the A-F Accountability Formula.

Sincerely,

Mark Joraanstad, Ed. D.
Executive Director

Debbi Burdick, Ed. D.
Superintendent
Cave Creek Unified School District #93

ASA, 1910 W. Washington St., Phoenix, AZ 85009 Phone 602.252.0361 Fa: 602.252 8862

From: Ward, Jason [mailto:jason.ward@dysart.org]
Sent: Tuesday, January 17, 2017 12:54 PM
To: paul.tighe@smusd90.org; bakerc@vailschooldistrict.org; Tim Carter; rjacks@kusd.org; karol.schmidt@azsbe.az.gov
Subject: Foreign Language Learning and College and Career Readiness

Good morning, committee:

Either today or yesterday you should have received an e-mail/letter from from Dr. Mark Joraanstad emphasizing the value of foreign language learning and the connection between second language learning and the Career and College Ready Index. This e-mail is being sent to you in support of Dr. Joraanstad's position regarding Career and College Readiness and the study of a foreign language. Having studied nearly a dozen foreign languages and having taught foreign language at the high school and post-secondary settings I can attest to the value that should be placed upon foreign language education and its relationship to higher levels of critical thinking and post-secondary preparation. Please consider Dr. Joraanstad's letter, our in-state universities, and this e-mail of support for the changes being proposed. As we have already entered the 21st century it is important for us to make a positive step forward in our efforts to produce students who are global minded.

Jason K. Ward, Ed.D.
World Languages Department Chair
Head Swim and Dive Coach
Head Girls Track Coach
Willow Canyon High School
17901 W. Lundberg Street, Surprise, AZ 85388
623-523-4080

K-12 Foreign Language Team Lead
Dysart Unified School District

jward@dysart.org

K-8 Readiness/Acceleration

The National Office for School Counselor Advocacy (NOSCA) further identifies the following six components of college and career readiness programs in elementary school settings. NOSCA's readiness components are largely consistent for students at every grade level, with different age-appropriate measurement standards. Each of the six components below can be measured at the elementary level using the following standards:

Figure 2.2: Components of College and Career Readiness and K-5 Measurement Standards

CCR Component	Definition	Measurement Standards
College Aspirations	Developing confidence in students to aspire to college through high expectations and reassurance that all students can go to college.	▪ Attendance ▪ Discipline ▪ Promotion
Academic Planning for College and Career Readiness	Encouraging students to participate in rigorous academic programs by maintaining high classroom standards and helping them realize they can meet higher academic goals.	▪ Students reading on grade level in grade 3 ▪ Proficiency in state tests for English, math, and science
Enrichment and Extracurricular Engagement	Pushing school administration to conduct an audit of enrichment and extracurricular activities offering participation and leadership options to students.	▪ Participation in enrichment activities (e.g., academic support, summer bridge programs, TRIO and STEM initiatives) ▪ Participation in extracurricular activities ▪ Students in leadership positions in enrichment and/or extracurricular programs
College and Career Exploration and Selection Process	Maintaining a culture that encourages students to aim high. Developing writing processes that will serve them when applying for colleges.	▪ Participation in college and career exploration programs
College and Career Assessments	Sharing the results of benchmark tests and helping students become more interested in their personal growth by becoming more self-aware.	▪ Participation in career/interest assessments
College Affordability Planning	Developing basic student financial literacy	▪ Participation in early awareness financial literacy and financial aid initiatives

Sources: College Board, Hotchalk[24,25]

[24] Perez, Jason. "College and Career Readiness in the Elementary School Setting." HotChalk. July 2014.
[25] "Elementary School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling." College Board and National Office for School Counselor Advocacy. 2012. p. 16. https://secure-media.collegeboard.org/digitalServices/pdf/advocacy/nosca/11b-4383_ES_Counselor_Guide_WEB_120213.pdf

Art

Arts Education and the A-F Report Card

Incorporating Arts into the College and Career Ready Rubric

01-20-17

ARIZONA citizens for the ARTS

Why Arts Education?

- The Every Student Succeeds Act specifically calls out arts and music as part of the core curricula which defines a "well-rounded" education.

S. 1177—298

''(52) WELL-ROUNDED EDUCATION.—The term 'well-rounded education' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.''

Source: The Every Student Succeeds Act

Why Arts Education?

- Arizona Board of Regents Policy 2-121, *Undergraduate Admission*, specifically requires either a Fine Arts credit or a CTE credit for admission.

- The Arizona State Board of Education adopted New Arizona Academic Standards in the Arts in 2015.
  - Revised standards move emphasis from ***artistic skills*** to ***artistic literacy*** .

- Arts education is broadly available – despite the lack of ANY dedicated funding source. (Arts Education Census, 2014)
  - 89% of students attend schools with access either to music or arts; 69% attend schools with both.

Why Arts Education?

- Arts Education supports nationally recognized 21st Century Work Place skills which are the focus of College & Career Ready standards.
  - Digital-age literacy
    - Esp. visual and cultural literacies
  - Inventive thinking
    - Esp. managing complexity, curiosity, creativity, risk-taking, higher order thinking
  - Effective Communications
    - Esp. teamwork, interactive communications
  - High productivity
    - Esp. Use of real-world tools, prioritizing, managing for results, producing high-quality results

National Institute for Professional Practices (enGauge, 2003)

Why Arts Education?

Standards are sequential for K-12 around 4 key artistic processes and 11 "anchor standards".

Creating - Conceiving and developing new artistic ideas and work.	Performing/Presenting/ Producing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

Why Arts Education?

- Arizona Academic Standards in the Arts provide:
  - 3 levels of Performance Standards for high school (e.g., Dance, Theatre, Visual Arts) - **Proficient** (1year of study); **Accomplished** (2-4 years of study);**Advanced** (honors or college)
  - 4 Performance Standards in Music (9-12) – **Novice – H. S. Advanced**:
    - Performing Ensembles
    - Harmonizing Instruments, e.g. Guitar & Piano
    - Music Theory and Composition
    - Music Technology

Incorporating Arts into the College and Career Ready Rubric

Indicator Points	Indicator
1.25	Completion of a sequence of work, Level 1 through a Level 3 or 4 course._ E. G. Art 1, Art 2, Art 3, Art 4; Theater 1, Theater 2, Theater 3, or Theater 4; Marching Band, Jazz Band, Concert Band, etc.
.5	Meet a cut score, or fulfill other capstone requirements for arts-based AP courses, e.g. portfolio of work that demonstrates concentration, quality, and breadth (program choice including 2-D Design Portfolio, 3-D Design Portfolio, or Drawing Portfolio).
.5	Successful completion of IB course work in the arts, including Dance, Music, Film, Theatre and Visual arts. Assessments in these areas include portfolios of work, solo performances, composition, and research.
.5	Successful completion of a college level arts course
.25	Completion of an arts course provided by a "highly effective" teacher in Music, Visual Art, Dance or Theater teacher.

On the A-F scale each student has the potential to generate 100 points. Of the 100 A-F points, 15 points can be generated by "College and Career Readiness."

- A student who accumulates 1 Indicator Point will generate 7.5 A-F Points.
- A student who accumulates 2 Indicator Points will generate 15 A-F points.
- A student who accumulates 1 Indicator Point of A Indicators AND 1 Indicator Point of B Indicators will generate 2 bonus A-F points.

Why Arts Education?

Thank you!

Cultural Awareness

Indian Education Advisory Council
Assessment Sub-Committee

Notes 10/6/16

Present Marietta Martin, Jacquelyn Power, Lynette Michalski, Winona Thirion

The meeting began with a quick overview of what Jacquelyn had found from online and speaking with Jennifer Fletcher who suggested us looking at what ESSA has already for accountability and adding to that, then submitting those as feedback to ESSA. Originally Jacquelyn found the following:

1. AIMS/AIMS A Science
2. Course enrollment/Credit completion
3. Attendance
4. Persistence/re-enrollment
5. Dropout
6. Postsecondary Readiness, CTE Tests
7. Other currently collected, non-student-level compliance/quality measures

The ideas that came up today on the conversation included the following which will need to have further discussion with the larger group and get feedback to have a finalized version we send in on behalf of the advisory board.

- CREDIT RECOVERY: We are recommending that there should be some added wording that indicates the growth of credit recovery.
- CTE COURSE COMPLETION: We are recommending that there be an inclusion of CTE success completion and how many can walk into a job after those CTE courses.
- COHORT GRADUATION: Emphasis on cohort graduation rate and making sure they look at those who drop out and then come back. Some student may not be graduating with their particular cohort however, the concern with limiting it to an age cohort means that students who for various reasons come and go but still may graduate before age 21 yet didn't do it "on time" per the current rules aren't given the same success rate as those who graduated with their cohort. We are recommending that there be ways to give credit to those who come back and perhaps talk about broadening the definition "cohort graduation".
- GED PROGRAMS: Recommended getting feedback from the advisory group about the discussion on acknowledging students who complete a GED program. These are typically offered either in the community but could or may be within high schools however, looking at how we can connect success to those utilizing GED programs. This may be utilized at a local level since ESSA will be moving from looking at it from a

federally mandated standpoint and allowing local schools to integrate other ways, such as this.

- CULTURAL COMPETENCY WITH NATIVE LANGUAGE AND CULTURE: There were three overarching themes to this which included recommendations around 1. seeing success as supporting self-identity issues, 2. having these cultural courses be seen as more than electives and perhaps having them weighted so that they fall more into the core courses, and 3. perhaps expanding the civics test requirement to include these types of courses and curriculum that the students have learned. By making cultural courses more important and expanding the civics test you may see success differently but still in a very meaningful way.
- ATTENDANCE: Attendance was brought up in regards to how this is seen as a very number driven measure that does not take into account issues schools have with attendance that can't be changed from a school standpoint. The conversation stressed that schools are implementing many ways to encourage attendance but at the end of the day it is not up to the school as to whether the parents/guardians enforce sending their students. There is also no legal way to hold parents/guardians and students accountable. Recommendations included that although we know that the more dates students attend, the higher the success, perhaps we can weight this differently to have less impact on whether success has been met and also to identify ways to measure how schools maximize learning when students are present.
- AIMS SCIENCE: Everyone felt strongly that a discussion on how science is being offered varies from having funding for teachers and facilities, overall lack of support on STEM, not having equal playing fields across the board in regards to equipment, the way science is taught (i.e. reading from a book versus having the ability to run experiments and have hands on time), and the types of sciences that are offered (more specific sciences such as physics and chemistry aren't necessarily offered everywhere). The group felt strongly that there should be a recommendation that AIMS SCIENCE should not be weighted heavily in terms of success since there are a variety of differences with science from school to school.

Charter Association Feedback

January 5, 2017

Arizona Charter Schools Association
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College and Career Rubric

Charter Association Feedback and Recommendations

The Association continues to support an A-F letter grade system that accurately and fairly reflects effective instruction and student achievement, based on multiple measures, for all public schools. The Association believes in the appropriate use of available data; minimizing administrative burdens to schools; and, using student growth measures to accurately describe the impact of teachers and schools on student learning. In addition, a strong accountability framework must incorporate timely communication so educators can best support their students. In response to requests for written feedback and recommendations, the Association supports the following changes:

Feedback

1. The current conceptual rubric for college and career readiness is overly complex, lacks transparency and doesn't provide clear education policy guidance for schools.
    - The current version lacks clarity regarding whether "double counting" is permitted across indicators or even within an indicator;
    - The current mechanism for schools to earn points heavily favors "career" indicators (CTE courses and sequences); and
    - Traditional "academic" indicators are minimized both in weight and scoring methodology.

        Examples:

        i. It is unclear if a student who meets the cut score on ACT, passes college level math, ELA, science and social studies classes (dual enrollment) and completes the FAFSA for college enrollment earns 1.15 (.35 points, .5 points, .3 points) or a total of 2.65 (.35 points, 2 points, .3 points). The difference is significant — either earning 7.5 or 15 — A-F points for their school.

        ii. CTE course sequence earns students 1.25 points, where the only other academic indicator with that weight requires a complete diploma. CTE course sequences are likely to include fewer courses and assessments than the Grand Canyon diploma.

        iii. The weights assigned to traditionally "academic" indicators require students to accomplish a greater number of indicators to earn full credit whereas the "career" indicators are weighted in such a way that completing fewer of them earns full credit.
2. It is unclear how the weights themselves were derived; whether the weight is associated with length of time, effort or difficulty to obtain the indicator. Additionally, the weights communicate the value placed on the indicator and will be interpreted by LEAs as either policy direction or curriculum guidance. This would have the result of limiting local control of both budgetary and curriculum decisions as LEAs make decisions to earn points in the A-F formula.
3. The scoring note indicates that each student has the potential to generate 100 points for a school. This is a false statement. Currently the CCRI points are only eligible for graduates (regardless of graduation cohort year), which means that the majority of students (both by grade and graduation status) cannot earn 100 points in the methodology.
4. The current methodology only holds high schools accountable for their graduates because graduates are in the numerator and demoninator. This policy statement is likely to have significant negative consequences for all students. Arguably students may have less access, rather than more access, to critical courses and opportunities as only those students who are "highly likely" to graduate will matter for CCRI points and therefore be prepared for college and career. Students can be easily tracked into less rigorous courses and opportunities without significantly impacting a school's overall letter grade due to the inclusion of multi-

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year graduation rates, overall low expectations for graduation and disconnect between AzMERIT proficiency (or lack thereof) and graduation.

Recommendations

1. A-F should measure more than just test scores. While this may take time to incorporate, the Arizona Department of Education collects data that should be included in A-F. For example, transcript data (courses taken, grades, etc.) are reported by public schools through the Student-Teacher-Course Connection at a great expense of staff time. Data collected by the state should be used to support student learning, transparency or accountability or not collected at all. Therefore, the State Board should make it clear to LEAs which elements can be incorporated in 2017, and then set out data elements to be incorporated over time so educators can plan ahead with respect to what they are being measured on to improve students' college and career readiness.
2. Rather than a complicated points system and weights for each indicator, schools should be evaluated based on the changes in each indicator so that all students are encouraged to be college and career ready. The State Board should establish a baseline year, 2015 or 2016, for each of the indicators that will be used in the 2017 formula (and subsequent baselines for new indicators added later). Schools should be compared to their baseline in each subsequent year to determine improvement in each of the indicators. Some indicators should be expected to increase, i.e., percent passing both ELA III and Alg. II AzMERIT; while others should be expected to decrease, i.e., dropout rate.
3. Schools should earn points based on the number of indicators they successfully improve overtime with bonus points earned if an equal amount of "college" and "career" indicators improve annually. This way of assigning points provides incentives for the entire system to improve rather than on individual students or sectors.
4. The College and Career Readiness Rubric should include as many indicators necessary to earn full points that are free or nearly free to the student. Additionally, the indicators themselves should not drive LEAs and governing boards to make significant curriculum and/or budgetary decisions in an attempt to earn maximum points. The Ad Hoc Committee and Board should consider giving credit to schools for increasing access to rigorous curriculum (participation rates for courses, tests, etc.) as well as performance outcomes (passing courses, tests, etc.)
5. The following page represents a fully developed conceptual framework for High School A-F.

About the Association

The Arizona Charter Schools Association's mission is to support student achievement through quality charter schools; to advocate for student equity and charter school autonomy; and to lead Arizona charter schools as a sustainable, strong, and credible organization. Founded in 1995, the Association has grown to be the key resource and advocate for Arizona's charter schools, a groundbreaker in transforming public education in Arizona, and a leader in the national charter movement.

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January 5, 2017

High School A-F Model

This table represents a fully developed conceptual framework for High School A-F. The College and Career Readiness Indicators are labeled Correlates of Success, in keeping with the research that supports these indicators (see table 4 from the *Predictors of Postsecondary Success* below), and are highlighted in yellow. A few notes about the table:

- Indicators are identified as: both college and career using *; career using **; and, college using ***
- All indicators are equally weighted, in terms of importance, as improvement across indicators is expected. Schools are rewarded for the total number of indicators that improve (from their baseline year).
- Points are awarded for the number of indicators that the school improves with the maximum points being awarded to 7 or more improved indicators.
- Bonus points are awarded to schools who improve in an equal number of college (***) and career (**) indicators.

Proficiency Gr. 9-11	AzMERIT-ELA, Math and AIMS Science Alternative Assessment ESSA targets (closing gap)	Percentage Partially Proficient (.5) Proficient (1) or Highly Proficient (1.25) Closing the proficiency gap/meeting ESSA targets	Up to 40 points
Growth Gr. 9-11	SGP ELA and Math SGT ELA and Math Improvement on Alternative Assessment AIMS Science	• Percentage making growth (VL=0, L=.5, T=1, H=1.5, VH=2) • Percentage reaching growth targets (Above=1.25, On Target=1, Below=.5) • Change in performance levels (alt assessment) • Increase passing rate (science)	Up to 20 points
Graduation	4, 5, 6 and 7 year Cohort Graduation Rate	Percentage of graduates Variable points assigned to rates	Up to 15 points
Correlates to Success Gr. 9-12 Schools earn points for the change in these indicators overtime-compared to their baseline	1. Post-secondary readiness (job training/college)* 2. FAFSA completion* 3. Certification/Licensure** 4. CTE course completer + Passing score** 5. CTE course with passing score** 6. Dropout rate* 7. College/career readiness* (AzMERIT passing both ELA III and Alg II) 8. Early college credit/entrance*** (dual, concurrent, earned credits) 9. College assessments *** (ACT, SAT, AP, Cambridge, IB, etc.) 10. Career assessments** (Compass, ASVAB, ACT Work Keys, etc.) 11. On track to graduate* 12. Chronic Absenteeism* 13. Earns recognition/diploma (Grand Canyon, AP Scholar, etc.)***	Decrease: • Percentage dropout • Percentage chronically absent Increase: • Percentage post-secondary ready • Percentage FAFSA completion • Percentage certification/licensure • Percentage CTE completer + passing • Percentage passing both AzMERIT • Percentage early credit/entrance • Percentage passing assessments • Percentage on track to graduate (9-11) • Percent earning recognition Baseline: 2015 data	Up to 15 points 0 points= no indicators improve 5 points= 1-3 indicators improve 10 points=3-6 indicators improve 15 points= 7 or more indicators improve 2 bonus points if an equal amount of college (***) or career (**) improve
ELLs Gr. 9-12	AzELLA	Percentage Proficient/reclassified Percentage growth Include FEP 1 and 2 for up to three years	Up to 10 points

January 5, 2017

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Table 4. High School Correlates of Secondary and Postsecondary Success

High School and Career and Technical Education		
Indicator	**Predictor**	**Other Potential Factor**
▪ < 10 percent absences[a] ▪ No more than one failure of ninth-grade subjects[b] ▪ Completing the following mathematics sequence: Algebra II (ninth grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), precalculus or calculus (12th grade)[c] ▪ 3.0+ HS GPA[d] ▪ AP Exam: 3 or higher; IB Exam: 4 or higher[e] ▪ Dual enrollment participation[f] ▪ Passing state exams[g] ▪ FAFSA completion[h] ▪ Meeting the following benchmarks on national assessments: 10th grade NELS[8] Scale Score > 54; 12th grade NAEP Score > 320; 12th grade ECLS[7] Score > 141[i] ▪ Meeting the following benchmarks on college preparatory exams: SAT > 1550[g]; PLAN[9] test scores: English 15, reading 17, mathematics 19, and science 21; ACT scores: English 18, mathematics 22, reading 21, and science 24[j] ▪ Participation in the following: summer bridge programs, school year transition programs, senior year transition courses, and early assessment and intervention programs ▪ College Knowledge target outreach programs such as: multiyear college-readiness programs, embedded college counseling, and college-readiness lessons[k]	▪ Few school transfers between grades[l] ▪ Early Assessment Program (EAP) and Preliminary Scholastic Aptitude Test (PSAT) completion[m]	▪ Participation in SEL intervention[n] ▪ Meeting with academic advisor[o] ▪ ACT Work Keys[p], NWRC based on Equipped for the Future standards, and the CASAS Workforce ▪ Skills Certification System[q]

[a]Allensworth & Easton, 2007; [b]Kemple, Segeritz, & Stevenson, 2013; [c]Klepfer & Hull, 2012; [d]Mishook et al., 2012; [e]Nagaoka et al., 2009; Wiley et al., 2010; [f]Karp et al., 2007; [g]Cumpton et al., 2012; [h]Nagaoka et al., 2009; [i]Lee, 2012, 2013; [j]ACT, 2012; [k]Barnett et al., 2012; Mishook et al., 2012; [l]Rumberger & Larson, 1998; [m]Mishook et al., 2012; [n]Taylor & Dymnicki, 2007; [o]Klepfer & Hull, 2012; [p]Bragg & Ruud, 2007; [q]Darche & Stern, 2013

Source: Predictors of Postsecondary Success College and Career Readiness and Success; American Institutes for Research, downloaded January 4, 2017 from: http://www.ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf

ASA member feedback

A – F Feedback for Ad-Hoc Committee

January 9, 2017

High School CCR Component

- Small schools have a difficult time with CTE, AP, Cambridge, sustaining program
- Technical capacity – indicators are they self-reported
- ASVAB and ACT cut scores. Definition of a well-defined internship?
- For ELL it should be exposure to any language for both monolingual English and developing bilingualist
- Who is responsible for tracking individual student data?
- Will the CCR correlate with academic achievement or success?
- Be careful not to load kids in classrooms simply to get a label
- We are not considering an Effort Score for those that come from disadvantaged, impoverished backgrounds
- Worry it is too complex. S.E.S. does not seem to be taken into consideration. We have been waiting for this to see how they will affect us. The CCR component is potentially the strength of the document.
- Worry that schools will lose points by taking different tests
- Delay – need to run the numbers to see the impact
- What's the definition of post-secondary enrollment?
- What's the definition of attendance?
- What's the percentage?
- Define the word can in the 1st indicator, credit can be earned
- What students are being served on their indicator chart?
- Look to incentivize its programs and variety of measures to expand student outcomes
- Unequal resources in districts, which is unfair when students need to prepare for ACT, CTE. Those schools have a disadvantage that don't have the resources.
- Dual enrollment funding
- Consider use of AZCIS or like information
- Like inclusion of using FAFSA
- How will this impact undocumented students?
- What other measures can we use to show proficiency and growth?
- Why 1.25 weight for G.C. Diploma (math req. lower)? Does data support that?
- FAFSA feels "artificial" (non test item could be helpful)
- Like Red/Blue options. Like flexibility to get to 15 points
- Combination of test-points (accuplacer) not being time-bound likely to be of concern for reporting (retakes-during high school or into Sophomore year of college). Is there an expectation of these tests being paid for by state/district? (ACT)
- State not ready to provide this data. Small districts need capacity to do this.
- Arts education added
- Foreign language added

If you put information on the back, please put an arrow. 

- Review Board of Regents "College Admission" requirements
- Like options
- Like that we can "know" where a kids stands before senior year
- Who tracks this? In districts? At state level?
- Impact on rural or low S.E.S. districts
- How would this system compare to districts today? Would "A" districts score better on the 15 pt. system than "C" districts? And would "B" districts fall somewhere in the middle.
- Early graduates?
- Transfers (In/Out)
- How will tracking system of cohorts work? Ex = Grand Canyon – still confusing
- AP? No foreign language
- Scale – rubric
- Is there a limit on points earned for a student taking multiple AP/DE classes? Can one course count in multiple areas?
- Suggestion: Is it possible to calculate a few sample graduating classes from 2016 to gather info to assess

Elementary CCR Component

- K-2 school indicators?
- K-8 school indicators?
- Emotional learning
- Engagement
- Attendance rates
- Extra curriculars in elementary
- Charter school – making sure the same accountability
- Attendance
- Effort – equity score – where did the kid start
- Must be valid and reliable
- Elementary districts and rural do not have the resources to offer the CCR classes
- 7th & 8th Algebra or advanced math. Have to have a system from lower grades to feed into the system of success of passing algebra. Is it taking advanced math or passing the high school algebra test?
- Schools that have magnet programs, gifted, sped – how will that be accounted for?
- If you have a high sped population would more of your weight come from growth?
- The emphasis here should be to measure attendance rates, score improvement (growth) and programs implemented that would show preparation for HS CCR performance
- How do you measure CCR for K-8?
- How should students that are taking advanced courses have their data measured? Should their on level test be counted?
- Why is AIMS Science still being given?
- What is the focus for career readiness?

If you put information on the back, please put an arrow. 

- Honors classes – who gets the scores?
- Elementary district vs. unified district
- How does this plan work for 6-8 schools?
- ECAP-not happening and not noted as tool. Could be added.
- More than math/ELA assessment scores
- Programs at schools that are preemptive in the area of high school success
- Career not a part of K-8

Growth Measures

- Growth vs. proficiency - consistency
- Is there positive impact for trajectory over time?
- Do they have the capacity at the state level to track kids?
- What do we do with kids that transfer?
- We would look at this as the primary area to show school performance
- How do you measure growth for students that are enrolled in grade level courses compared to advanced?
- What does multiple indicators entail?
- What are menu of assessments and how are they determined?
- Growth within the bands needs to be credited as growth – not just the bands. For example, Falls Far Below (low) to Falls Far Below (high)
- Offer "OR" statements within growth (i.e. cohort or grade level or site or subgroup)

Other Pieces That Should Be Considered

- Has there been S.E.S. correlation
- If it is being run then it should be reported
- Does the State Board believe that this A-F system will produce results that do not correspond closely with S.E.S.?
- Labels should indicate demographics – where did the kids begin
- This must be proven valid and reliable
- The implication is that there is no incentive for schools to help and do the best for kids without carrot and stick approach
- Does ADE have districts' academic data to run models?
- A math or ELA score does not determine college and career readiness
- Certification challenges for 7th & 8th grade advanced math
- Challenges on filling out FAFSA (undocumented students, students of high S.E.S. who don't qualify). We want everyone to cross the fence.
- If national average on standard test is 38%, how can we set measures at 50%?
- How are you factoring in demographics?
- Attendance
- Alternative education needs
- Formative assessments – ongoing measure rather than one time measure
- Consideration for students in advanced math courses
- There should be standardized assessments

If you put information on the back, please put an arrow. 

- How do we measure one years' growth (what is the formula?)
- Do parents have to fill out info on the FAFSA or just the students? Is this based on parent income?
- Who is going to collect this data and explain it in a meaningful way?
- How do we make AzMerit important to students, parents, community? (Incentive-grade-transcript)
- Adjustments for special populations (poverty, SEI, sped)
- If post secondary enrollment is considered, what other factors are considered for students serving military, peace corp, religious mission, etc
- If this is year one draft, what is overtly planned for modifications annually to adjust statistically? We need to check on the inherent bias of poverty (Title I).
- Keep graduation rate separate from college/career ready info
- What discussion is being considered to include ESSA guidelines?
- AzMerit scores?
- Consider the effect of labels on teacher recruitment and retention
- Consider the effect of labels on serving the most challenging at risk students
- Criteria based – not bell curve

If you put information on the back, please put an arrow. 

Chamber Feedback

Karol Schmidt

From: Whitney Chapa <wchapa@azchamber.com>
Sent: Monday, January 16, 2017 6:23 PM
To: Karol Schmidt
Subject: CCRI, Acceleration and K-8 Comments from the Arizona Chamber of Commerce and Industry

Karol, per our conversation last week, today I am submitting our comments for the CCRI, acceleration and K-8 together.

In short, we believe the A-F law requires this formula to measure school impact and school progress. Right now this formula struggles to meet those markers. We do not want to suggest there is only one way to do that and so we provide options below for discussion. We hope the Ad Hoc will devote some time to tackling these issues. We understand that a model is currently in play and, if necessary, some of this conversation might have to wait for receipt of modeling results from the January 20 meeting. These comments mirror and summarize comments made by and submitted by the Chamber during the Ad Hoc process.

CCRI
Having worked towards consensus on a single list from which students can mix and match, it is important to ensure the points system aligns. Acknowledging growth in the number of students who participate, with a cap for high schools that already have very high participation levels – determined through modeling – we believe is the fairest way to use the index as an incentive towards preparing more students for life after high school by acknowledging their different starting points. Some schools may earn maximum credit from the beginning. However, schools that show dynamic growth should have the opportunity to earn points for that effort and impact. If the points system is not adjusted to be growth sensitive then, at a minimum, this growth should be used for Bonus Points. Otherwise the Bonus Points as currently suggested provide additional points to schools that already have robust programs – particularly comprehensive high schools which, by the very definition, means they likely provide a more general form of programming. Highly customized high schools may be very good but disadvantaged by this index. There is a very strong correlation between work and postsecondary-education readiness. The points system should reflect that.

Other suggestions are below:

1. Postsecondary enrollment
2. Work-based learning
3. Earning a passing score on both AzMERIT Algebra II and ELA III
4. AP Scholar/Diploma
5. Student on track to graduate
6. FAFSA completion

Acceleration
Because the currently proposed A-F already has a proficiency component, Acceleration should truly focus on Acceleration measures and not just minimum expectations. The current suggestions require some work in this regard. This is an opportunity to recognize over-and-above growth and proficiency, important points of transition, school growth or coursework participation. The system measures aligned with the Progress meter are useful as transition-readiness measures.

K-8
Throughout this process we have stressed the importance of accurately recognizing "A" work. This is a balance of expecting proficiency while recognizing simultaneously that some schools simply have a bigger lift in getting students to that marker. Unfortunately, the K-8 suggested model to date has not provided that balance. Until the A-F K-8 model recognizes the different starting points of students, it will not accurately measure the impact of a school. There are a

number of ways this can be managed but, to date, the modeling has not been done on suggestions for this approach. One challenge of the current model is the discussion on an "A" being at 50% proficiency. Expecting all "A" schools to have their kids at 50% proficiency sounds absolutely reasonable and rigorous. But there has been no research or data collection to identify what this standard looks like in a wide variety of schools, what the standard is when students arrive to campus, what the research says is an aggressive time line to get them there, if it should be the starting point, a goal, or *the* goal.

Taken together, we obviously think there is more work to be done to have an A-F for K-8 that can pass muster with parents and the public alike. We continue to suggest ways to do this but three that we have suggested that could be modeled for discussion include:

*Modeling and potentially piloting a "float weight" that allows a modest percentage of points to be moved between growth and proficiency depending on how far behind students begin their academic career and how much growth they achieve. A school with a highly transient population will not be properly recognized for closing large achievement gaps for years whereas schools with many students who start at grade level can earn an "A" right away. This suggests a strong bias in the A-F towards high-income schools. We will not support a Final A-F with this bias. The Arizona Chamber strongly supports the State Board's vote to focus on proficiency. To do that, we must accurately measure and award points for growth towards it in high-risk settings or we miss recognizing those doing the hardest work in the shortest amount of time. Part of building this type of weight is properly using Growth-towards-Target measures in the accountability system. The highest achieving schools in the A for Arizona network report three years as an aggressive expectation to close achievement gaps students show up with on day one. Four years is more realistic, and five a very liberal measure. We have suggested that some collaborative work be done to research the proper trajectory but that in the meantime, the aggressive three-year standard be used in allowing at least 10% of points in the Growth category to float in to the Proficiency bucket when schools max out on their Growth options. The same could be done for schools where all or nearly all students show up already at grade level making earning points in the Growth bucket somewhat unlikely. We believe Arizona is missing an opportunity to have high expectations while not discriminating based on gaps students bring with them on the first day of school. This proposal is not forgiving of schools that do not close or worsen those gaps. In fact, a counterweight to the three-year growth to target could be used to more accurately identify schools not maximizing opportunity for their students.

*Partially Proficient: The model currently awards points for Partial Proficiency. We believe providing points for Partial Proficiency awards under achieving unless it is done as described above – in the context of growth towards proficiency. To that end, this should be changed to the Float Weight or modified to include a cap so that schools are not continuously awarded points for students who never catch up to proficiency.

*Peer Measure: The prior A-F bell-curved the full formula skewed our trajectory as a state. However, a peer component within the measure based on gaps and proficiency might be a way for our fastest growers to be recognized and earn points.

NAEP currently shows Arizona to be top in the country for learning gains and narrowing learning gaps. We should study these ground breaking schools to design an appropriate A-F.

Best Regards,
Whitney

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Charter school feedback

Karol Schmidt

From: Robert Jackson <RJackson@GreatHeartsAmerica.org>
Sent: Saturday, January 14, 2017 5:46 PM
To: AZSBE Inbox
Cc: Diane Bishop; Jake Tawney
Subject: feedback

To: A–F School Accountability Ad Hoc Advisory Committee Members, Dr. Karol Schmidt, and Tim Carter

From: Dr. Robert Jackson, Chief Academic Officer, GreatHearts Academies

RE: 12/17/16 Draft College and Career Readiness Rubric

To Whom It May Concern:

At GreatHearts Academies, we have reviewed the 12/17/16 draft College and Career Readiness Rubric that is being considered by the committee, and we are writing to share our concerns about the proposed indicators and point assignments intended to measure a student's college and career readiness.

The indicators and point assignments are weighted in favor of vocational education experiences. Additionally, on the academic side, there is a built-in bias favoring schools that offer AP and IB classes. The bias is expressed through a lack of options for a student to achieve the full two points without being enrolled in AP and IB courses. This bias runs contrary to the spirit of school choice, which is an important part of the Arizona public school landscape.

To achieve greater equity among public schools, we strongly recommend the addition of the following indicators, with appropriate points, to the rubric:

1. English Language Arts III and Algebra II end-of-course assessments
2. Two (2) years of a foreign language
3. Completion of any course that surpasses the state graduation requirements, such as a 4th year of science, four (4) years of a foreign language, and any math class after Algebra II
4. A mentored academic capstone project, as an alternative to an internship
5. Scholarships awarded
6. On-track to graduate
7. Extra-curricular and co-curricular activities
8. Attendance
9. Community service

We also recommend the removal of two A-F bonus points to students who accumulate one indicator point of A (Academic) Indicators and one indicator point of B (CTE) Indicators, in the scoring portion of the Rubric. The awarding of these bonus points sets up an inequitable situation for charter schools that provide students and families with legitimate school choice, by offering specialized, focused curricula which do not include both academic and CTE courses. By state law, charter schools are not required to provide both academic and CTE courses. Awarding bonus points to a student's A-F score for both academic and CTE experiences essentially penalizes students enrolled in schools not offering both experiences. Again, this is not in keeping with the spirit of the law.

We are also concerned that the academic indicators and points are all tied to taking courses and exams at the expense of the families, such as:

1. ACT, ACCUPLACER, COMPASS, SAT exams
2. AP, IB, Cambridge exams
3. Dual or concurrent enrollment in college level courses (which may have tuition costs)

In addition to these concerns, we are also seeking clarity on how some of the Indicator points are awarded. In particular:

1. Do students earn points for meeting the cut score on each section of the ACT and SAT exams, or are they only awarded the indicator points once, regardless of how many sections they pass? For example, if a student meets the SAT cut score on both English and Math, is the student awarded 1 point (.5 for each section) or is he only awarded .5 point? This is not clear from the chart.
2. How is a course determined to be college level? Are only dual enrollment courses deemed to be college level for the purpose of awarding indicator points, or are there other criteria being used to define a "college-level" course? For example, if a student completes two years of calculus, are these courses considered college level, even if they are not AP courses?

We appreciate the opportunity to share our concerns about the draft College and Career Readiness Rubric and look forward to a resolution of our concerns that provides an equitable opportunity for students to pursue an academic course study or a CTE course of study to earn the maximum number of A-F indicator points—and not be penalized for specializing in one track or the other.

All the Best,

Robert L. Jackson

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Revised analysis from Sean Rickert

To: A-F Accountability Ad Hoc Committee, Mr. Tim Carter, Chairman

From: Mr. Sean E. Rickert

Date: January 18, 2017

Re: Survey of Effectiveness on CCRI Indicators

The goal of an effective School Accountability model should be to identify both model schools and schools that are in need of intervention with a high level of accuracy, validity and equality taking into account as many pertinent variables as possible while controlling for extraneous factors. Therefore the chief weakness found within our current configuration is the heavy reliance upon one variable, AzMERIT test scores, for eighty percent of the overall assessment of value. The need to carefully consider the indicators being utilized to calculate the 15% of the overall score attributed to College and Career Readiness Indicators (CCRI) becomes even greater as this piece of the pie represents seventy five percent of the non-AzMERIT based portion of the scores attributed to High Schools.

The Survey

In an effort to assist the committee in understanding how the various variables being considered affect schools a survey tool was constructed and distributed to a number of schools throughout the state. The schools were asked to submit data on how a random sample of at least a dozen students performed on the twelve primary indicators and fourteen other indicators taken from the discussion at the committees last meeting. The format of the survey was discussed with Dr. Calvin Baker prior to distribution. Fifteen schools responded to the survey. These included one union high school district, one charter school, one large metropolitan district, three districts that serve largely lower socioeconomic status students living on Indian reservations, one district with a large English language learner population and seven medium sized rural unified school districts. While this sample isn't perfectly representative of the state as a whole, it does ensure that most types of schools are represented. All together the participants submitted data for 192 students. My goal was to take this student population as a singular student body to see what it demonstrated about the indicators.

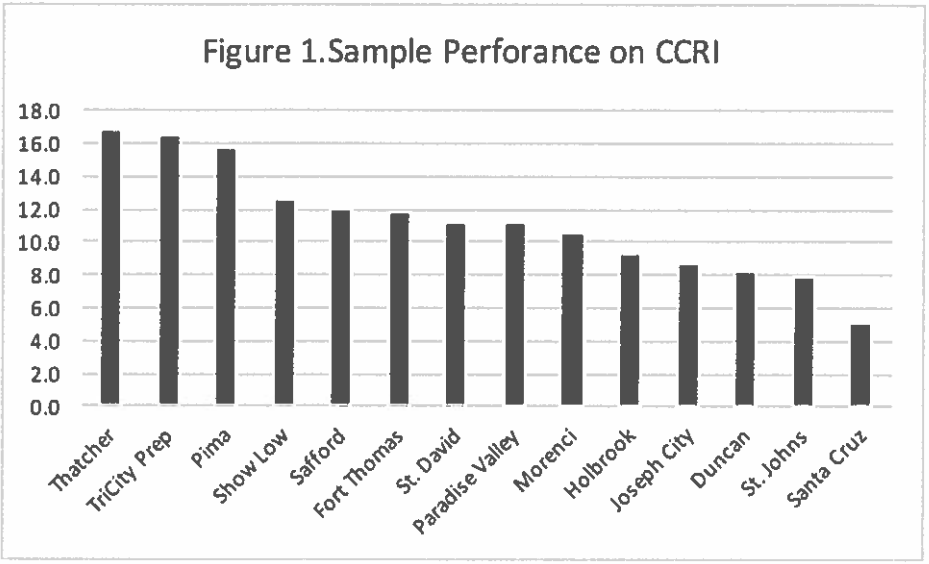
Group Performance

This group of students presented a school-wide average CCRI (based on the 1/13/17 Draft indicators and weighting) of 11.078 out of the possible 17 points. Eighty one students (42%) received 17 points. One student received 15 points. Ninety-eight received 7.5 points

(51%), and twelve students received 0 points (6%). Of the ninety-eight who received 7.5 points fourteen received those for performance on red indicators (14%) and the rest achieved their points for blue indicators (86%). This variation will be addressed in the paragraph that discusses individual indicators.

School Performance

There was tremendous variation among scores depending on the school the students attended. Students from the union high school district in Santa Cruz county where we find the highest ELL population had a much harder time achieving the points. See figure 1 for a distribution of average scores among the reporting entities.



Although there is variation, for most of the districts there was a high level of consistency. When schools are grouped into peer groups we see that most groups averaged close to ten points. See Table 1.

Table 1

Entity	Category	Average CCRI (1/13/17 Draft)
Santa Cruz Union HSD	Union, High ELL	7.6
Tri-City Prep Charter HS	Charter	17
Paradise Valley USD	Large Metro	10.033
Joseph City USD Holbrook USD Fort Thomas USD	Serving Largely Native Populations, Low SES	10.323
St. Johns USD Duncan USD St. David USD Show Low USD	Medium Sized Rural w/ limited access to Jr. College / Dual Enrollment	10.9

Safford USD Thatcher USD Pima USD	Medium Sized Rural w/ good access to Jr. College / Dual Enrollment	12.833

The access to a junior college that Safford, Thatcher, and Pima share has a tremendous affect on their performance. This is coupled with a highly effective Joint Technical Education District (JTED), Gila Institute For Technology (GIFT) that helps the schools meet the Career and Technical Education (CTE) needs of their students. It is also worth mentioning that schools in Graham County average 60% or more of total expenditures in the classroom compared to a statewide average of 53%.

The Indicators

The survey asked schools to report on a wide list of twenty-six indicators. These were:

Blue Indicators

A) Meets Cut Score on ACT, Accuplacer or Compass (Note A) (Math, English, Science Each Yes = 1, No = 0 Possibility of 0-3)

B) Meets cut Score on SAT English or Math Exam (Note B) (Yes for One = 1, Yes for Both = 2, No = 0)

C) Meets cut Score on AP, Cambridge (A/AS) or IB English, Math, Science, Social Studies (Note C) (Yes = Count, No = 0)

D) Meets cut score on AP, Cambridge (A/AS), or IB Foreign Language, or Fine Arts. (Note C) (Yes = Count, No = 0)

E) Passes a college level English, math, science or social studies course (Note D) (Yes = Count, No = 0)

F) Passes a college level course preparatory to fulltime enrollment in 4-year univerisity (Note D) (Note E) (Yes = Count, No = 0)

G) Earns a Grand Canyon Diploma (Yes = 1, No = 0)

P) Post Secondary Admission to 2-Year College (Yes = 1, No=0)

Q) Post Secondary Admission to 4-Year University (Yes = 1, No = 0)

U) Scholarship Receipient (Yes = 1, No = 0)

V) AP Scholar, Capstone Diploma Receipient (Yes = 1, No = 0)

Red Indicators

H) Completes a Single CTE Course (outside a sequence) (Yes = Count, No = 0)

I) Completes a CTE Sequence and passes the Arizona Technical Skills Assessment for that sequence. (Yes = Count of Courses in Sequence, No = 0)

J) Meets Benchmark for ASVAB or ACT Workkeys (Yes = 1, No = 0)

K) Earn an Industry Recognized Credential, Certificate or License (Yes = 1, No = 0)

L) Completes a well-defined internship or at least 120 hours (Yes = 1, No = 0)

M) Passes a College Level Career Pathway (CTE) course (Yes = Count, No = 0)

T) Valid Employment After Graduation (Yes = 1, No = 0)

R) Post Secondary Admission to Technical School (Yes = 1, No = 0)

S) Valid Employment During High School (Yes = 1, No = 0)

Red and Blue Indicators ("Purple")

O) Attendance (95% during Senior Year) (Yes = 1, No = 0)

N) Completes the FAFSA (Yes = 1, No =0)

W) Extracurricular Participation (Yes = 1, No = 0)

X) Cocurricular Participation (Yes = 1, No = 0)

Y) ELA 3 Course Completion (Yes = 1, No = 0)

Z) Algebra 2 Course Completion (Yes = 1, No = 0)

The bolded indicators were taken from the earlier list of suggested indicators and the unbolded are from discussions that took place during the last committee meeting. A regression analysis was conducted for each indicator comparing the distribution of scores on that variable to the distribution of scores on the dependent outcome variable. Based on this analysis there are is only one indicator that has a high correlation (r^2>0.250); "Meets Cut Score on ACT, Accuplacer, or Compass Test". This shows that the variation among overall student performance most closely mirrors the extent to which students were successful on this indicator. The performance on this indicator still only explains less than a third of the variation on overall scores. There are five indicators that exhibit a moderate correlation (r^2>0.10 but <0.250). Two of these are 'Red' indicators; "Completes a CTE Sequence and passes the Arizona Technical Skills Assessment for that sequence", and "Earn an Industry Recognized Credential, Certificate or License". Two are

'Blue' indicators; "Passes a college level English, math, science or social studies course", and "Passes a college level course preparatory to full-time enrollment in 4-year university". The latter being one of the indicators that came out of the recent discussion. The fifth moderately correlated indicator also comes from the discussion; "Attendance (95% during Senior Year)". This indicator was included in the 'Purple' group. There are an additional six indicators that exhibit a low but significant correlation to outcomes (r^2<0.10 but >0.030). This includes two 'Red' indicators; "Completes a Single CTE Course (outside a sequence)", and "Passes a College Level Career Pathway (CTE) course". It also includes three 'Blue' indicators; "Meets cut Score on SAT English or Math Exam", "Post Secondary Admission to 2-Year College", and "Scholarship recipient". The last indicator comes from the 'Purple' group; "Completes the FAFSA". Table 2 presents this information in a chart.

Indicator	Correlation to Outcomes (r-squared)
Completes a Single CTE Course (outside a sequence) (Yes = Count, No = 0) Red	0.032
Completes a CTE Sequence and passes the Arizona Technical Skills Assessment for that sequence. (Yes = Count of Courses in Sequence, No = 0) Red	0.106
Meets Benchmark for ASVAB or ACT Workkeys (Yes = 1, No = 0) Red	0.020
Earn an Industry Recognized Credential, Certificate or License (Yes = 1, No = 0) Red	0.102
Passes a College Level Career Pathway (CTE) course (Yes = Count, No = 0) Red	0.090
Meets Cut Score on ACT, Accuplacer or Compass (Note A) (Math, English, Science Each Yes = 1, No = 0 Possibility of 0-3) Blue	0.330
Meets cut Score on SAT English or Math Exam (Note B) (Yes for One = 1, Yes for Both = 2, No = 0) Blue	0.052
Passes a college level English, math, science or social studies course (Note D) (Yes = Count, No = 0) Blue	0.216
Passes a college level course preparatory to full-time enrollment in 4-year university (Yes = Count, No = 0) Blue	0.166
Post Secondary Admission to 2-Year College (Yes = 1, No=0) Blue	0.039

Indicator	Correlation to Outcomes (r-squared)
Scholarship Receipient (Yes = 1, No = 0) Blue	0.069
Completes the FAFSA (Yes = 1, No =0) Red/Blue	0.080

There are also a number of indicators that received very little attention in the sample. Only three students in our sample received a Grand Canyon Diploma. If usage of this credential expanded among schools this could greatly increase point attainment. The same number received an AP Capstone Diploma. Eighteen students in the sample achieved a 120-hour internship. Of these twelve were students at the charter high school, so only 6 students out of the 180 non-charter enrolled students in our sample took advantage of this type of learning opportunity. If usage of this type of learning experience is incentivized it will likely lead to more schools qualifying for those points. Within the sample a very small percentage of the students received points for participation in AP, IB or Cambridge programs. This contrasts with the high level of participation in college level coursework. For every student in the sample who received credit through AP, IB or Cambridge programs ten received credit through dual enrollment participation.

Clearly all indicators are not created equal. It is not my intent to advocate for particular variables. Hopefully this analysis helps committee members to understand the effectiveness of various factors better.

The Data

All of the data associated with this report can be accessed at: https://drive.google.com/file/d/0B4hFlodPeuEwcDAzZ3J6VUJMcjQ/view?usp=sharing

Conclusion

The result of this effort has been to demonstrate that, although there are a large number of indicators which can be utilized to judge the extent to which high schools do or do not adequately prepare students for their futures, a manageable group of indicators provides a valid and reliable indication of program quality. Hopefully the committees careful design of the CCRI

within the A-F Accountability configuration will lend itself to future adjustments to the configuration that favor expanding the role that CCRI plays within the total accountability calculation with a corresponding reduction in the weight given to standardized test proficiency.

Any questions about this report can be directed to Mr. Sean Rickert, Superintendent, Pima Unified School District, Pima, Arizona (928)387-8002.

Submission from ASA leadership

Recommendations on the Implementation of the "Every Student Succeeds Act" (ESSA):

Executive Summary Presented to the Arizona State Board of Education

Highlighting Statewide A ~ F Accountability System

Monday, January 23, 2017

As the Leadership of the Elementary and Middle School Principals of The Arizona School Administrators (ASA) , we are presenting this white paper to provide a response to a discussion lead by the Honorable Vice President, Tim Carter, from the Arizona State Board of Education during the ASA meeting on Monday, January 9, 2017. Based on our discussion during the meeting, he requested additional information on our recommendations for implementing ESSA here in the state of Arizona, specifically related to A ~ F Accountability. The first three pages provide an executive summary of our recommendations. The remaining portion of the white paper provides further detail on each area. Principals and other school leaders continue to be optimistic about how Arizona will implementation ESSA and the opportunities it provided to improve policies and programs in ways that will better support educators and schools to meet the varied needs of all students.

The cornerstone of ESSA is new state and local authority and flexibility to make decisions around key issues affecting Arizona's policies and programs, and to work in partnership with educators to set a new direction of reform within the law's parameters. We believe Congress' vision for the law empowers Arizona policymakers and practitioners to work together on designing new accountability systems that are fair and objective, as well as free from overly prescriptive federal rules and regulations. We are concerned that a few proposed Arizona policies will stifle this landmark law. For example:

§200.12 Single Statewide Accountability System

We recommend that the accountability system include the following:

- Multiple metrics with associated reasonable weights
  - Please consider a weight of no more than 70% for AzMERIT, which includes 35% for proficiency and 35% for growth
- Alignment to the state's ambitious long-term goals and measurements of interim progress
- Methods to account for the cognitive and English Language abilities of all students
  - The test should match the cognitive level of the student and not their current grade level
- A process that will ensure the effective development and implementation of school support and improvement plans aligned with a well-defined *well-rounded, complete education* for all students.

§200.14 Accountability Indicators

We recommend that the accountability indicators incorporate the following:

- Direct involvement of educators to set an accountability index that considers several indicators for student and school progress

    - Remove the heavy reliance on AzMERIT on student summative test scores
- Student growth and school quality measures within a meaningfully differentiated system, as codified within the ESSA regulations.
    - While ESSA rightfully maintains the requirement that the State set challenging academic standards, assess the annual achievement of students in math and ELA, and disaggregate data to help schools learn more about the unique needs of students ~ Arizona must pay close attention to student growth as a means of measuring student progress.
    - We encourage Arizona policy makers to give student growth equal weight to that AzMERIT, as part of the new accountability index
- Research-based school quality measures that are grounded in school climate and safety measures.
    - Principals believe that the best measures reflect the conditions for student learning that they are responsible for creating.
- Several valid and reliable measures that are research-based are related to improving student outcomes to be considered or offered as a menu of options schools could choose from that align with their ongoing School Improvement Goals, including:
    - Meeting the social and emotional development needs of students
    - Adoption of early childhood education programs focused on social and emotional learning including those that adopt early learning standards and domains, and offer an aligned curriculum for K – 3 or across a Pre-K-3 continuum
    - Create high-functioning instructional teams in schools and ensure that all teachers and principals are licensed, credentialed, and profession-ready
    - Comprehensive, job-embedded professional learning for teachers and principals that is tailored and geared toward the individual roles that they serve in the schools related to effective classroom instruction and school leadership,
    - Expanded opportunities for students to participate in Honors courses, including completion rates in advanced subjects like Math, Science, and English,
    - Up-to-date instructional materials, technology, and supplies, including textbooks, computers, mobile devices, and access to broadband
    - School facilities and technology, including physically and environmentally sound school buildings and well-equipped instructional spaces
    - Specialized instructional support teams, including school counselors, social workers, psychologists, nurses, and other qualified professionals involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services
    - Effective programs for family and community engagement in education

These areas are based on research and evidence surrounding the conditions in schools that are known to directly improve outcomes for students. States, districts, and schools can easily identify and measure related indicators following a quality needs assessment.

Bonus: We strongly believe that when a school has achieved the *A+ School of Excellence* distinction by the Arizona Education Foundation, they should be awarded up to a 10% Bonus for each of the three years that they are recognized as an Arizona *A+ School of Excellence*. Bonus points should also be awarded to schools who receive a visit, but did not earn the A+ distinction, as well as school who completed the process with fidelity. The A+ School of Excellence™ Program is a comprehensive school assessment program that celebrates outstanding schools and brings to light the positive stories and successes happening in public schools every day.

§200.15 Participation in Assessments

As principals, we support regulations that codify statutory requirements related to 95% participation rate calculations; however, we oppose all of the proposed regulations set forth in §200.15(b)(2) that would require the State to take action against schools that miss the target population rate. The reasons why a school may fall short of the law's target participate rate are many. One, the community may need help with understanding the relevance of the assessments. Schools who serve students from disadvantaged households also face high mobility rates, and schools in rural areas struggle to enforce the requirement since the absence of even one student can account for up the 5 percent of the total student population or subgroup due to the size of the class or school.

§200.18 Annual Meaningful Differentiation of School Performance

As principals, we support the regulations proposed in §200.18(b) that would require States to establish <u>at least</u> 3 distinct performance levels for schools on each indicator or include information about how each school performed separately by indicator, and ensure differentiation of schools is meaningful.

However, we oppose the proposed requirement that States provide schools with summative ratings across all indicators, and to report those ratings for each school on LEA report cards, as described in proposed §200.31 and §200.32.

One of the most important lessons learned from the past decade of education reform has been the misguided placement of labels on schools and misidentifying them as "failing" or "underperforming" due to across-the-board, single snapshot-in-time test scores, and defining school progress in narrow terms such as rankings or grades.

Important Note: While ESSA requires States and school districts to implement the law by the 2017 – 18 school year, the law <u>does not</u> require accountability systems to begin identifying schools on an accelerated timeline using 2016 – 17 academic data. Instead, ESSA directs states to begin implementation of their new school differentiation methodology at that time, starting with collection of initial accountability data drawn from the 2017 – 18 school year. Therefore, given the timeline suggested above related to planning and state submission of consolidated or individual plans, we strongly encourage Arizona to require districts to work within their district to begin identifying schools under the new accountability systems beginning in 2018 – 19, using 2017 – 18 data collected specifically for the new system, as called for by ESSA.

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Overview with recommendations for State Implementation of ESSA, Every Student Succeeds Act, signed into Law, December 2015 related to a Statewide Accountability System and Providing All Students with a Well-Rounded and Complete Education in schools lead by highly qualified Principals.

On behalf of Elementary and Middle Level Principals who attended the Arizona School Administrator's meeting on January 9, 2017, we are writing to provide the following response to Arizona's State Plan Requirements for ESSA, specially related to Providing All Students with a Well-Rounded and Complete Education and how it relates to Accountability Indicators.

The Every Student Succeeds Act (ESSA) offers an important new opportunity for elementary and middle level principals to work directly with the state and local school district leaders to craft plans to deliver instruction, activities, and programming designed to provide a well-rounded education to all students. Broadly described, a well-rounded and complete education provides students with access to positive, developmentally appropriate learning environments that meet their learning and related needs, including through services, conditions, and teaching practices around content that is aligned across grade levels, particularly in the early years from kindergarten through third grade. This paper encapsulates this vision into a theory of action that suggests ways principals can us ESSA implementation to cultivate and support this balanced, holistic vision of teaching and learning that will provide an equitable educational experience for every student.

Surrounding components, including system conditions, programs and services, include, but are not limited to:

- High-quality early childhood learning beginning in Pre-kindergarten and (fully funded) full-day kindergarten;
- Aligned curriculum from Pre-K to 3rd grade;
- District and schoolwide programs that support social and emotional learning as well as student mental health, beginning in the earliest grades;
- Expanded curriculum that includes arts integration as well as STEM-related programs that are developmentally appropriate;
- Expanded opportunities for students to participate in Honors courses,
- Access to after- and summer learning opportunities;
- Capacity-building systems that provide teachers and principals with professional development or the knowledge, skills, and tools – such as needs assessments, in order to provide effective instruction and leadership within a well-rounded framework for school design; and
- Accountability that is multi-metric and based on student growth.

However, we envision a more expanded version of a definition of well-rounded that would be "complete" – such as, re-orientating programs and services to be "student-centered" that provide for the developmental, social, emotional as well as cognitive needs of all students. To fully realize this vision, educational systems much also provide the conditions necessary for

educators to provide a well-rounded and complete education, such as sufficient professional development that is differentiated for teachers and principals, accountability that includes multiple measures of achievement and is based on student growth, and equitable opportunities through access to resources, particularly for schools that serve a greater number of disadvantaged students. Without explicit state and local district support for the optimum conditions for effective teaching and learning in schools in ESSA plans there will be little opportunity to adjust systems that will better meet the needs of students. The time to act is now.

Moving beyond the No Child Left Behind Act's more rigid federal policy framework, ESSA returns greater decision-making authority to the field and opens the door for schools to offer and emphasize a broader array of educational experiences, such as expanding early childhood experiences through the third grade and programs to address social and emotional learning. Among other changes, sought by principals, ESSA empowers states to use new and better indicators and student growth for measuring student and school performance, permits principals and district leaders to work with their communities to identify needs of the school and students and decide how to turnaround low performing schools and close achievement gaps while understanding the local context. The law also provides greater flexibility to states and districts for using federal funds to address local needs to fill important gaps, including making greater investments in the enriched curriculum and educational experiences inherent to a well-rounded education.

Recognizing the importance of increasing kindergarten readiness rates and promoting alignment of preschool with the early elementary grades, Congress embedded early learning provisions across ESSA. States and districts may use Title I, Title II, Title III, Title IV and other resources – including a new Preschool Development Grants program – to expand access to preschool and better equip educators and school leaders with expertise and skills to work with the nation's youngest learners.

We are encouraging the State Board of Education to work with principals and other stakeholders to develop and set a clear and comprehensive definition of well-rounded and complete education with implementation strategies that are embedded in the Arizona ESSA consolidation plan. The consolidation plan should *significantly widen* the narrow focus that is being placed on reading/ELA and mathematics that became NCLB's hallmark. For example, Arizona should:

- ✓ Adopt a shared well-rounded education definition, which could be drawn from the ESSA definition and include it in the consolidation plan.
- ✓ Include language in the ESSA plan that describes state standards in areas beyond mathematics, reading/language arts, and science and fully describe the broad range of knowledge and skills that the state expects students to acquire by graduation.
- ✓ Develop a balanced assessment system that moves beyond basic summative assessments in ELA and math, and focus on formative tools, projects, and

performance tasks designed to support student progress across a broader array of courses, activities, and programming.

We need to work together to describe assessment strategies that work best in our local communities, such as eliminate duplicative or unnecessary assessments, including those that are the least burdensome and most informative for instructional purposes giving real-time feedback to impact instruction. Recommend policies that would help schools provide least punitive testing environment. ESSA expands the indicators states may use for accountability systems. This important policy change offers states the opportunity to develop accountability strategies that deemphasize – although they are still required – reading and math proficiency outcomes and begin using other indicators aligned to a well-rounded educational model. ESSA's more flexible accountability framework, requires states to use at least four indicators—rather than focusing on almost exclusively reading and math outcomes – for annually measuring the performance of elementary and middle level schools:

- Academic Achievement on Statewide Test (Reading or Language Arts, and Mathematics in Grades 3 – 8 and once in high school; Grade span testing in Science)
- Another Academic Indicator – we are recommending growth as the indicator
- English Language Proficiency (for English learners)
- School Quality or Student Success

Recommendations for a well-rounded education measure for the "School Quality or Student Success" indicator include:

- Use impactful measures such as kindergarten readiness, school climate and safety, student access to social emotional learning opportunities, or student access to fine arts, foreign language or other diverse learning opportunities ~ the indicator must meaningfully differentiate school performance
- Include an "Another Academic Indicator" that measures student performance or growth on a broader range of well-rounded academic subjects, such as history, social studies, civics, or the humanities
- Opportunities for students to participate in Honors or Advanced courses
- Ensure the ESSA plan describes, comprehensively, this system while embedding and describing a well-rounded education vision. The Arizona Plan must shift to a multi-metric system. States must understand how narrow accountability measures and a test-and-punish system is a disservice to students, their families and schools.

School Leaders can identify various specific quantifiable metrics and what schools and students should be held accountable for within a system that is based on growth, *not a single snapshot in time that simply does not reflect the overall progress of students and schools.*

ESSA Title I's district planning requirements expressly reference delivery of a well-rounded education. ESSA requires school districts to craft plans for using Title I resources, including plans for monitoring students' progress in meeting state standards by developing and implementing a "well-rounded educational program." Similarly, schools using Title I resources (Schoolwide Programs and Targeted Assistance Schools) must use the funding to help children meet state academic standards, which may include, "programs, activities, and academic courses, necessary

to provide a well-rounded education." As Principals, will will work with district leaders to ensure district Title I plans reflect a fundamental commitment to a well-rounded and complete education for every student and providing the resources and support necessary for educators and schools to deliver this promise. We could begin by working with the state leaders to adopt a consensus state wide well-rounded vision and corresponding policies, such as state-adopted definition of well-rounded and complete education, as part of our state's consolidation ESSA plan. This will promote "braiding" state and local resources together to accomplish shared goals, and flexibility for schools to access funding for key programs and services that are consistent with the state and locally-adopted policies. As principals, we will work with our superintendents to ensure the school district's Title I plan independently codifies a well-rounded education goal and describes related strategies for using ESSA's Title I resources to accomplish it.

The Principals would like to highlight ESSA's professional development provisions, which are described in Title II, aimed to help schools provide low-income and minority students greater access to effective teachers, principals and other school leaders and build the capacity of educators. Notably, the law's professional development definition integrates the concept of enabling "students to succeed in a well-rounded education." District's Title II plans must address the learning needs of all students, and must include a description of the LEA's system for professional growth and improvement, which should address the knowledge and skills required to deliver a well-rounded education. It is welcoming to know that Title II funding may be used for a broad range of activities including induction, peer interaction, addressing chronic absenteeism, supporting the identification of students who are gifted and talented, and supporting students affected by trauma and mental illness. Notably, ESSA permits states to reserve up to 3% of Title II funds for programs to improve principal and school leader capacity. States determine how this funding will be used and could elect to focus on building capacity in an array of leadership areas related to delivering a well-rounded education, including establishing stronger pre-k programs, emphasizing new opportunities for enrichment, and developing access to expanded curriculum (among others).

Additionally, in instances where the district plans to use ESSA, Title II resources to support a local educator evaluation system, principals will advocate to ensure the evaluation model adopted by the school or district is aligned meaningfully to a well-rounded education vision goals, as well as professional learning opportunities tied to any evaluative measures. The Induction, Mentoring, and Evaluation System should all be aligned with the Professional Standards For Educational Leaders (PSEL) that have been adopted by the Arizona SBE. State leaders are urged to use, in its entirety, the new ESSA, Title II 3% set aside to provide professional development to school leaders focused on delivering well-rounded education to all students. Specifically, states should:

- Exercise their right to use the 3% set aside for Leadership;
- Focus on capacity building related to well-rounded education leadership;
- Ensure that principal preparation programs, mentoring and induction programs also incorporate a well-rounded framework; and,
- Apply for the Student Supports and Academic Enrichment Grants (Title IV)

In summary, the cornerstone of ESSA is new state and local authority and flexibility to make decisions around key issues affecting policies and programs, and to work in partnership with educators to set a new direction of reform within the law's parameters. We believe Congress' vision for the law must empower policymakers and practitioners to work together on designing new accountability systems that are fair and objective, as well as free from overly prescriptive federal rules and regulations.

§200.12 Single Statewide Accountability System ~ We recommend the accountability system:

- Include multiple metrics with reasonable weight associated with them. Please consider a weight of no more than 70% for AzMERIT, which includes 35% for proficiency and 35% for growth;
- Be informed by the state's ambitious long-term goals and measurements of interim progress;
- Take into account the cognitive and English Language abilities of all students;
- Include the process the state will use to ensure the effective development and implementation of school support and improvement plans.

§200.14 Accountability Indicators

- Principals are encouraged that Arizona will adopt the ESSA regulations allowing the state to work directly with educators to set an accountability index that considers several indicators for student and school progress instead of relying solely or almost on student test scores.
- The regulations codify the inclusion of student growth and school quality measures within a meaningfully differentiated system. While ESSA rightfully maintains the requirement that states set challenging academic standards, assess the annual achievement of students in math and ELA, and disaggregate data to help schools learn more about the unique needs of students, Arizona must pay close attention to student growth as a means of measuring student progress.
- We encourage Arizona to give student growth equal weight to that of proficiency, as part of the new accountability index.
- Principals believe that the best research-based school quality measures are grounded in school climate and safety measures, with reflect the conditions for learning that they are responsible for creating.
- Several valid and reliable measures that are research-based are related to improving student outcomes to be considered or offered as a menu of options school could choose from that align with their ongoing School Improvement Goals, include:
    - Meeting the social and emotional development of students,
    - Adoption of early childhood education programs focused on social and emotional learning including those that adopt early learning standards and domains, and offer an aligned curriculum for K – 3 or across a Pre-K-3 continuum,
    - Create high-functioning instructional teams in schools and ensure that all teachers and principals are licensed, credentialed, and profession-ready,

- Comprehensive, job-embedded professional learning for teachers and principals that is tailored and geared toward the individual roles that they serve in the schools related to effective classroom instruction and school leadership,
- Expanded opportunities for students to participate in Honors and Advanced courses, including completion rates,
- Up-to-date instructional materials, technology, and supplies, including textbooks, computers, mobile devices, and access to broadband,
- School facilities and technology, including physically and environmentally sound school buildings and well-equipped instructional spaces,
- Specialized instructional support teams, including school counselors, social workers, psychologists, nurses, and other qualified professionals involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services,
- Effective programs for family and community engagement in education.

These areas are based on research and evidence surrounding the conditions in schools that are known to directly improve outcomes for students. States, districts, and schools can easily identify and measure related indicators following a quality needs assessment.

Bonus: We strongly believe that when a school has achieved the *A+ School of Excellence* distinction by the Arizona Education Foundation, they should be awarded up to a 10% Bonus for each of the three years that they are recognized as an Arizona *A+ School of Excellence*. Bonus points should also be awarded to schools who receive a visit, but did not earn the A+ distinction, as well as schools who completed the process with fidelity. The A+ School of Excellence™ Program is a comprehensive school assessment program that celebrates outstanding schools and brings to light the positive stories and successes happening in public schools every day.

§200.15 Participation in Assessments ~ As principals, we support regulations that codify statutory requirements related to 95% participation rate calculations; however, we oppose all of the proposed regulations set forth in §200.15(b)(2) that would require the state to take action against schools that miss the target population rate. The reasons why a school may fall short of the law's target participate rate are many. One, the community may need help with understanding the relevance of the assessments. Schools who serve students from disadvantaged households also face high mobility rates, and schools in rural areas struggle to enforce the requirement since the absence of even one student can account for up the 5 percent of the total student population or subgroup due to the size of the class or school.

§200.18 Annual Meaningful Differentiation of School Performance ~ As principals, we support the regulations proposed in §200.18(b) that would require states to establish <u>at least</u> 3 distinct performance levels for schools on each indicator or include information about how each school performed separately by indicator, and ensure differentiation of schools is meaningful. However, we oppose the proposed requirement that states provide schools with summative

ratings across all indicators, and to report those ratings for each school on LEA report cards, as described in proposed §§200.31 and 200.32.

One of the most important lessons learned from the past decade of education reform has been the misguided placement of labels on schools and misidentifying them as "failing" or "underperforming" due to across-the-board, single snapshot-in-time test scores, and defining school progress in narrow terms such as rankings or grades.

Important Note: While ESSA requires states and districts to implement the law by the 2017 – 18 school year, the law does not require accountability systems to being identifying schools on an accelerated timeline using 2016 – 17 academic data. Instead, ESSA directs states to begin implementation of their new school differentiation methodology at that time, starting with collection of initial accountability data drawn from the 2017 – 18 school year. Therefore, given the timeline suggested above related to planning and state submission of consolidated or individual plans, we strongly encourage Arizona to require districts to work with their schools to begin identifying schools under the new accountability systems beginning in 2018 – 19, using 2017 – 18 data collected specifically for the new system, as called for by ESSA.

This report respectfully submitted by:

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Additional support from TESOL for foreign language

January 19, 2017

Tim Carter
Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East Drive
Prescott, AZ 86301

Dr. Karol Schmidt
Executive Director
Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007

Dear Mr. Carter and Dr. Schmidt:

On behalf of TESOL International Association, the largest professional association serving English language educators, and Arizona TESOL (AZTESOL), the state affiliate of TESOL, we are writing in reference to the college- and career-readiness indicators under consideration by the Arizona State Board of Education for its system for School Accountability achievement profiles. According to the published notes from the January 4 meeting of the A-F School Accountability Ad Hoc Advisory Committee, two years of foreign language is one of the proposed indicators for college- and career-readiness. The ability to speak more than one language is a critical skill for today's global economy, so both TESOL and AZ-TESOL support including this as an indicator of college- and career-readiness.

Research has shown that the ability to speak more than one language brings multiple cognitive benefits, and facilitates higher-order brain functions. A significant study in 2004 from Bialystock, Craik, Klein, and Viswanathan showed that individuals with the ability to speak more than one language demonstrate higher cognitive and executive controls than those who spoke only one language. A more recent study published in 2016 from Bak, Long, Vega-Mendoza, and Sorace demonstrated that even short-term language study benefits mental agility.

Foreign and second language skills are especially pertinent and relevant to college and career readiness our 21st century world. Further, access to foreign/second language instruction and mastery is accessible to students who receive public education regardless of socio-economic status or most geographical locations. This includes students whose speak a native language other than English, but who have developed academic-level proficiency in English. We strongly urge Arizona to include foreign or second language high school course work, or demonstrated

proficiency in a foreign or second language, as an indicator of College and Career Readiness for its system for School Accountability achievement profiles.

Thank you for this opportunity to provide input as you consider these indicators for college- and career-readiness for Arizona students.

Sincerely,

Marjaneh Gilpatrick, EdD
AZTESOL President
Executive Director, Educational Outreach
College of Education, Grand Canyon University

Rosa Aronson, PhD, FASAE, CAE
Executive Director
TESOL International Association

Submission from College Board regarding AP

For the Arizona A-F Accountability Task Force

Following up on the January 4th presentation by College Board

We recommend that Governor Ducey's College Credit Incentive Program be recognized in the state accountability system. An example of how this can be recognized is to give schools and districts some credit for growth in AP Participation and AP Performance

- An invitation for the Task Force. We devote considerable attention to the research on advanced coursework, higher education policy, student placement and credit, and, finally retention. We would be pleased to share both our research and our conclusions with you all more formally if interested.

The AP Course Audit was created at the request of both secondary school and college members of the College Board, who sought a means to give colleges and universities confidence that AP courses are designed to meet the same clearly articulated college-level criteria across high schools. Through the Audit, we:

- Provide AP teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses
- Require all schools wishing to label a course "AP" to submit the subject-specific AP Course Audit form and the course syllabus for each teacher of that AP course
- Employ college faculty to review each syllabus as a free service to high school teachers. More on the AP Audit

We also are very intrigued about several areas of the dashboard where we believe some additional elements can provide even more support for students and educators by recognizing local efforts. Our core belief is that there are many ways that students and schools can demonstrate excellence.

Recognition of AP Scholar Status earned by students who attain:

- AP Scholar—passing score of 3 or higher on 3 or more AP exams
- AP Scholar with Honors for students earning an average 3.25 score on 4 or more exams
- AP Scholar with Distinction for students earning an average 3.5 score on 5 or more exams

Arizona saw 8,444 AP Scholars across all grade levels in the May 2016 AP Exam administration.

AP Scholar awards are described in detail here, with state-level summary data for the 2016 exam administration in this file (.xls/42KB).

The College Board partnership with Project Lead the Way provides an opportunity to recognize Career Readiness without compromising academic rigor. We partner on course pathways in Biomedical, Engineering, and Computer Science content areas.

David Moniz, *Sr. Director*
The College Board
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For the Arizona A-F Accountability Task Force

Students who complete a PLTW-AP Pathway (2 PLTW and 1 AP course) earn an AP-PLTW Recognition. More on AP+PLTW

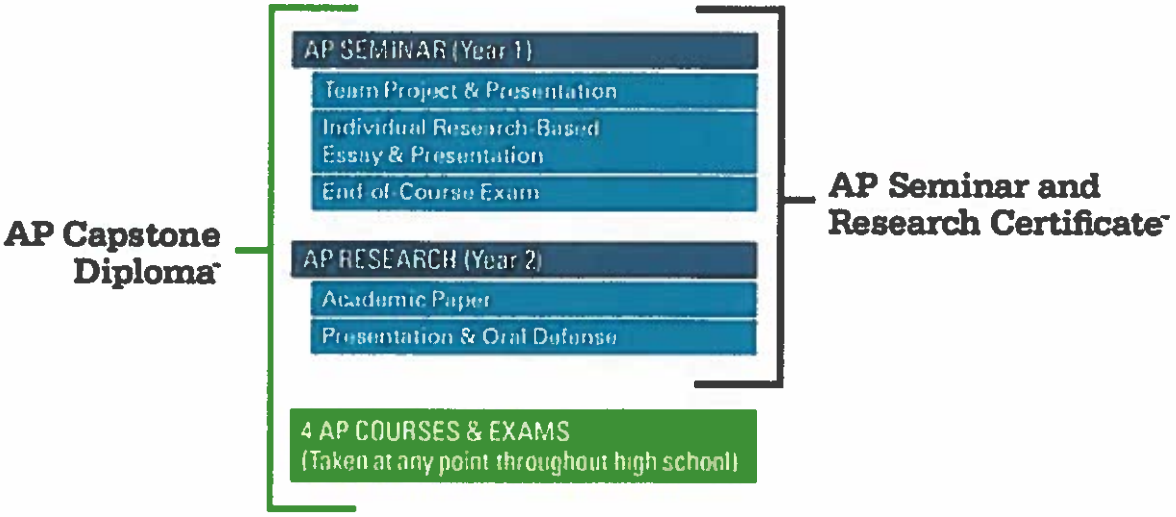
AP Capstone (Seminar and Research) are applied research courses in response to feedback from higher education. Student who complete both earn an **AP Capstone Research Certificate.**

AP Seminar students are assessed with two through-course performance tasks and one end-of-course exam. The performance tasks consist of a team project and presentation, and an individual research-based essay and presentation.

AP Research allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. The AP Research course culminates in an academic paper of 4,000 to 5,000 words and a presentation with an oral defense.

Students who earn the AP Capstone Research Certificate and pass four additional AP courses are recognized with an **AP Capstone Diploma**

12 Arizona high schools offer AP Capstone this year, with 15 more authorized to join the program in 2017-2018. More on AP Capstone



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