



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 2nd day of November, 2016.

By: _____

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

AGENDA

ARIZONA STATE BOARD OF EDUCATION
A-F SCHOOL ACCOUNTABILITY AD HOC COMMITTEE
Friday, November 4, 2016
9:00 AM
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Conference Room 122

9:00 a.m. CALL TO ORDER

GENERAL SESSION

1. Presentation, discussion and possible action regarding modeling plans by the Arizona Department of Education (ADE) on the draft A-F school accountability plan for K-8.
2. Presentation, discussion and possible action regarding modeling plans by ADE on the draft A-F school accountability plan for 9-12.
3. Presentation, discussion and possible action regarding identifying short and long term goals pursuant to Every Student Succeeds Act.
4. Presentation, discussion and possible action regarding a draft A-F school accountability plan for small schools, alternative schools and Arizona Online Instruction (AOI) Programs for grades K-12.
5. 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.
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



K-8 Model Refinements

Dr. Jennifer Fletcher, ADE

Introduction to the Models



Updated Business Rules

- Only included schools who served grades 3-8.
- Used FY16 data unless the calculation (i.e., growth, B25, T25) required two years in which case we also included FY15 data.
- **FAY data only.**
- **8th grade students who took a HS EOC math assessment were utilized for calculations.**
- All tests needed to have a valid test score in order to be counted.
- All proficiency calculations utilized the adjusted 95% denominator per ESSA if the school tested less than 95% of students.
- If a school did not meet the n count of 20 for ELLs, the school was rated out of 90 points rather than 100.
- **Excluded schools with less than 30 test records (i.e., small schools), alternative schools, AOIs, k-12 schools, and k-2 schools from the analysis.**

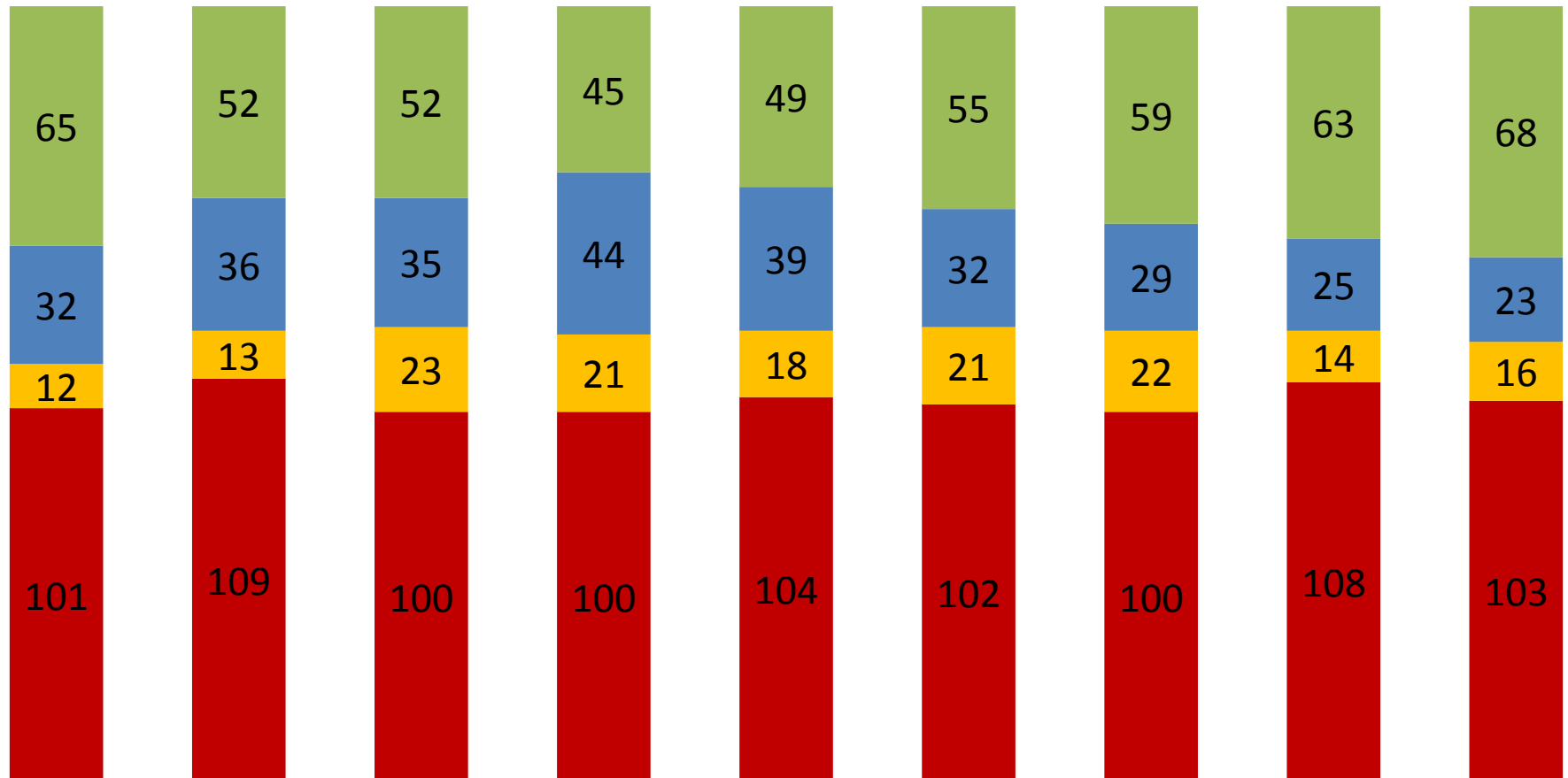
Agenda

- Growth Options
- Refined Models

ELA Band Size



■ Minimally Proficient ■ Partially Proficient ■ Proficient ■ Highly Proficient

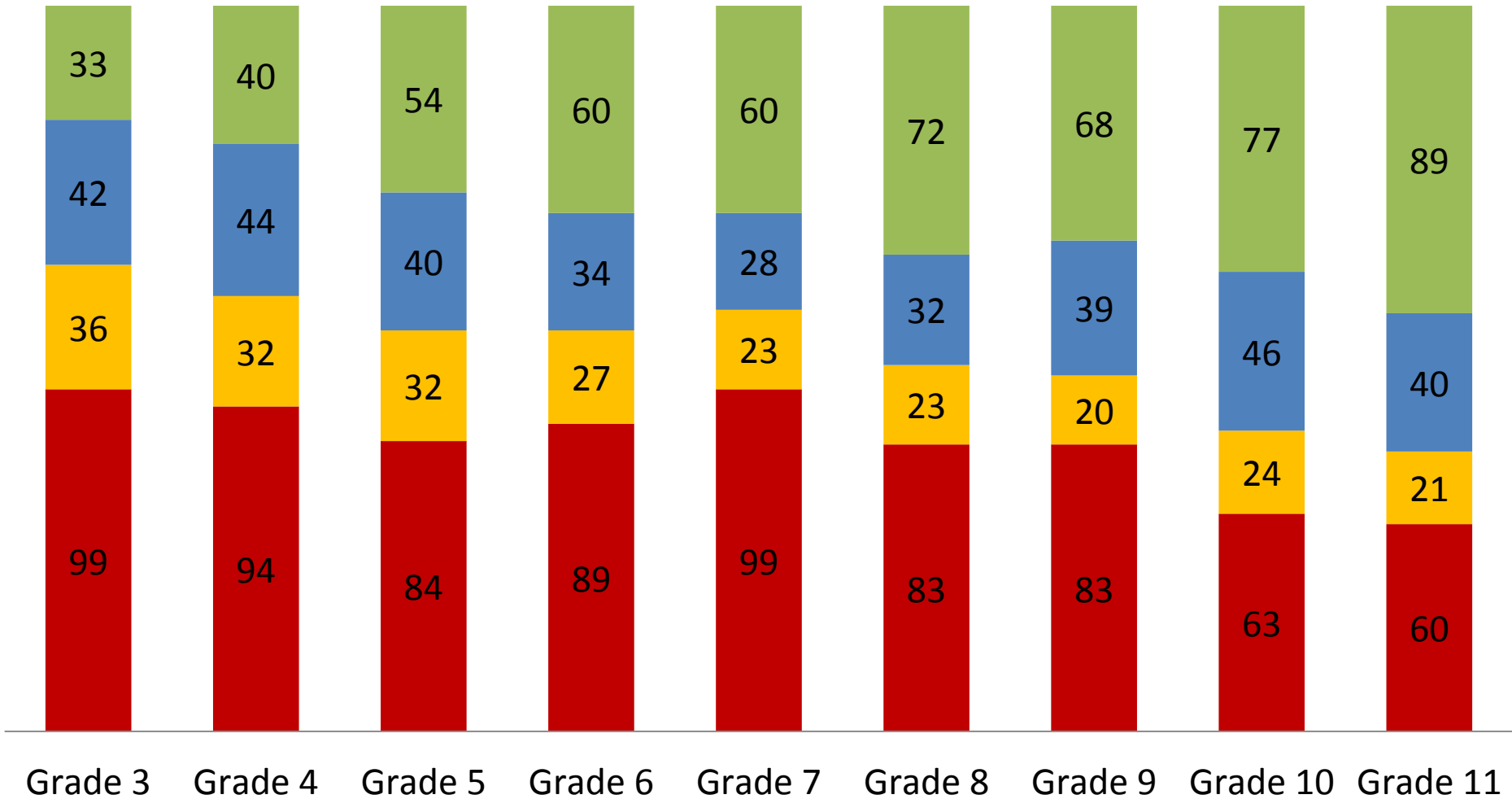


Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11

Math Band Size



■ Minimally Proficient ■ Partially Proficient ■ Proficient ■ Highly Proficient



Student Growth Percentile (SGP)

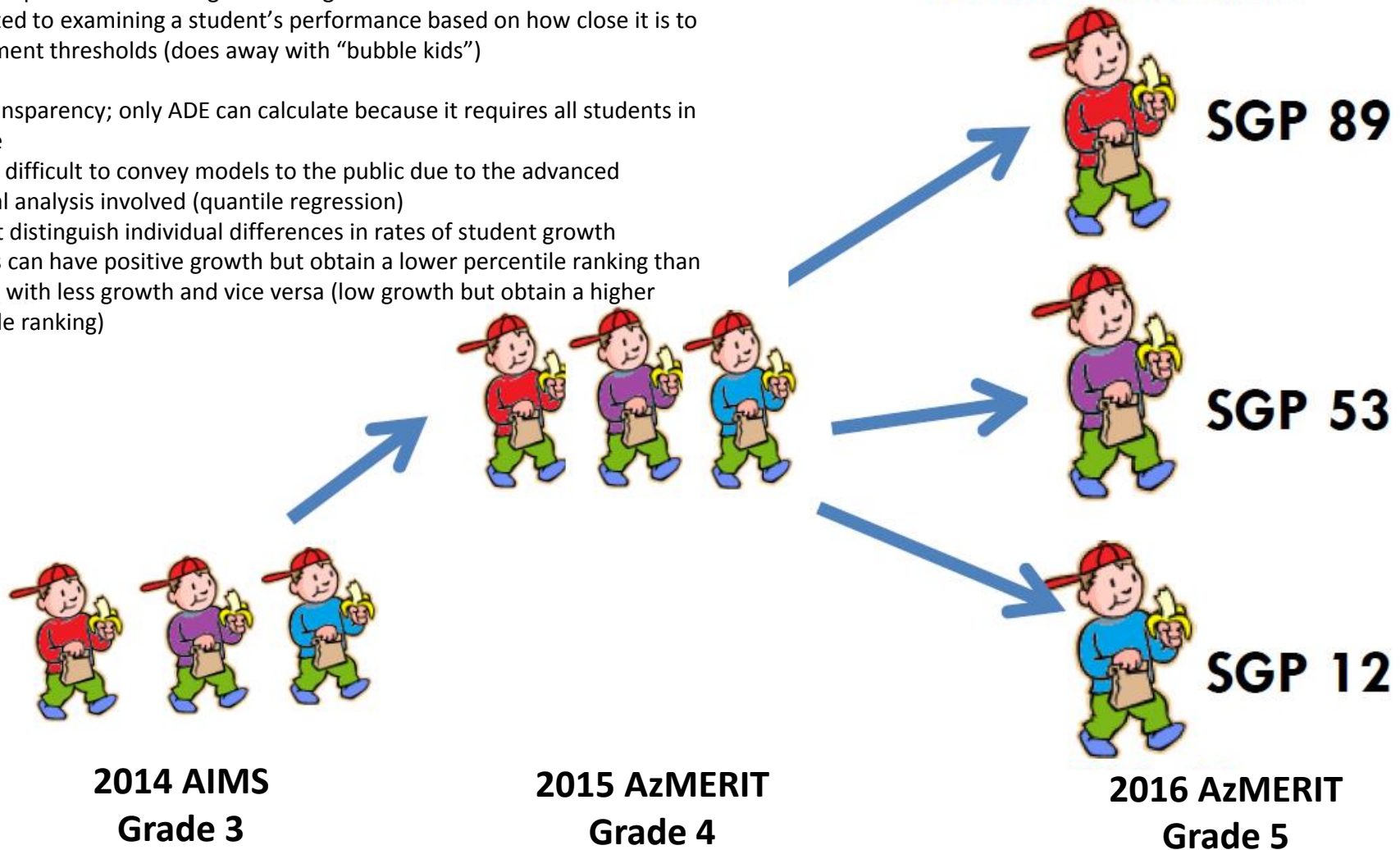


Pros:

- SGPs are valid even when tests are not vertically scaled
- Assess the performance of high achieving students
- Not limited to examining a student's performance based on how close it is to achievement thresholds (does away with "bubble kids")

Cons:

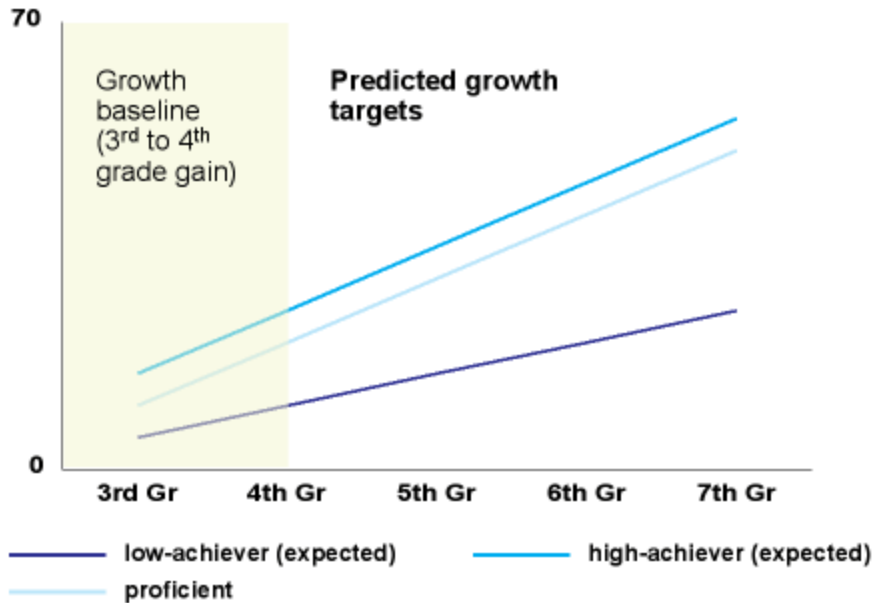
- Lacks transparency; only ADE can calculate because it requires all students in the state
- It can be difficult to convey models to the public due to the advanced statistical analysis involved (quantile regression)
- Does not distinguish individual differences in rates of student growth
- Students can have positive growth but obtain a lower percentile ranking than students with less growth and vice versa (low growth but obtain a higher percentile ranking)



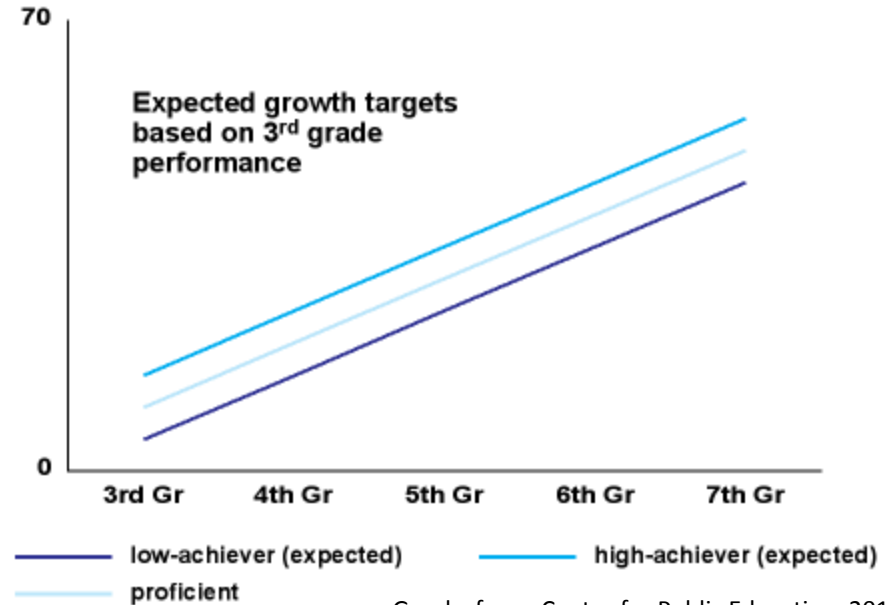
Growth to Target



A **value-added model** sets yearly targets that can predict smaller future growth from low-achievers and widen achievement gaps.



Growth targets based on **simple growth models** expect all students to make one year's growth, but they will not close achievement gaps or move low-achievers to proficient.



Graphs from: Center for Public Education, 2016

Pros:

- Models individual student growth
- Focus is given to all growth and not limited to student achievement of performance thresholds (does away with “bubble kids”)

Cons:

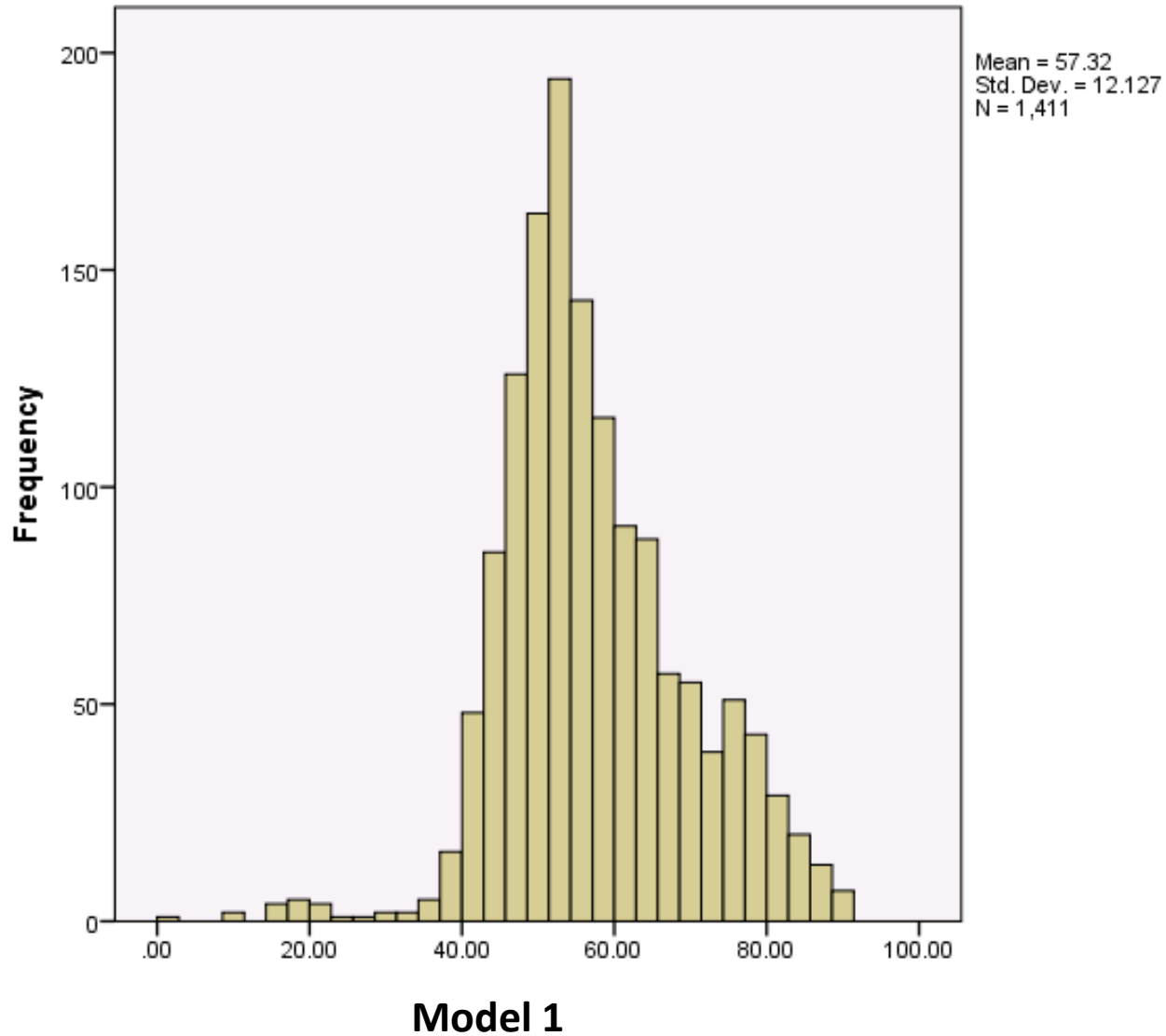
- Requires establishing target(s) for all students and low-achieving subgroups (and subsequently students may have different targets)
- Lacks transparency; requires all students in the state to establish the target
- It can be difficult to convey models to the public due to the advanced statistical analysis involved (regression)
- May result in a “ceiling effect” and not effectively assess the growth of high achieving students

Model 1: Unweighted



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency	40%	40%
Growth	ELA and Math Growth	30%	40%
	Bottom 25% Students' Growth	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Additional Indicators	Best 2 of: Top 25% Students' AzMERIT Performance (ELA and Math), Decrease in % of grade 3 students below MOWR threshold, Increase in grade 6-8 students taking AzMERIT HS EOC Math	5%	10%
		5%	

Model 1

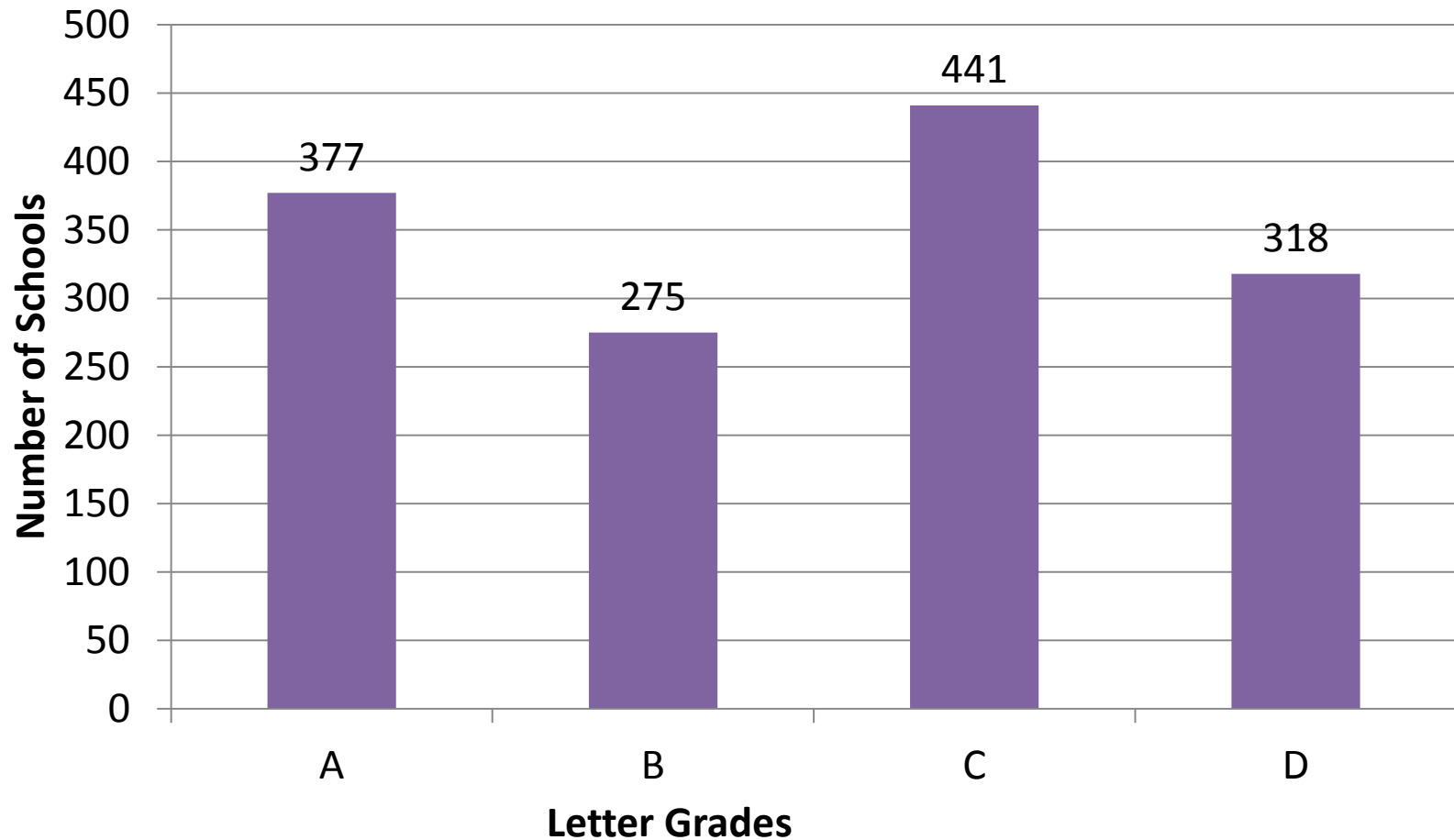


Model 1



70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D

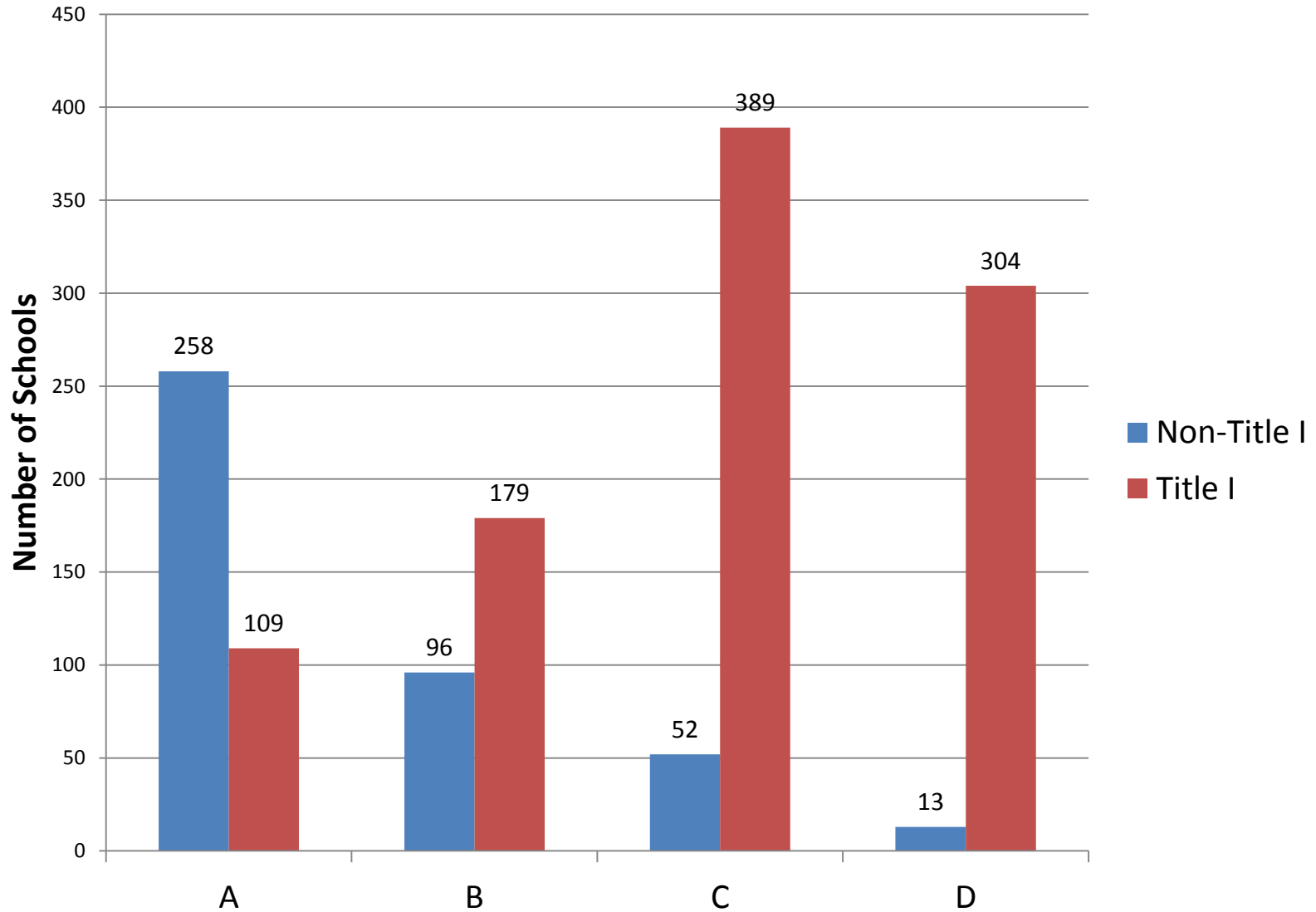
Model 1 Projected Letter Grades



Model 1



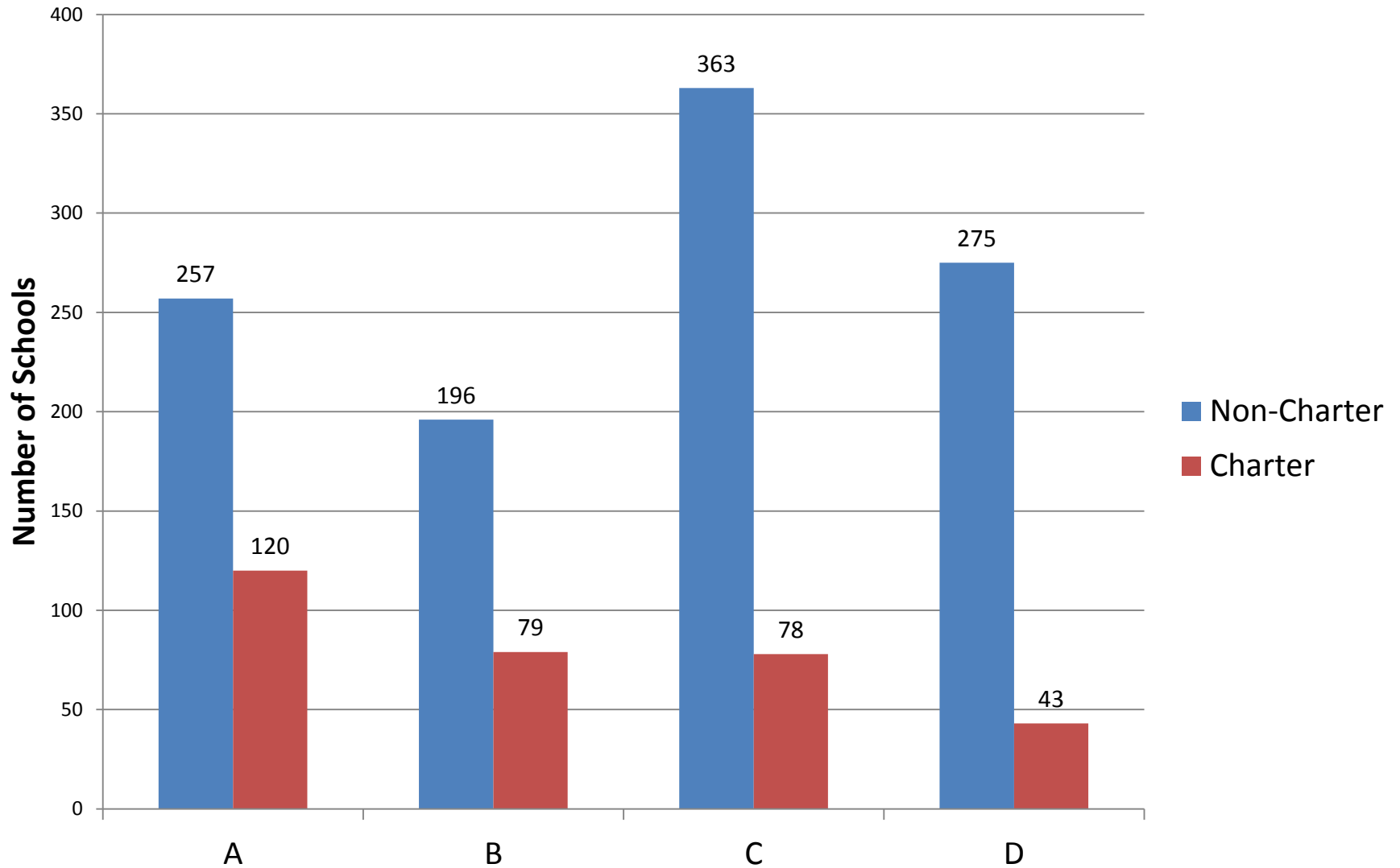
Model 1 Title I vs. Non-Title I



Model 1



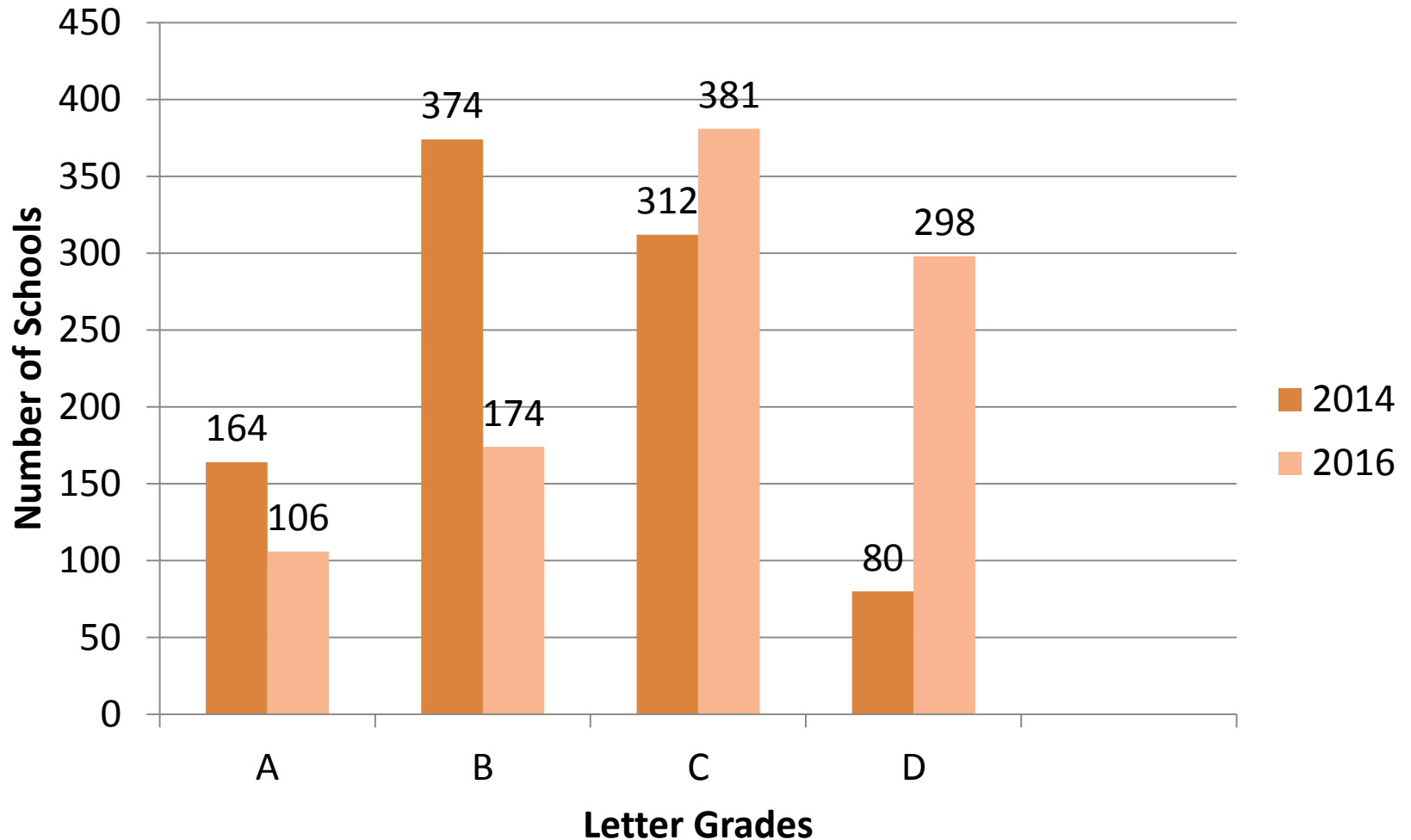
Model 1 Charter vs. Non-Charter



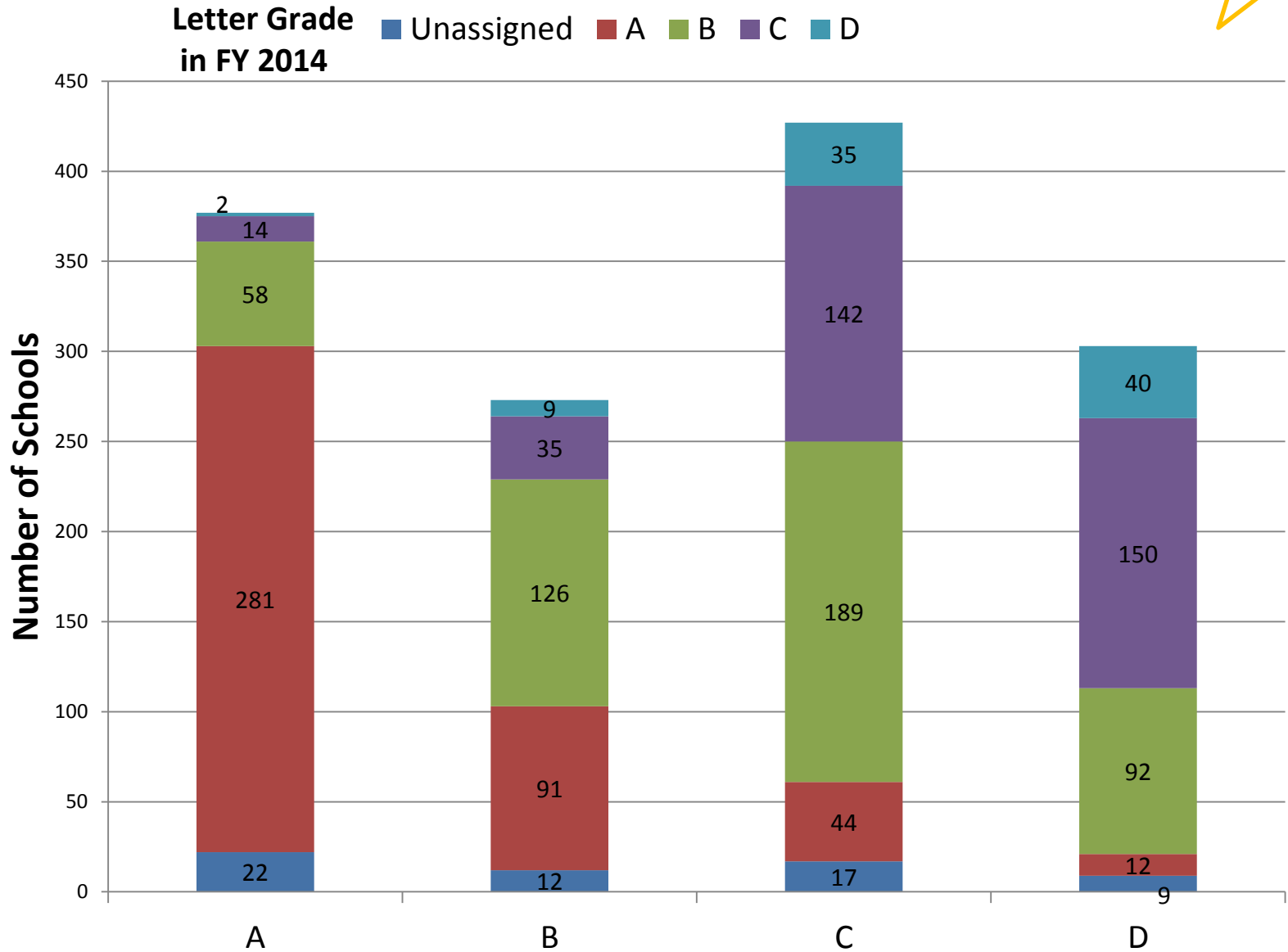
Model 1



Model 1 Title I Schools Only Projected Letter Grade Comparison to FY2014 Letter Grades



Model 1

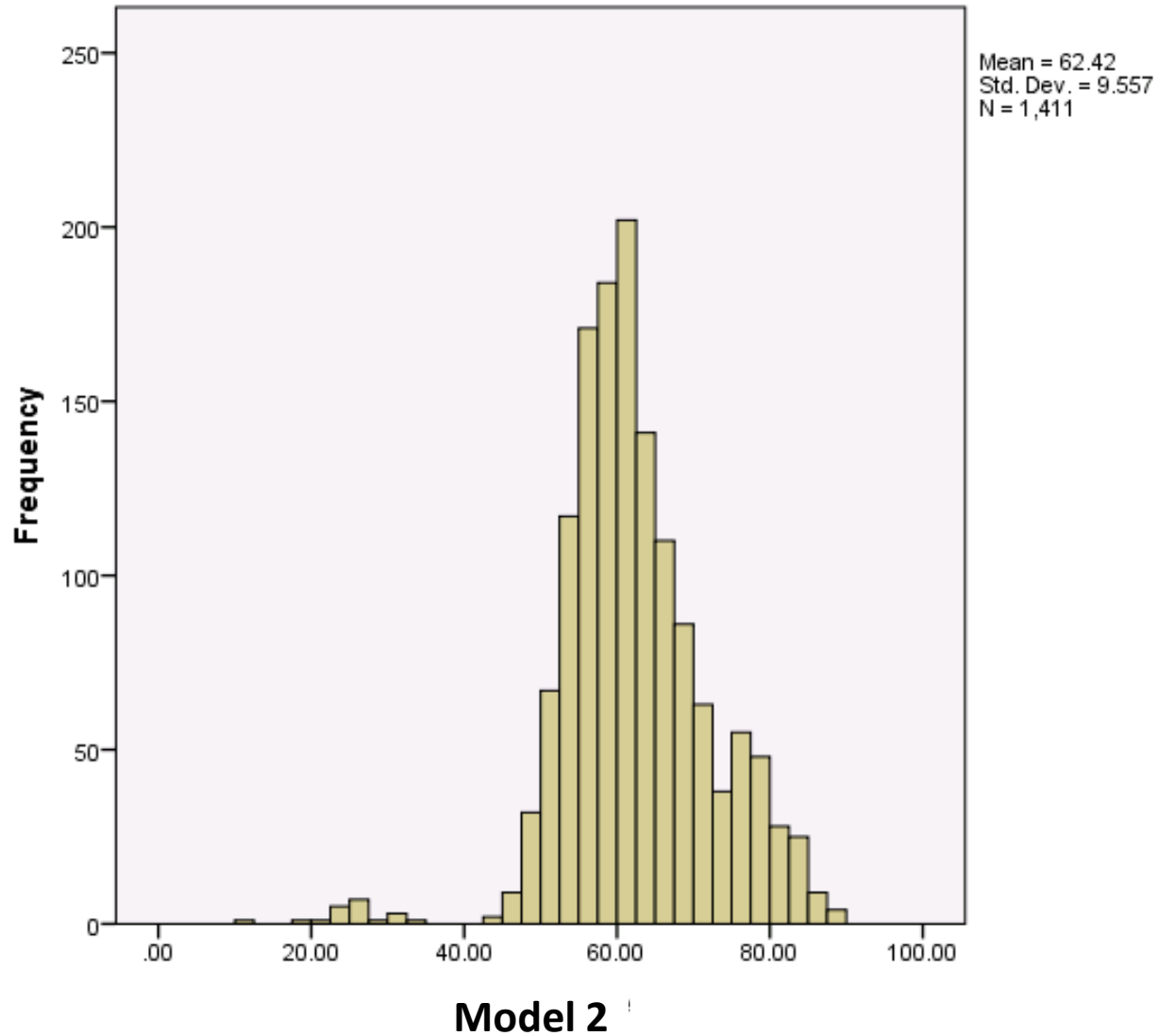


Model 2: Weighted



Category	Component	Weight	Points/Percent
Proficiency	<u>Weighted</u> ELA, Math, and Science Proficiency	40%	40%
Growth	<u>Weighted</u> ELA and Math Growth	30%	40%
	<u>Weighted</u> Bottom 25% Students' Growth	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL <u>Weighted</u> Growth on AZELLA	5%	
Additional Indicators	Best 2 of: Top 25% Students' AzMERIT Performance (ELA and Math), Decrease in % of grade 3 students below MOWR threshold, Increase in grade 6-8 students taking AzMERIT HS EOC Math	5%	10%
		5%	

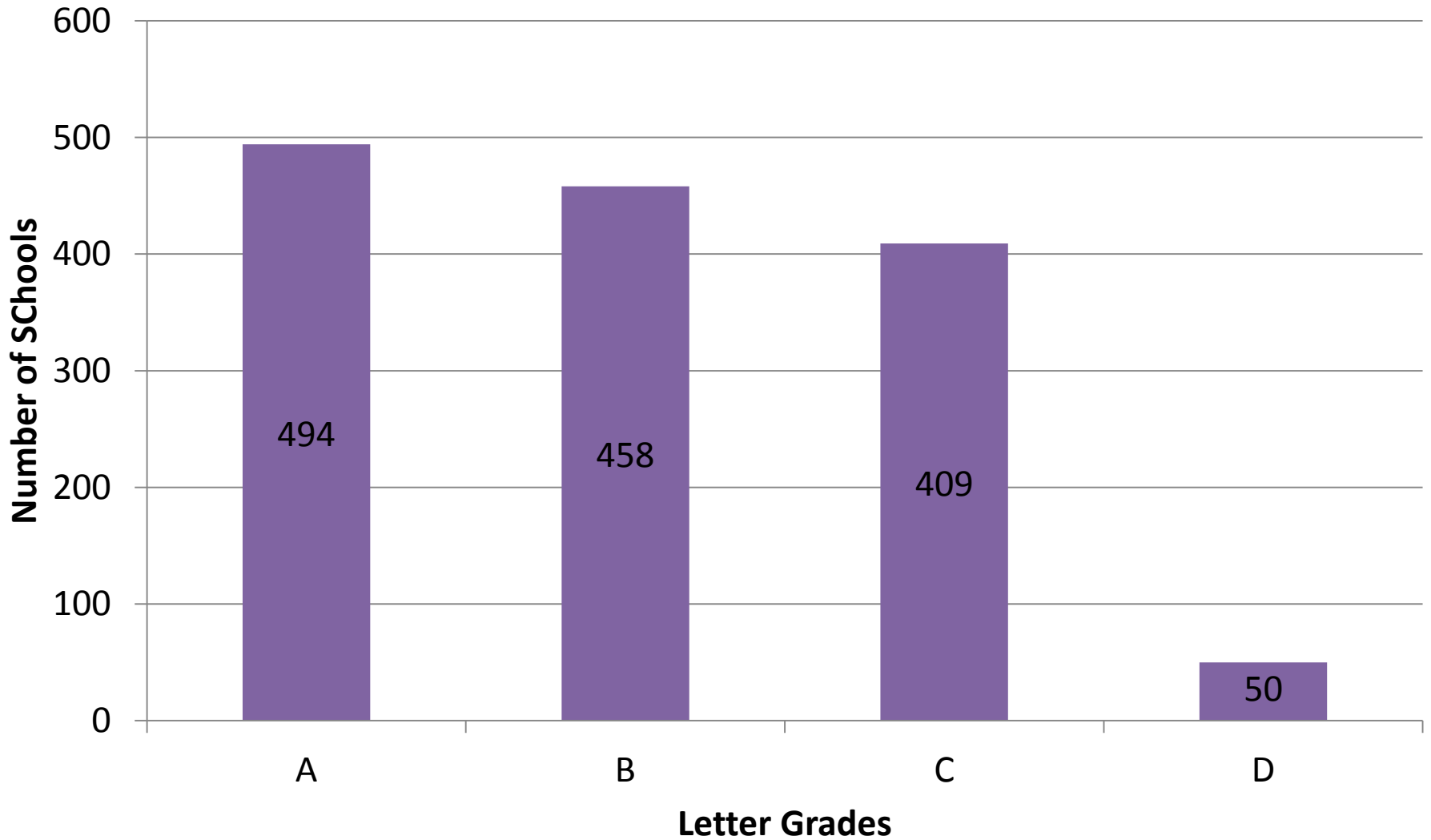
Model 2



Model 2



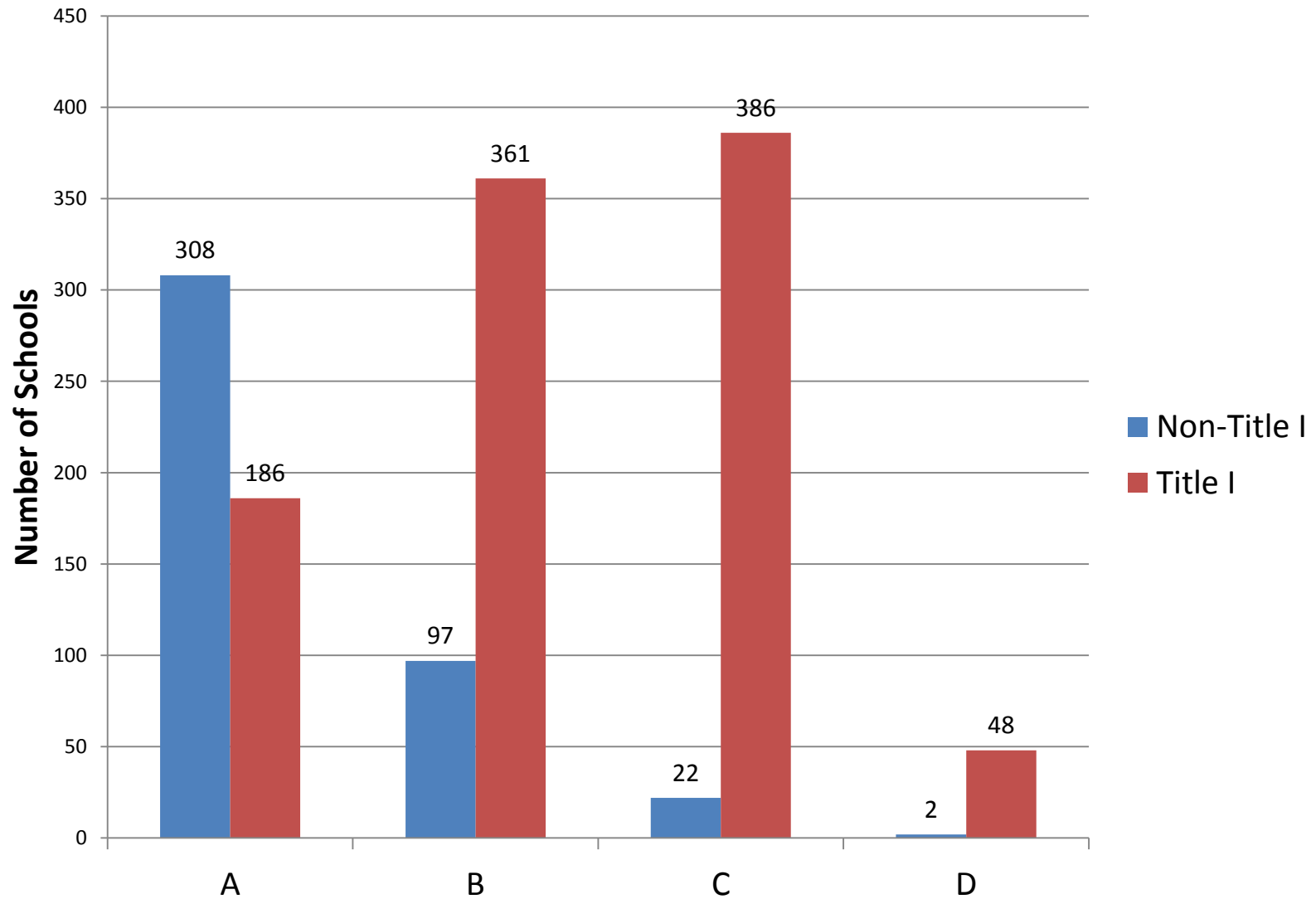
Model 2 Projected Letter Grades



Model 2



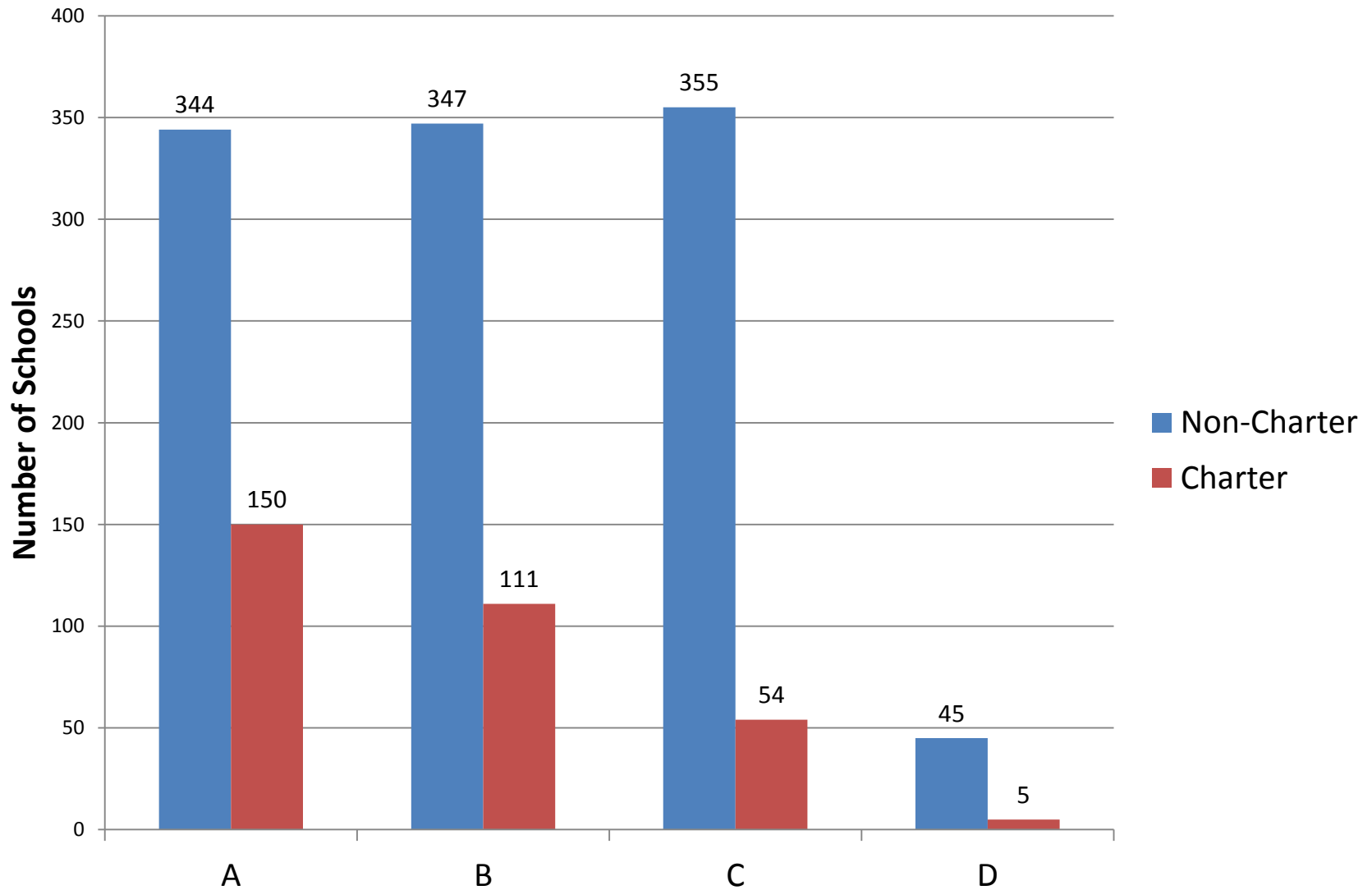
Model 2 Title I vs. Non-Title I



Model 2



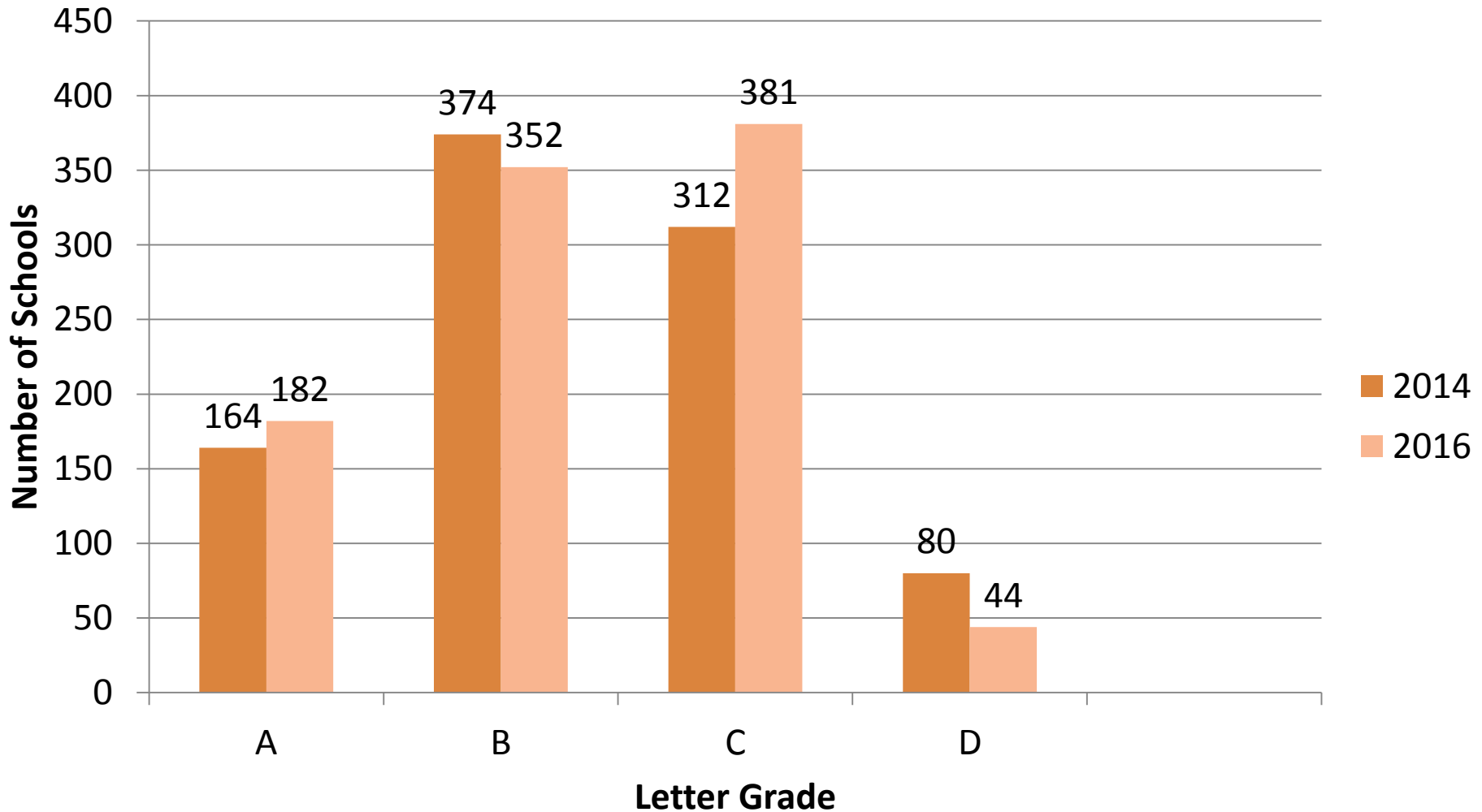
Model 2 Charter vs. Non-Charter



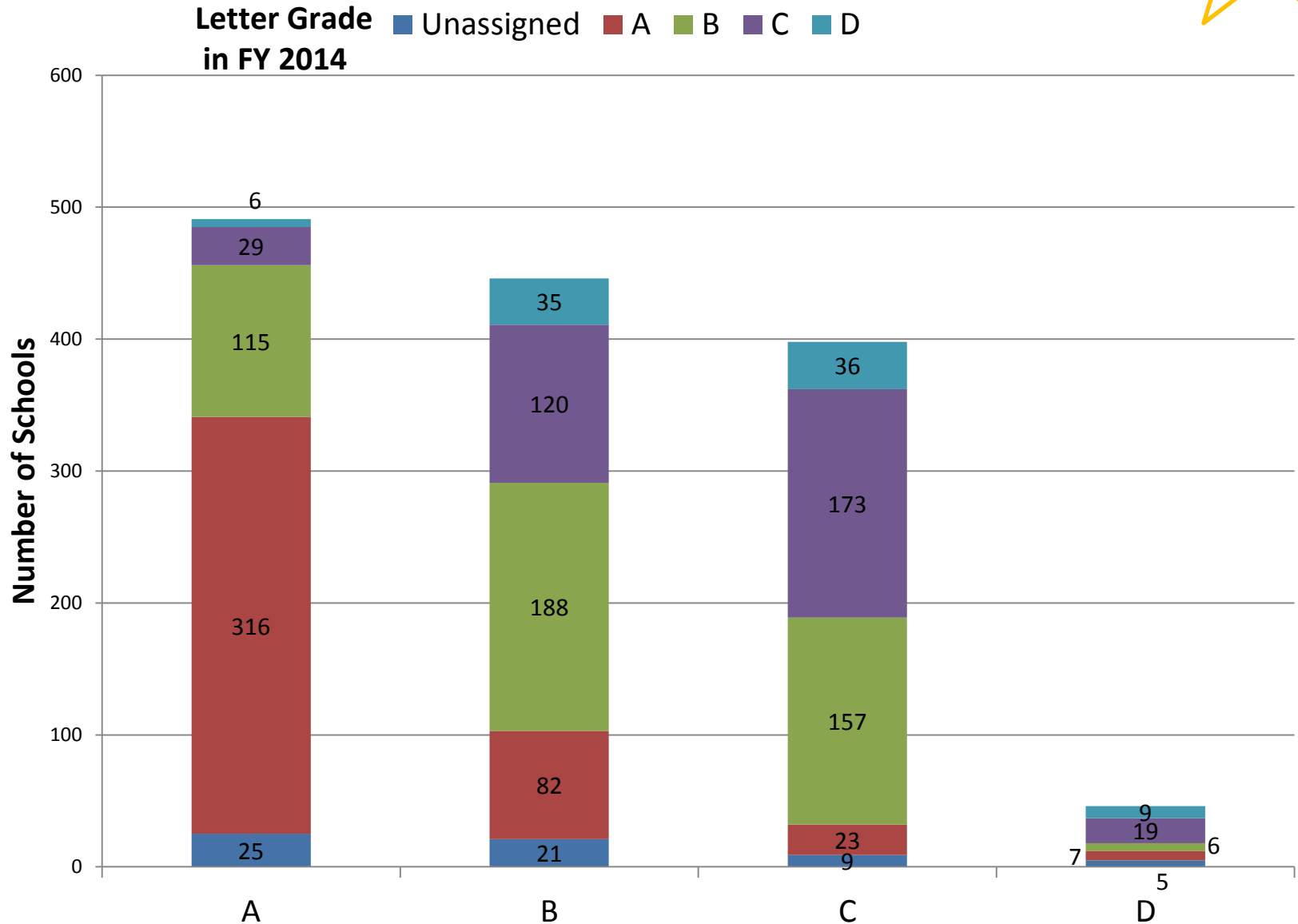
Model 2



**Model 2 Title I Schools Only Projected Letter Grade Comparison to FY2014
Letter Grades**



Model 2





Questions on K-8?



9-12 Model Options

Dr. Jennifer Fletcher, ADE

9-12 Model Options



Business Rules

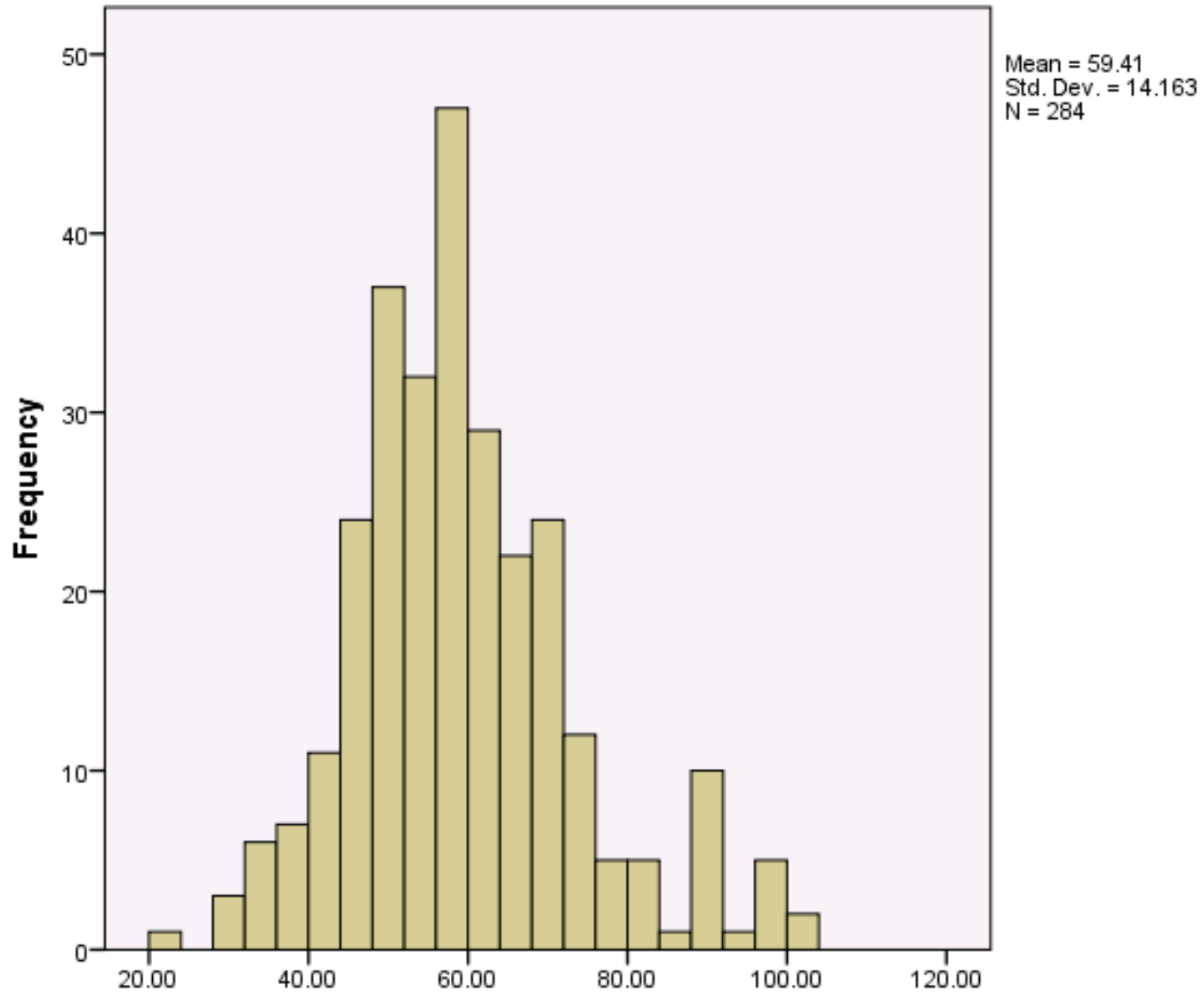
- Only included schools who served grades 9-12.
- Used FY16 data unless the calculation (i.e., growth) required two years in which case we also included FY15 data.
- Proficiency calculations included only students enrolled in grade 11.
- 8th grade students who took a HS EOC math assessment were utilized for growth calculations.
- All tests needed to have a valid test score in order to be counted.
- If a school did not meet the n count of 20 for ELLs, the school was rated out of 90 points rather than 100.
- Excluded schools with less than 30 test records (i.e., small schools), alternative schools, AOIs, and k-12 schools from the analysis.

Model 1: Weighted, CCRI Variation 1



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency	40%	40%
Growth	ELA and Math Growth	20%	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	Student needed to meet at least 1 College- or Career- Ready indicator to acquire a point	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

Model 1

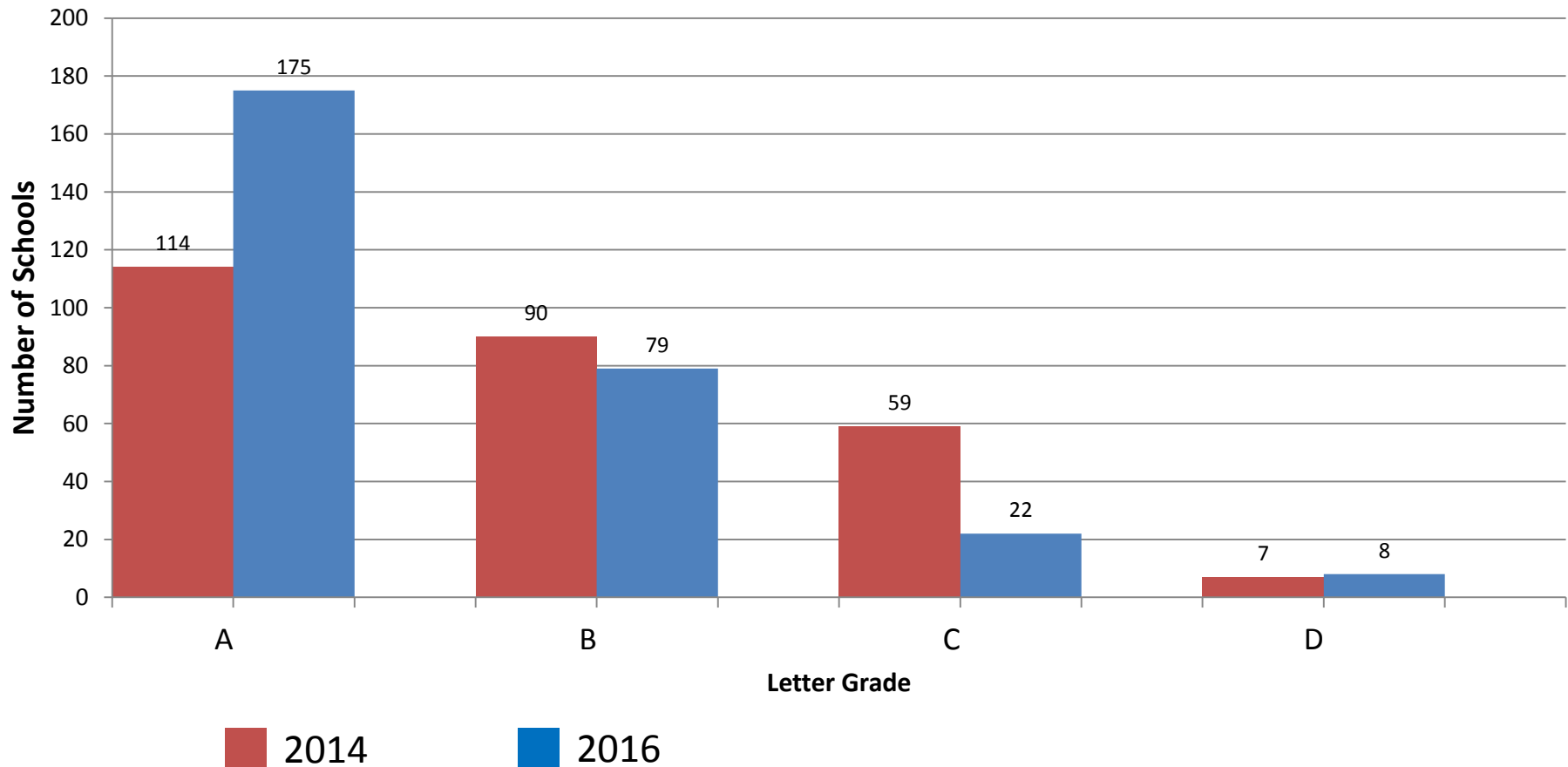


Model 1: School Level Distribution of Letter Grades



70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D

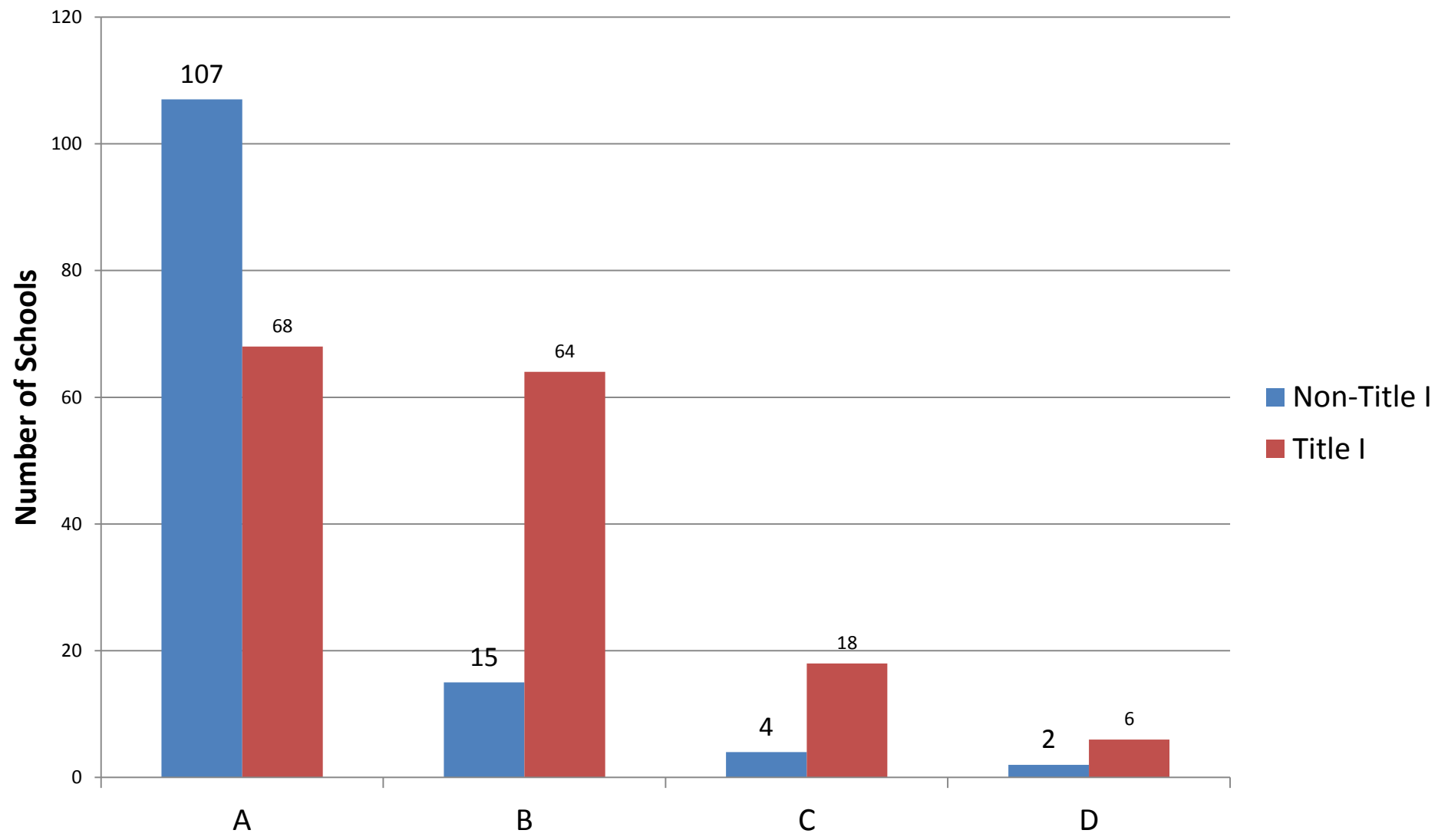
Projected Letter Grades by Number of Schools (FY14 and FY16)



Model 1: School Level Distribution of Letter Grades by Title I and Non-Title I



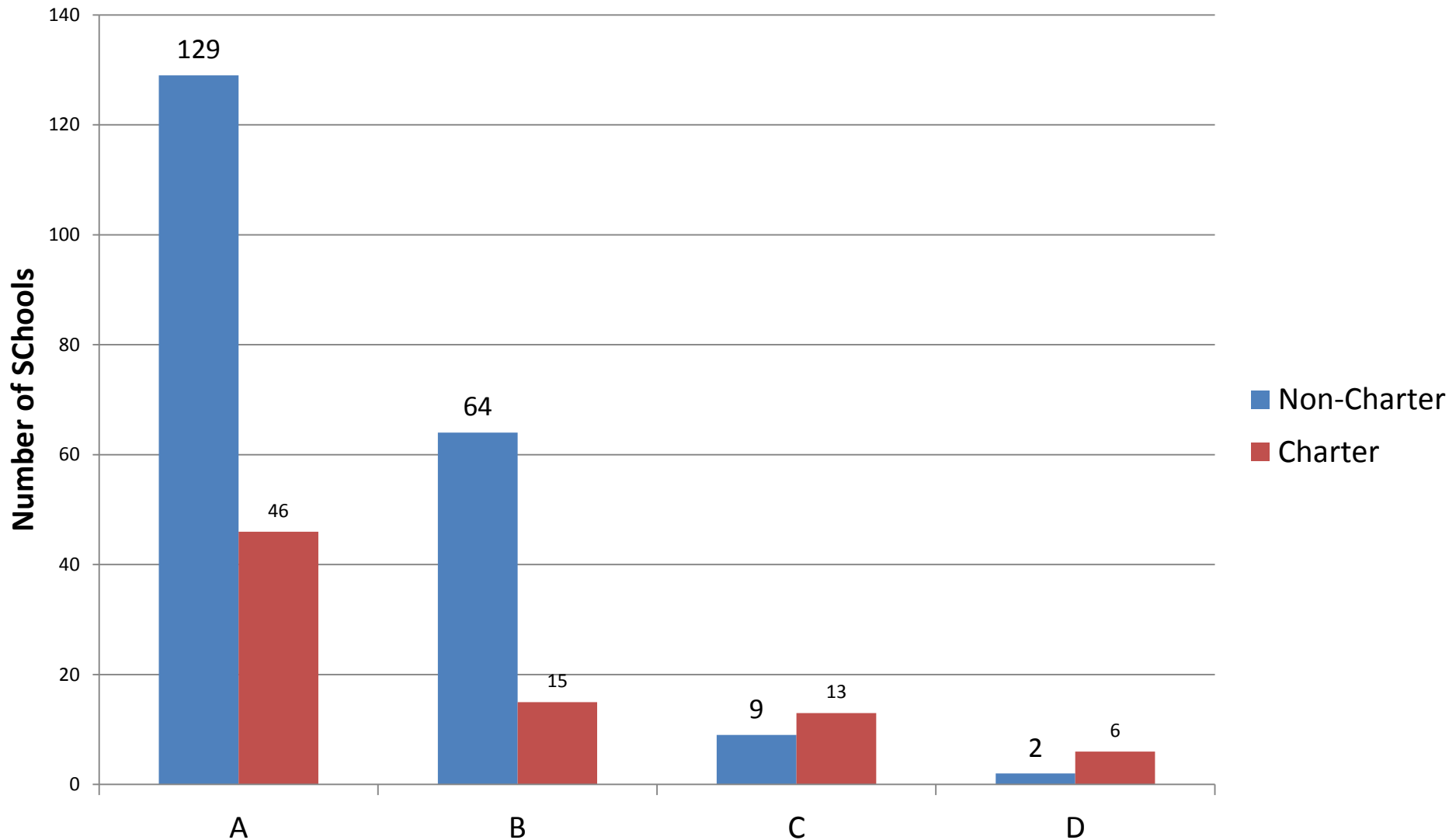
Model 1 Title I vs. Non-Title I



Model 1: School Level Distribution of Letter Grades by Charter and Non-Charter Schools



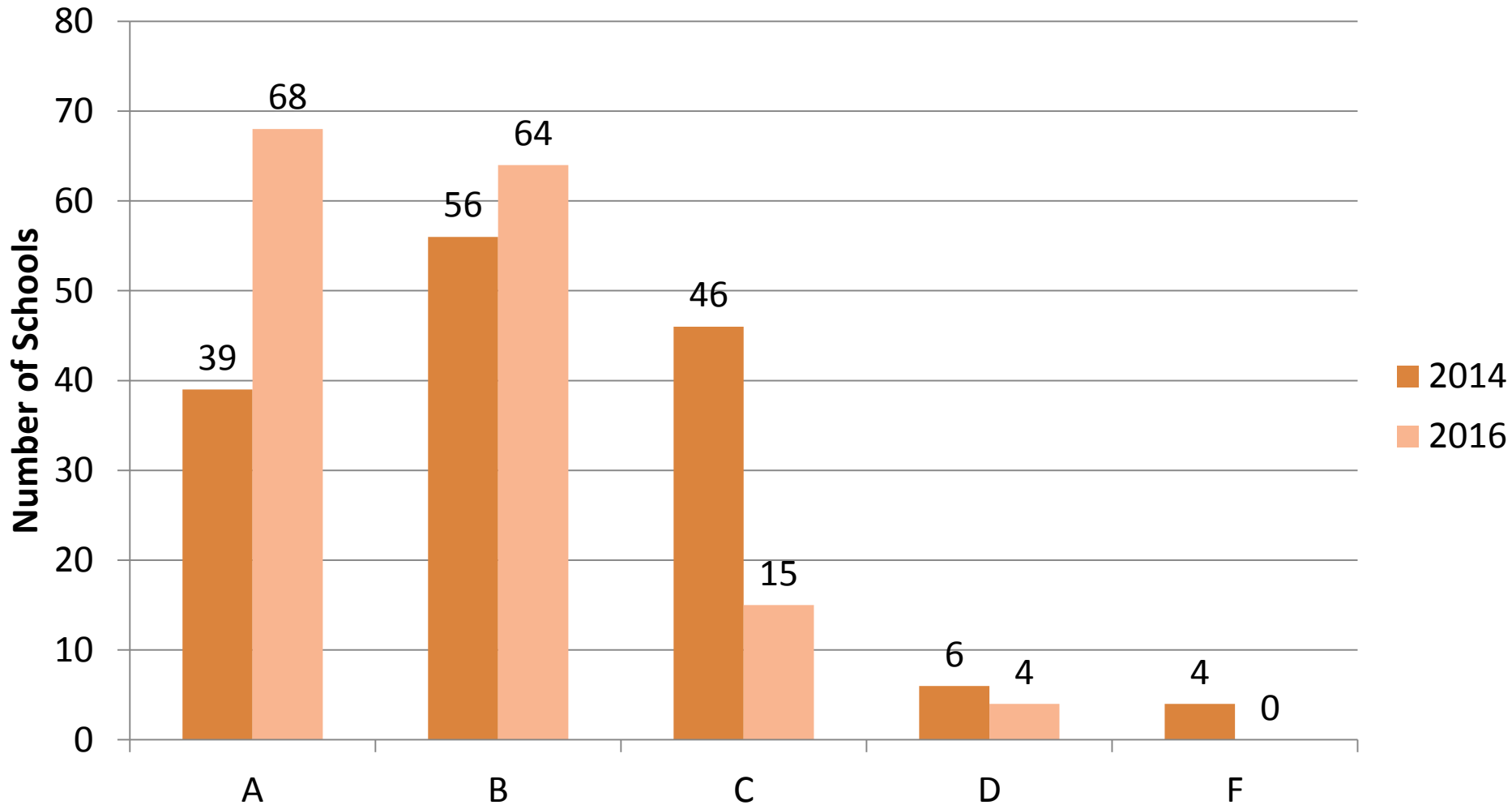
Model 1 Charter vs. Non-Charter



Model 1



Model 2 Title I Schools Only Projected Letter Grade Comparison to FY2014 Letter Grades

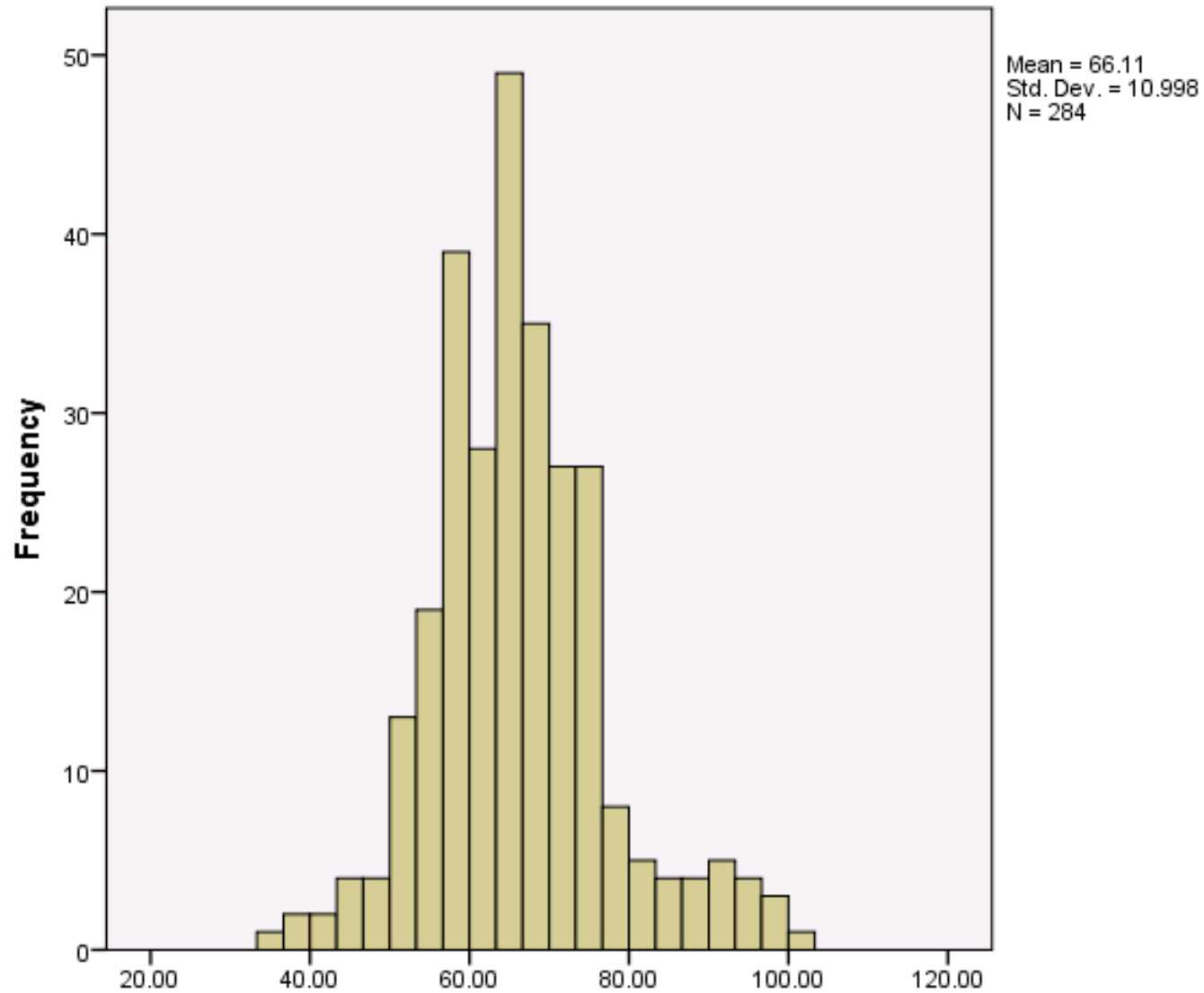


Model 2: Weighted, CCRI Variation 2



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency	40%	40%
Growth	ELA and Math Growth	20%	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	Student needed to meet at least 1 College- or Career- Ready indicator to acquire a point; student could acquire 2 points if both College- and Career-Ready	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

Model 2

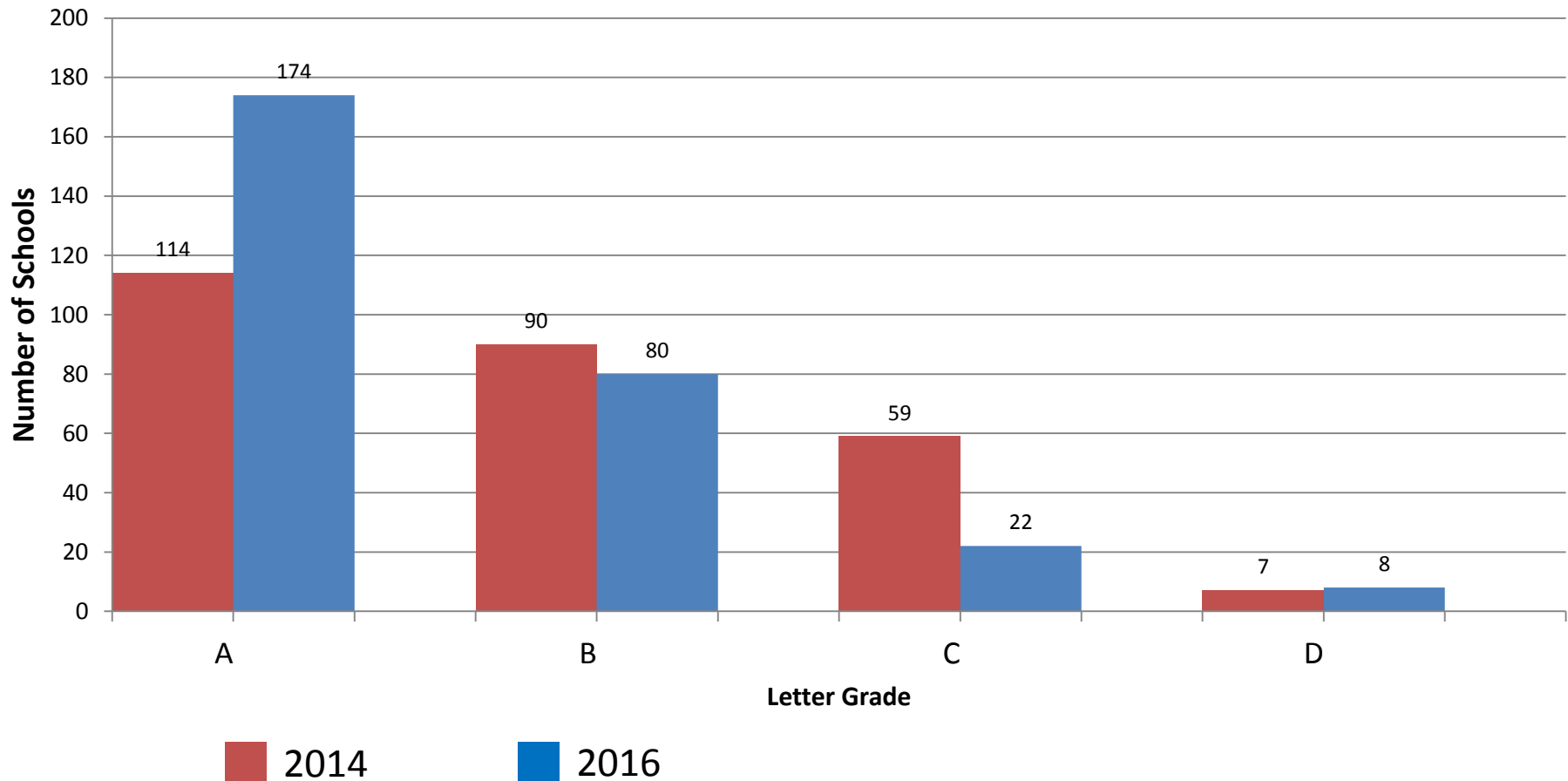


Model 2: School Level Distribution of Letter Grades



70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D

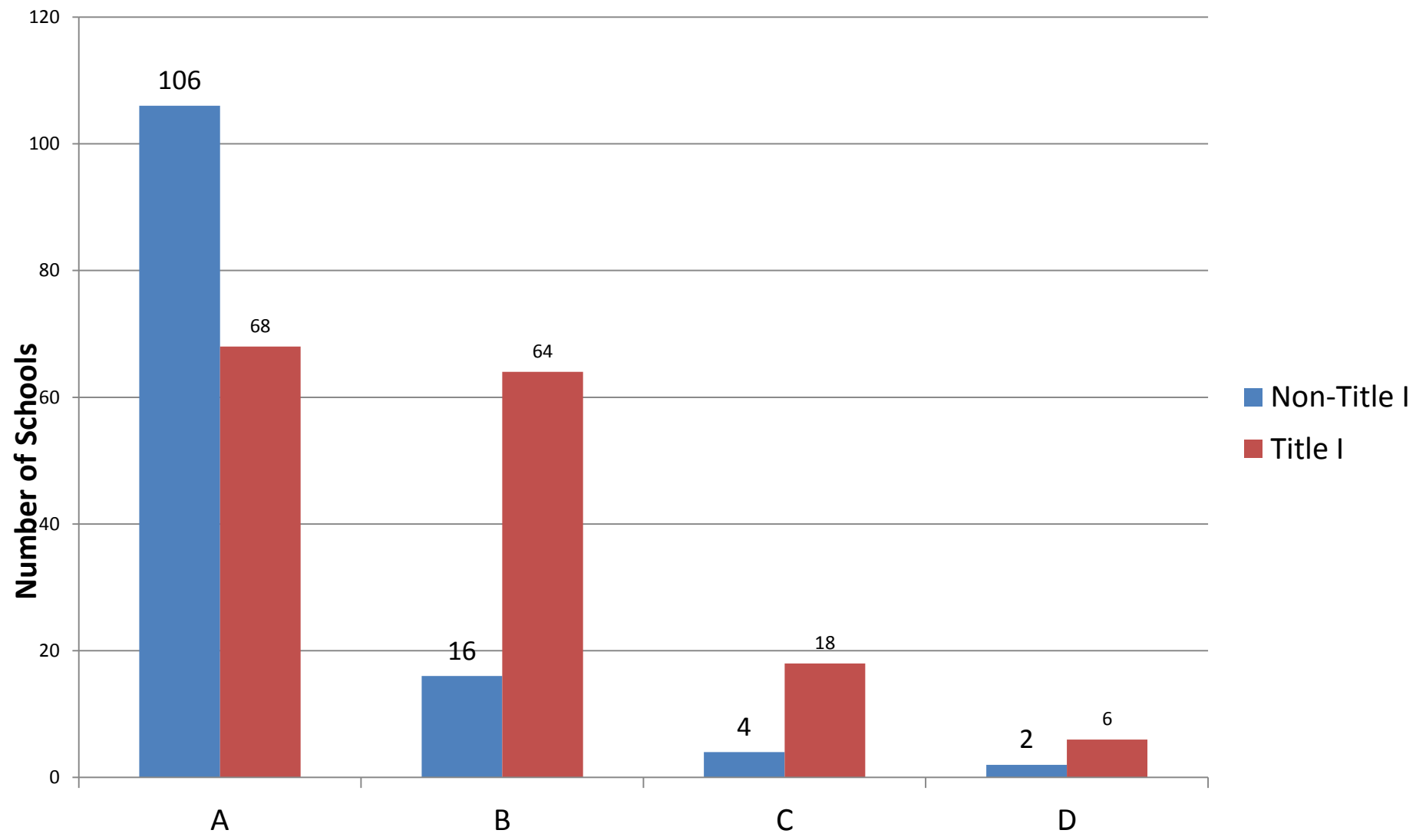
Projected Letter Grades by Number of Schools (FY14 and FY16)



Model 2: School Level Distribution of Letter Grades by Title I and Non-Title I



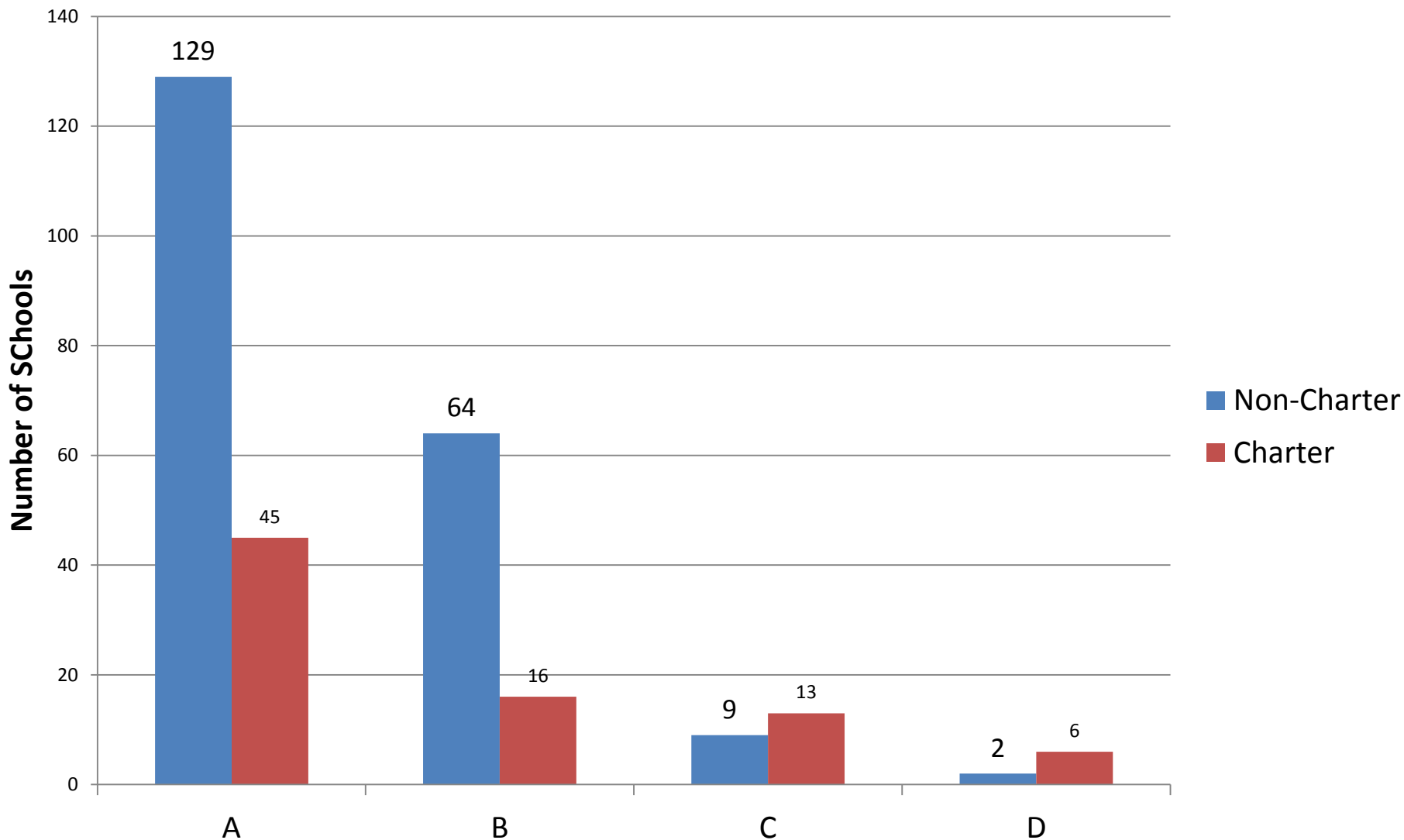
Model 2 Title I vs. Non-Title I



Model 2: School Level Distribution of Letter Grades by Charter and Non-Charter Schools



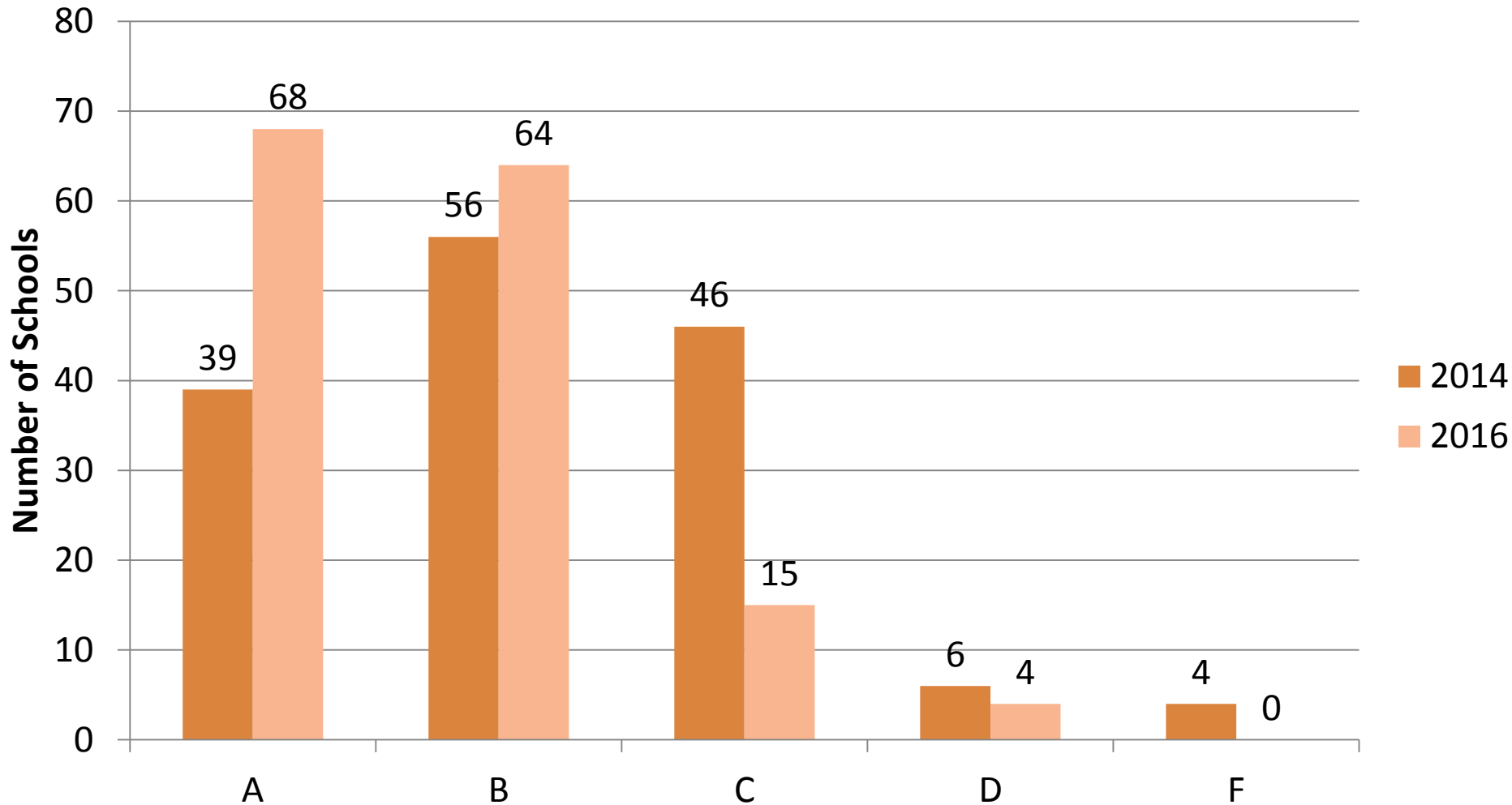
Model 2 Charter vs. Non-Charter



Model 2



Model 2 Title I Schools Only Projected Letter Grade Comparison to FY2014 Letter Grades



Model 3: Weighted, CCRI Variation 3



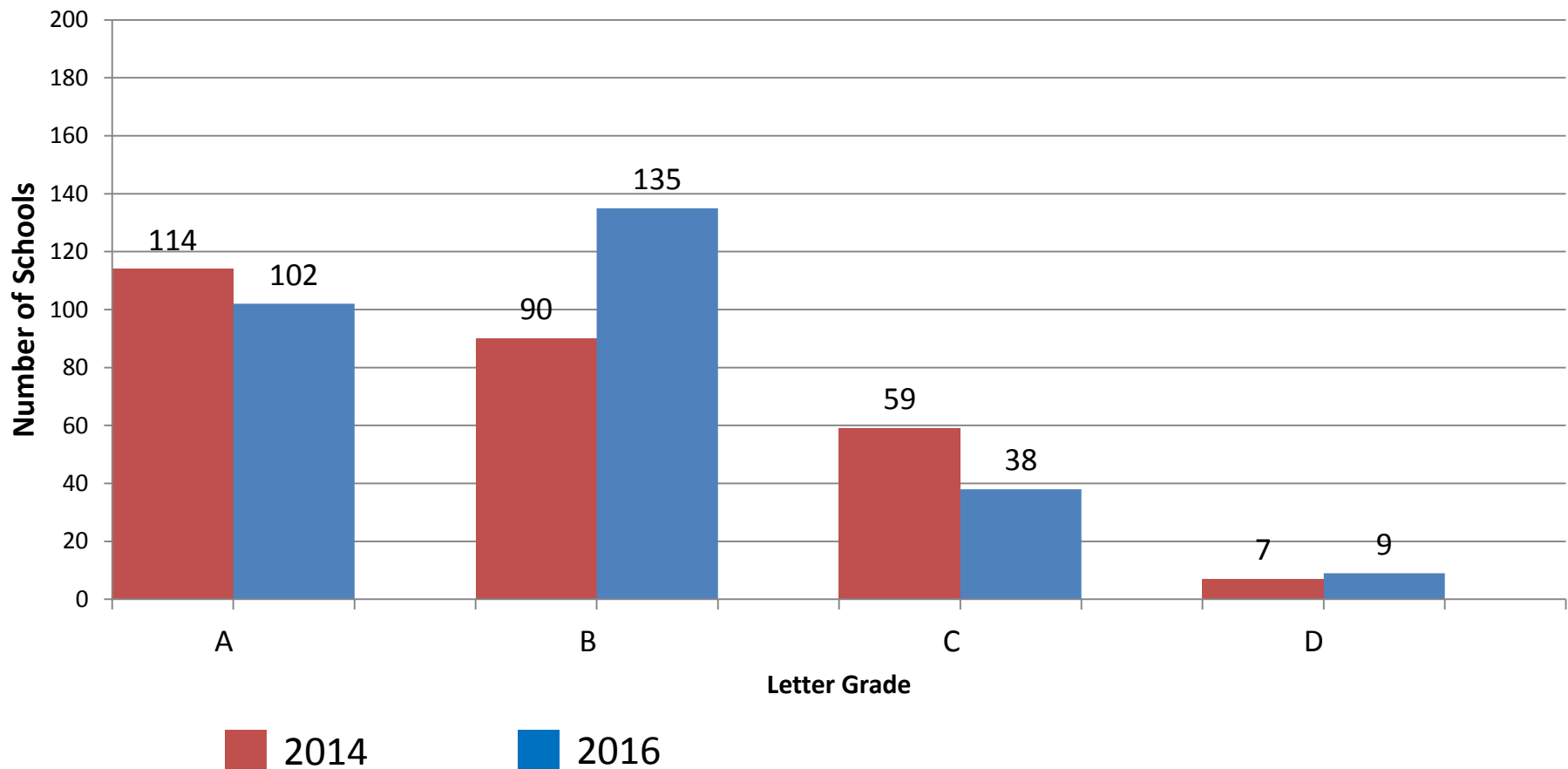
Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency	40%	40%
Growth	ELA and Math Growth	20%	20%
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	School-level calculation: (College-Ready/Total # of Graduates) + (Career-Ready/Total # of Graduates)	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

Model 3: School Level Distribution of Letter Grades

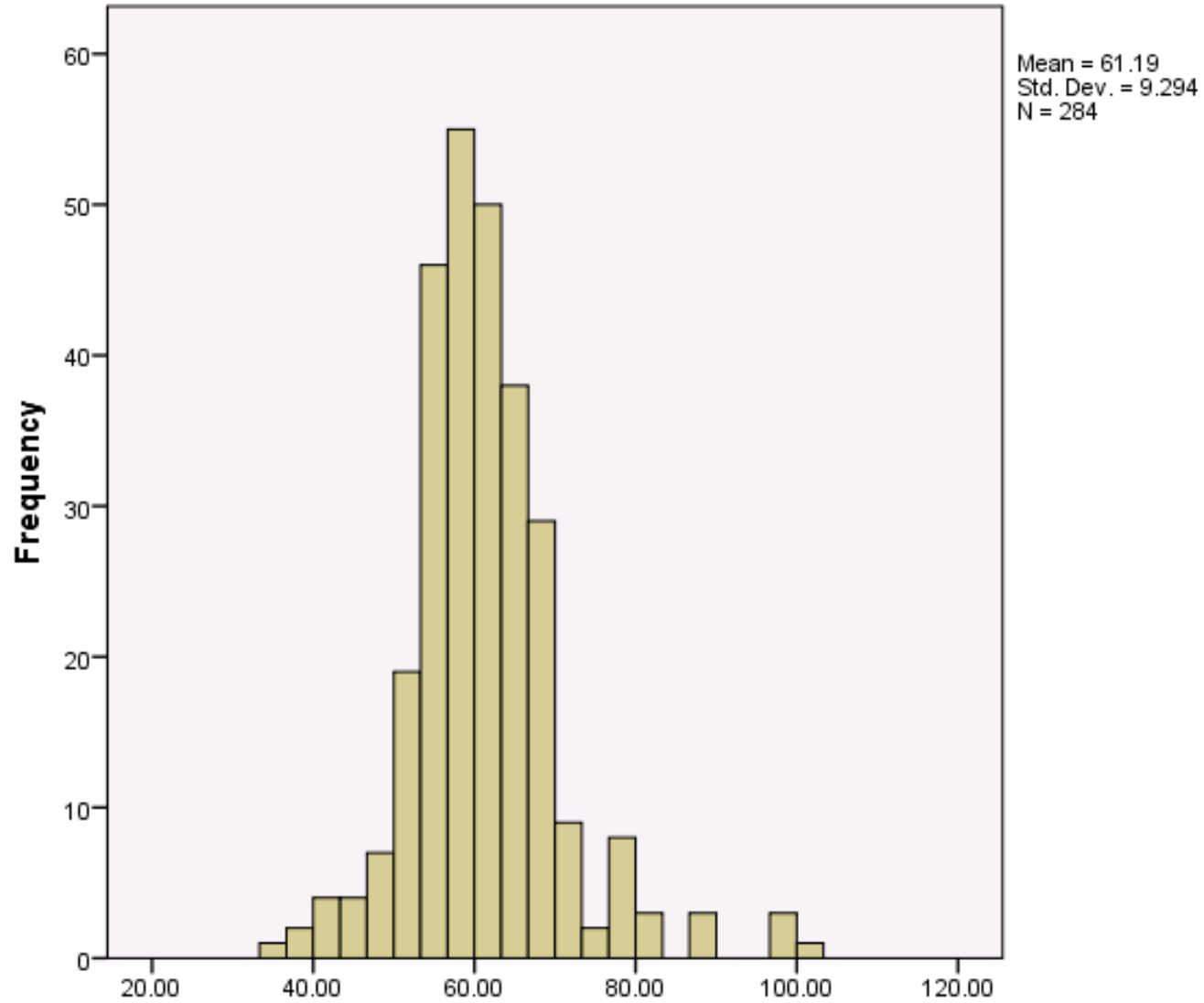


70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D

Projected Letter Grades by Number of Schools (FY14 and FY16)



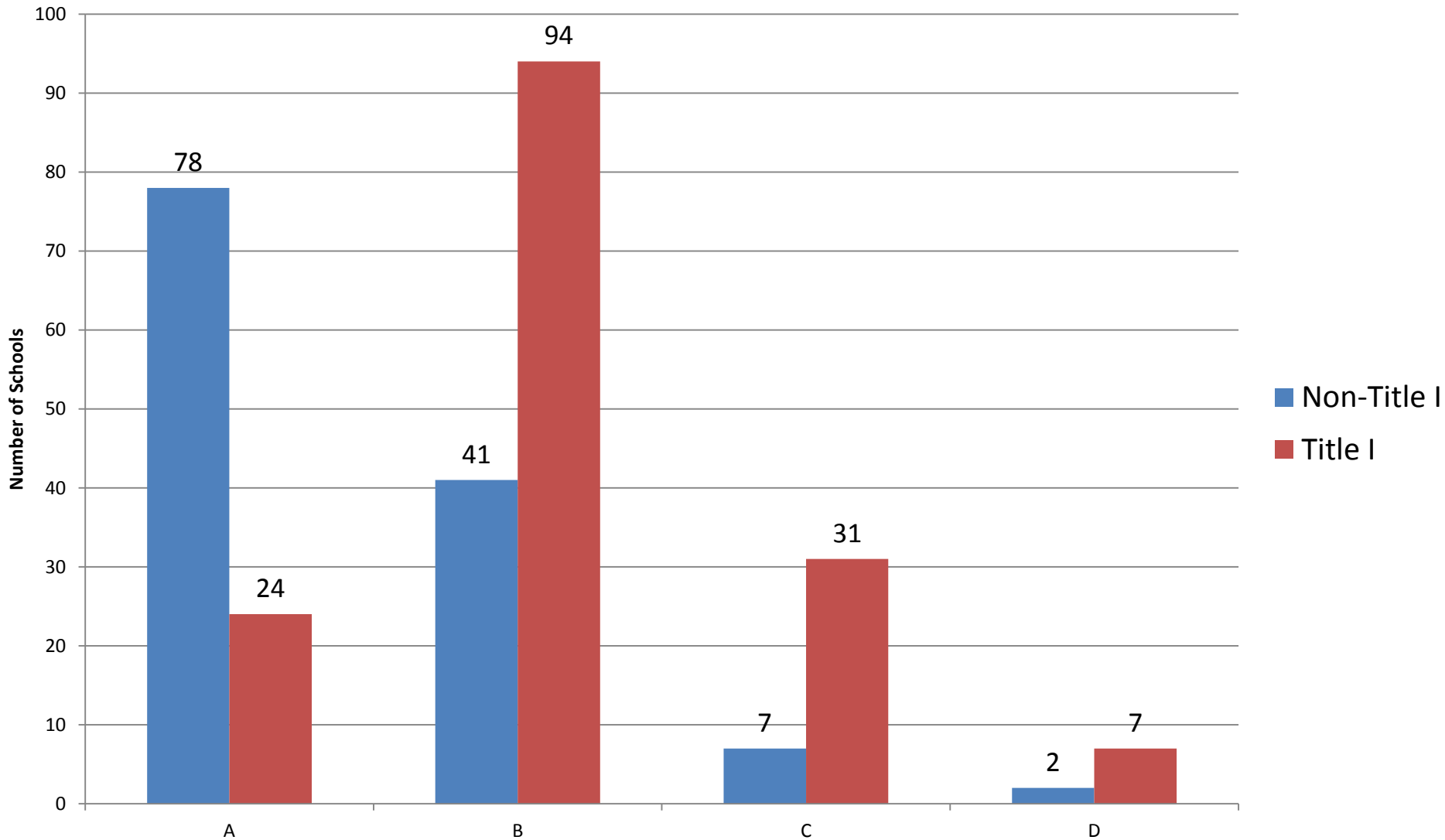
Model 3



Model 3: School Level Distribution of Letter Grades by Title I and Non-Title I



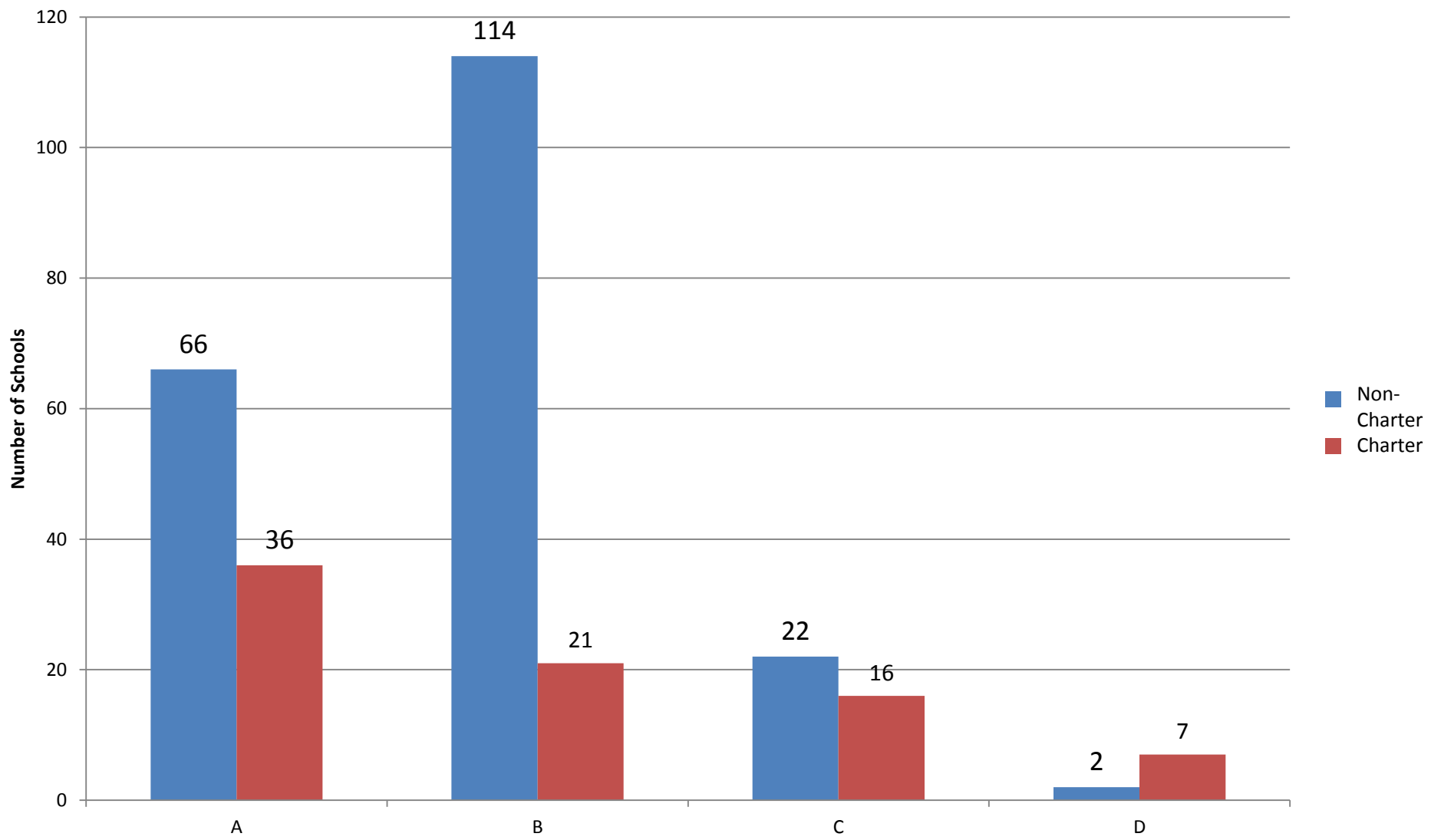
Model 3 Title I vs. Non-Title I



Model 3: School Level Distribution of Letter Grades by Charter and Non-Charter Schools



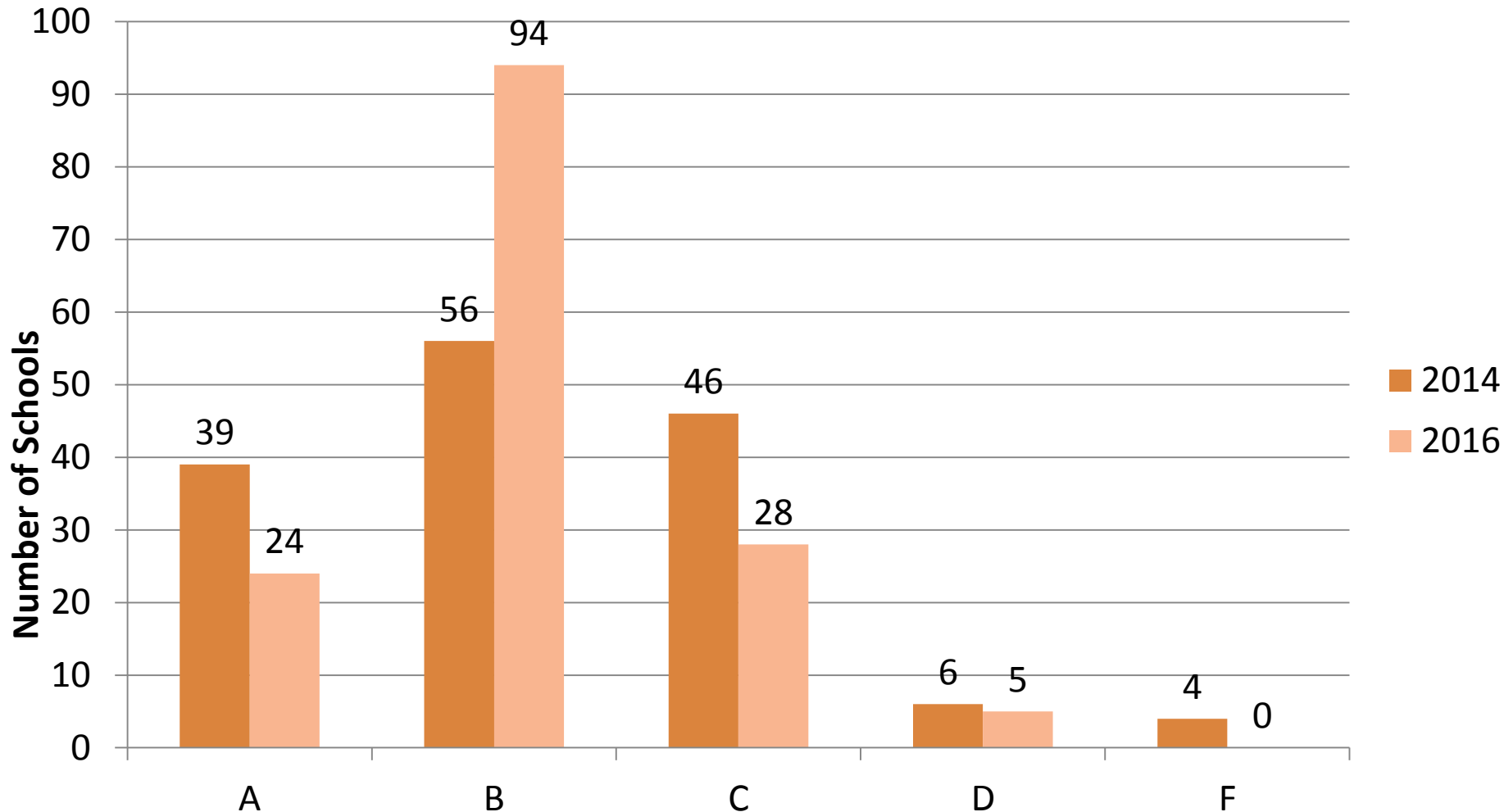
Model 3 Charter vs. Non-Charter



Model 3



Model 2 Title I Schools Only Projected Letter Grade Comparison to FY2014 Letter Grades



Arizona needs to have an alternative accountability plan that better measures the important work of alternative elementary and high schools. To truly build a model that honors the research about alternative education and borrows from successful state models around the country, both **a short-term transition and a long-term plan** will be required. Immediately, Arizona needs a workable accountability plan for this year. To both meet our immediate needs and transition toward a higher quality model, we are proposing a short-term transition and a long-term plan below.

The **short-term transition** we are proposing is intended to span a maximum of 2 years. This plan does not capture the ideal quantitative best-practices for alternative education, as it attempts to solely use and reframe the data currently available to the state. That said, we believe that this reframe provides a workable model that is immediate and acceptable for the short-term.

Short-Term Alternative Transition Proposal

60% (70%/30% weighting higher value at 70%)	Achievement	<ul style="list-style-type: none"> • FAY students for 3-8 • Need model impact data for 9-12 EOC
	Growth	<ul style="list-style-type: none"> • Scale score growth (assuming AzMERIT scores are scaled identically) *Need to see impact data • Reduced weighting of bottom 30% to account for alt testing disengagement and/or increase weight of top 25%
5%	ELL	<ul style="list-style-type: none"> • N count of 25 • 70/30 split reclassification or category growth • Alternatively look at any growth not just moving levels
25%	CCRI **Indicates only applicable to HS	<ul style="list-style-type: none"> • Credits Earned (below typical (.5-4.0), typical (4.5-5.5), accelerated (6+)** • % of students on-track for graduation after 1 complete year on the campus (2nd year: typical & accelerated data)** • % of students ages 18 or over who are enrolled on Oct 1 (above 17% in CA) for credit recovery points or designation** • SCED-coded CCR elective coursework completion** • Persistence • Attendance % improvement by student from prior school • Improvement in average daily attendance rate of school • T25% with points given for maintaining or improving • Points for elementary for decreasing lowest categories in MOWR data • Use MOMR data for elementary schools • Credit for courses that are designed to bridge to high school
Grad Rate**	10%	<ul style="list-style-type: none"> • Grad cohort year to be reset according to credits earned when a student first enters an alt school • Alternatively look at a rates of 4, 5, 6 and 7 graduates with a sliding internal rate <p>** Substitute in attendance * from CCRI category for K-8 schools.</p>

Short-Term Transition Details

% Tested

One short-term concern for all HS programs is percent tested. For ALT HS, it would seem that it would be reasonable to expect at least one score from each FAY student per year until they have completed all 6 EOC requirements. Ideally 95% of students who receive a grade for an EOC should be tested. There are important details that need to be considered, such as how to use data from students who do not successfully pass their EOC course or how to hold smaller campuses accountable that do not offer a specific EOC class within a calendar year.

Combatting these issues is tricky and will demand specific ADE guidance. An example of this might be that students may not get credit for an EOC course UNLESS they sit for an EOC exam and have a valid score. For ELE, this would translate to 95% of those enrolled on the first day of the testing window testing.

Performance Label Determinations

In terms of performance label setting, we believe it is important that alternative schools have the same opportunity to earn a like percentage of A, B, C, and D schools as the traditional schools. This was not honored in the past, and we disagree with a decreased ability for alternative schools to earn the highest performance labels for the work that they do.

We are comfortable with a normed curve this year in order to set cut scores, but then we would like to see movement into the next year using fixed cut scores that were developed this year's distribution. We would like to see a 3 category label system such as exceeds expectations (EE), meets expectations (ME) and needs improvement (NI). Cut scores would be crosswalked so that all 3 point labels can be compared to cut points of the traditional model.

The **long-term plan** will look at a total, systemic change for alternative schools. This model will still include achievement and growth, but it will also endeavor to incorporate other powerful indicators of success for alternative students. We are collaborating with alternative education leaders in Colorado, Utah, New York, and California to learn more about the successes and challenges of their pilot models and how they align to (or require waivers from) ESSA. We are continuing to research alternative education best practices. We remain highly interested in capturing data (not currently available) that offers powerful information about alternative education that is standard practice in other states and organizations (including AdvancED). This will include data outside of standardized test scores to measure quality indicators. This is certainly more challenging to collect, but it offers an increased standard of validity in assessing school performance that should not be eschewed for the sake of convenience. In addition to measuring student behaviors, we also intend to create a 'program verification' component that will measure the availability of best-practice programs on the alternative campuses. We are confident that all of this work could culminate in a model that **honors accountability and demands rigorous performance of alternative educators** while recognizing and quantifying the unique work of alternative education in new and compelling ways.



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

Achievement Profiles for Alternative Schools

Alternative Schools' Value to Arizona

Arizona recognizes the value of the educational contributions of alternative schools to society.

Alternative schools re-engage or continue to engage students who are at-risk of not completing high school.

Alternative schools should be recognized for what they do well:

- Engage/re-engage at-risk students in schooling (rather than do what people do when not in school)
- Earn or recover high school credit at a reasonable pace
- Graduate students with a high school diploma while preparing them for postsecondary education and the workforce, thus a lifetime of better earnings

Alternative Schooling:

The National Dropout Prevention Center/Network, based on decades of research and analysis, identifies Alternative Schooling as a Core Strategy. <http://dropoutprevention.org/effective-strategies/>

In 2014, Arizona's State Board of Education approved an updated definition of alternative schools and a process for each school to certify annually its eligibility. <http://www.azed.gov/accountability/alt-school-status-app/>

The clearly identified mission of alternative schools is to serve a specific student population who will benefit from a nontraditional school setting. Arizona uses six categories for student eligibility. <http://www.azed.gov/accountability/alt-school-status-app/> Schools must annually certify that at least 70% of their students belong in at least one of those categories.

Key Points for Arizona School Accountability Model:

Alignment to State Board of Education Principles of Agreement

The proposed model includes multiple measures that are academic in nature.

The alternative school accountability model should be criterion-based. History shows that alternative-accommodation schools demonstrate improvement. Criterion referenced measures allow these schools to be recognized for their work increasing student academic achievement. If a constant distribution scale is used, schools will not obtain labels that reflect their continuous improvement. The model will change over the next few years as Arizona Department of Education gains capacity to add additional measures. The previous model changed. Change plus constant "grading on a curve" frustrates schools and confuses the public. It is an inaccurate way to measure alternative schools' true work. Stability is



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

desirable but not before appropriate measures are incorporated. ADE can suggest to SBE approval to recalibrate the point scale after the model is stable for a few years.

Achievement Profiles/Classification Labels

Arizona Revised Statute 15.241.H states:

Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.

Unique achievement profiles/classification labels for alternative schools allow clear and transparent communication to the public, [Unique Achievement Profiles updated May 2016](#)

Academically Performing (in FY 14, A through C-Alt, 84%)
Academic Improvement Required (in FY 14, D-Alt, 9%)
Not Rated – Other
F-rated alternative schools (in FY 14, 8%)ⁱ

Menu of Assessments

Alternative/accommodation high school students do not follow a traditional sequence when taking ELA and Math courses. Measuring growth for alternative high school students should use the other measures, a menu of vendor assessments or academic credit growth, suggested.

The testing windows for AzMERIT result very often in the assessment not being available as an “end of course” assessment for alternative high schools’ students. Alternative high schools educate students with block scheduling or beginning with student enrollment throughout the school year. Alternative students need a state assessment that is available “on demand.”

Is there research support that AzMERIT is valid for alternative school high school students? Research shows that vendors had not normed their assessments for alternative education students. Certain vendors are in the process of norming and setting growth goals for alternative education students.

Two assessments that do appear in the recommendations of the College and Career Ready Task Force are

- Accuplacer
- ASVAB

In addition, vendor assessments sensitive to skill levels of all alternative school students may include

- Galileo
- GED Ready (GED Practice Test)
- STAR



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

Model using Multiple Measures		Short Term Transition	Long Term Goals
Indicators	Alternative Accountability Aligns with School Mission ⁱⁱ	Phase-in as data is available	<p>A truly sensitive alternative school accountability model does not simply use the traditional model indicators.</p> <p>A current review of alternative accountability models in other states including AR, CA, CO, NY, & UT suggests other indicators that are not currently used/available in Arizona.</p> <p>http://www.ccrscenter.org/products-resources/ask-the-ccrs-center/what-can-states-learn-about-college-and-career-readiness</p> <p>The Consortium is actively collaborating with alternative educators and researchers nationwide to create suggested domains and appropriate accountability measures outside of standardized testing.</p> <p>As has been done in other states such as AR, CA, CO, and UT, ADE should convene its Alternative Accountability Advisory Group to develop a genuinely appropriate and innovative alternative accountability framework and make evidence-based recommendations to the State Board of Education.</p>
Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱⁱ	Academic Persistence Reengagement (option for schools with 25% or more recovered dropouts ^{iv})	
Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth	Menu of Vendor Assessments OR Academic Credit Growth OR AzMERIT for all three administrations	
Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate” ^v	Rate as calculated as best of 4 th , 5 th , 6 th , or 7 th year adjusted cohort (2014 ADE alternative school model) or Increased rate (similar to ADE 2012 alternative school model) or One-year graduation “rate”	
College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment	CTE credit earned Service learning credits Dual enrollment credit Internships	
English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment	Additional Points for Improvement in performance band on state adopted Assessment ^{vi}	



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State Board of Education’s Conceptual Model for Traditional High Schools Compared with Recommended Model for Alternative Schools

Guidance on weight	Indicators*	Model using Multiple Measures	
40%	Proficiency, Statewide Assessment	Indicators	Alternative Accountability Aligns with School Mission ⁱ
20%	Growth, Statewide Assessment	Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱ
15%	High School Graduation Rate	Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth
15%	College and Career Readiness	Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate” ⁱⁱⁱ
10%	Proficiency and Growth, English Language	College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment
		English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment

ⁱ Percentage is greater than 100 due to rounding.

ⁱⁱ See choice in Colorado’s Accountability Model for Alternative Education Campuses, [Selection of Accountability Measures for Alternative Education Campuses](#)

ⁱⁱⁱ Do former dropouts stay enrolled?

^{iv} Percentage should be set after viewing impact data. At this point, it is arbitrary to set a percentage.

^v Do graduation-eligible students graduate at end of the school year?

^{vi} A poll of Arizona Alternative Education Consortium members shows only a quarter have an ELL n-size of ≥10.