



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 30<sup>th</sup> 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  
Wednesday, February 1, 2017  
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. 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 modeling plans by the Arizona Department of Education (ADE) on the draft A-F school accountability plan for K-8.
3. Presentation, discussion and possible action regarding modeling plans by ADE on the draft A-F school accountability plan for 9-12.
4. 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 Models**

**Dr. Jennifer Fletcher, ADE**

# Agenda



- K-8 Models
- Refinements

# K-8 Business Rules



## 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.
- 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students who took a HS EOC math assessment were utilized for calculations with regarding to HS EOC.
- 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, AOs, K-12 schools, and K-2 schools from the analysis.
  - These models do, however, include schools with unique configurations (e.g., 6 to 6, 8-12, etc.)



# Acceleration/Readiness Metrics



## Grades 5, 6, 7, and 8 HS EOC Math Points

- Compares prior year percentage of students proficient to current year
  - An increase in the percentage of Grades 6, 7, and 8 FAY students taking and passing HS EOC Math = 5 points
  - A 100% in the prior year and 100% in the current year = 5 points
  - A decrease in the percentage of Grades 6, 7, and 8 FAY students taking and passing HS EOC Math = 0 points

**Persistence Rate for 8<sup>th</sup> grade to HS** We will disaggregate data by grade to determine how to proceed.

- The school where the student was identified in 2015 was held responsible for the student's re-enrollment if the student enrolled in any AZ school in FY16 within the first 10 days of the school year.
  - Currently, arbitrary benchmark of 90% was set and used to award points = 5.

## Grade 3 ELA

- Option between:
  - Reduce percentage of Grade 3 ELA students in state bottom quartile from prior year to current year
  - Reduce percentage of FAY minimally proficient Grade 3 ELA students from prior year to current year

**FEP/Second Language – TBD**

**Closing the Subgroups Gap – TBD**

Removed Top 25% ELA and Math, Grade 3 MOWR

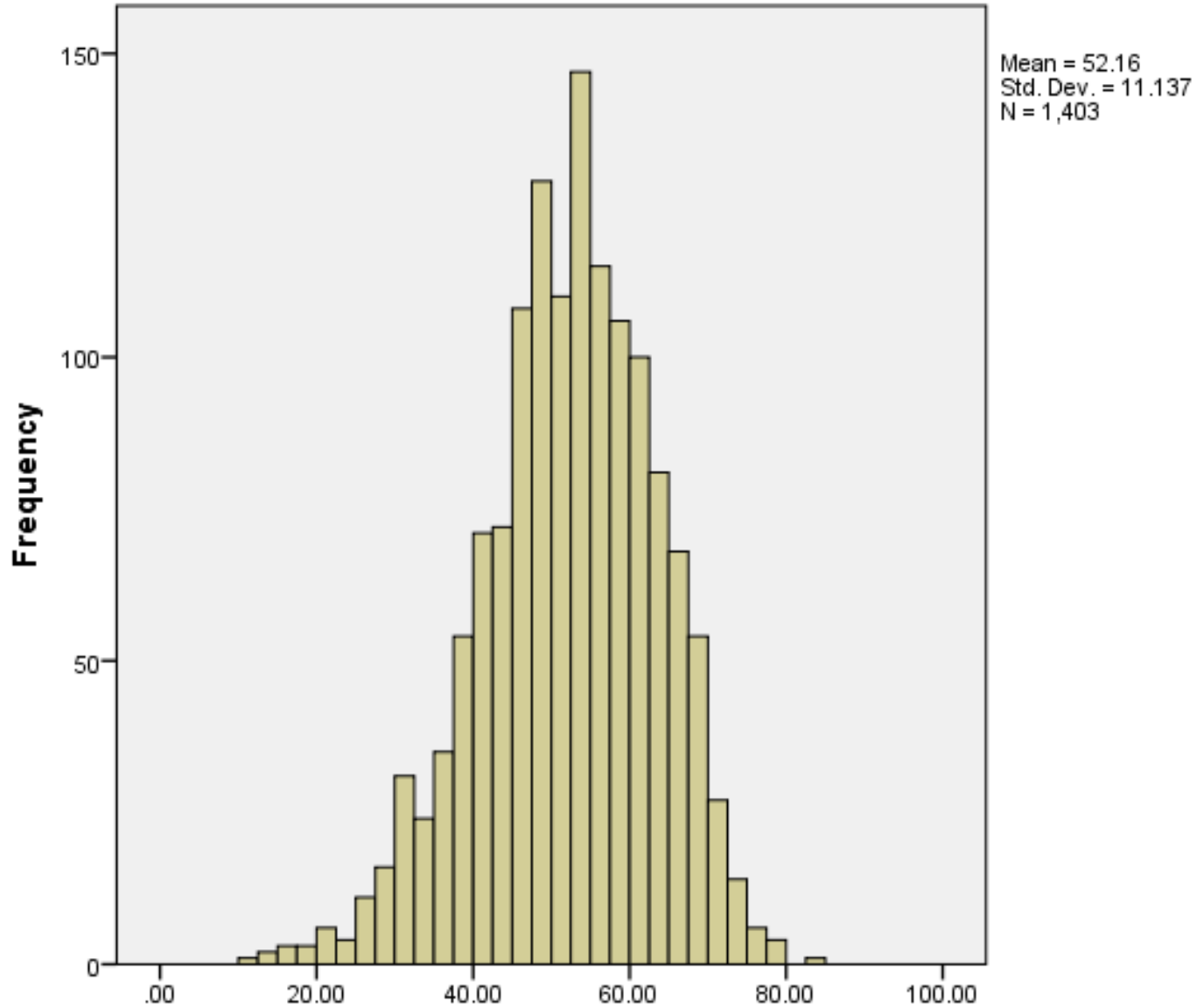
# K-8 Model 1



Category	Component	Weight	Points/Percent
Proficiency	Weighted ELA, Math, and Science Proficiency (0, .6, 1.0, <b>1.1</b> )	40%	40%
Growth	SGP ELA, Math	15%	40%
	SGT ELA, Math	15%	
	Bottom 25% Students' SGP	5%	
	Bottom 25% Students' SGT	5%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Best 2 of: Grades 5-8 students percentage change, Persistence rate for Grade 8 to 9, Grade 3 ELA Option	5%	10%



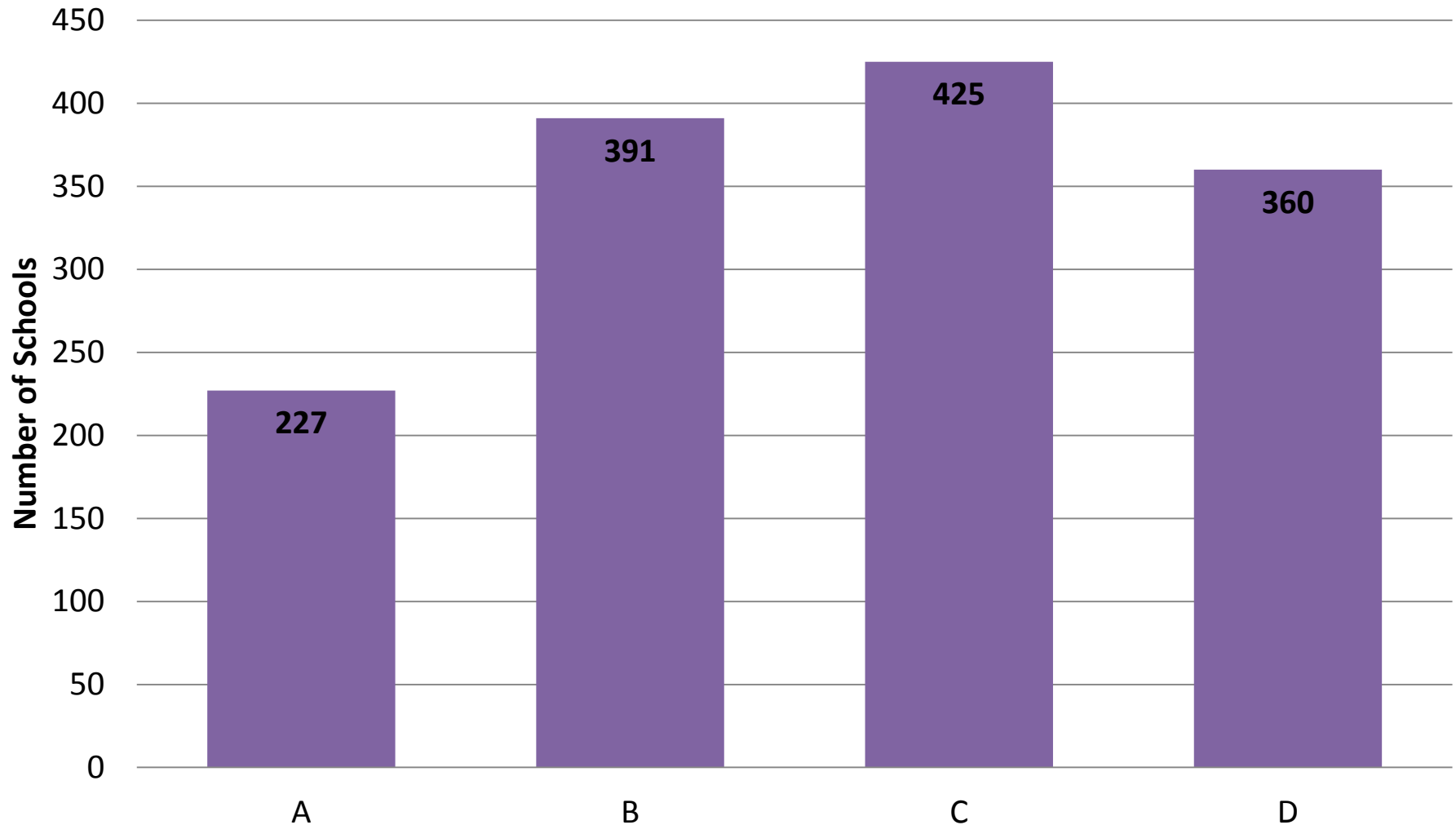
# K-8 Model 1



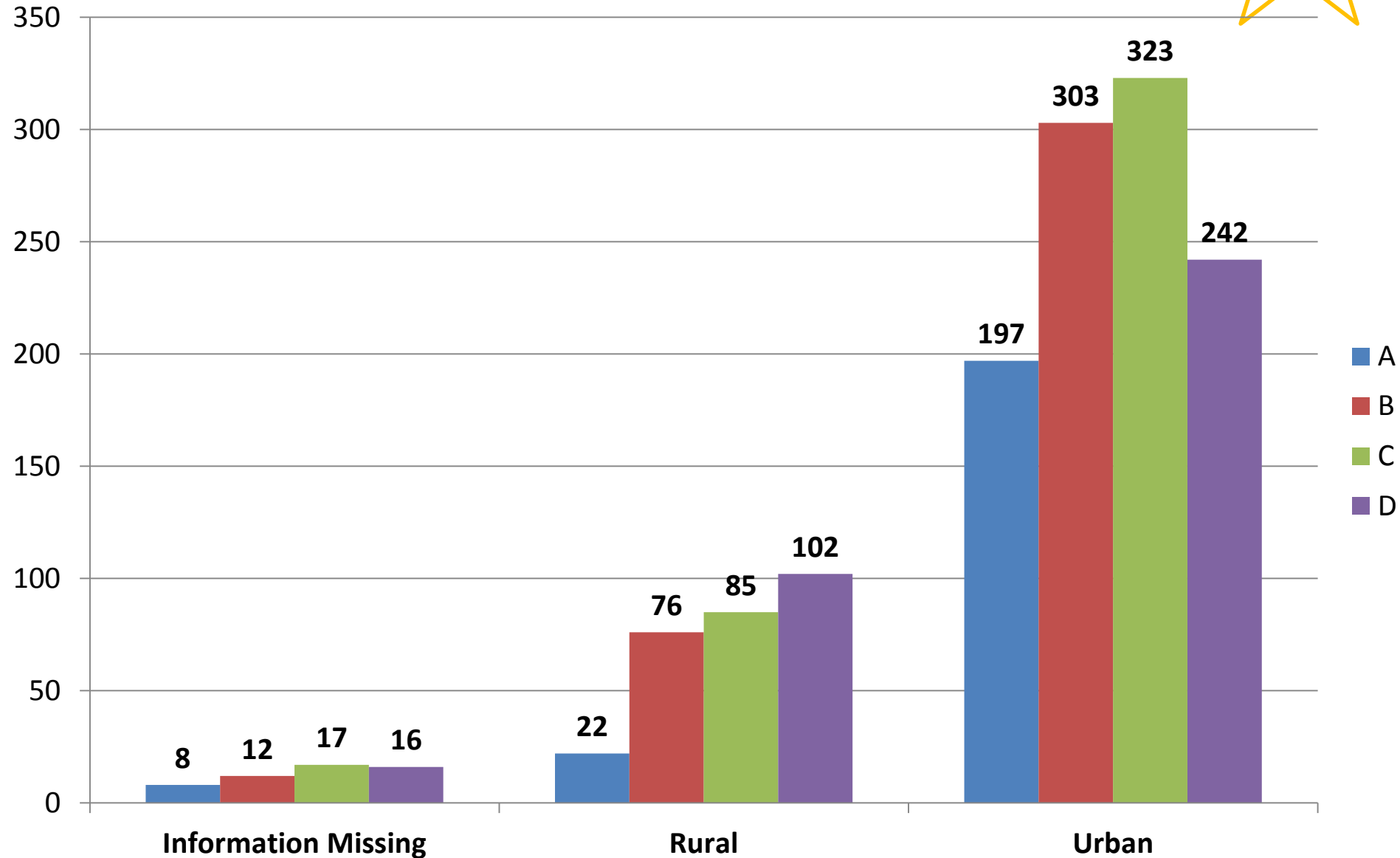
# K-8 Model 1 Projected Letter Grades



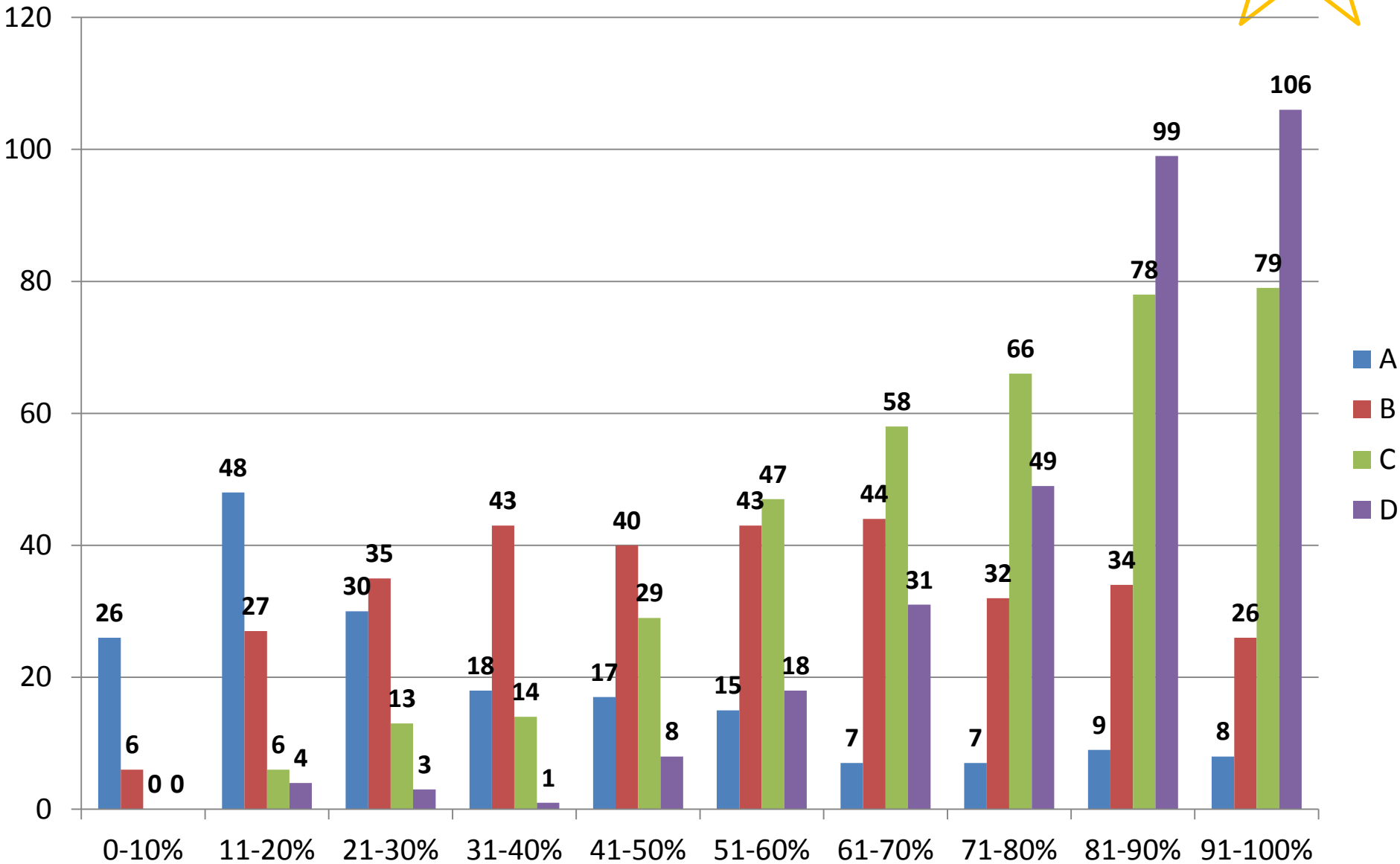
70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D



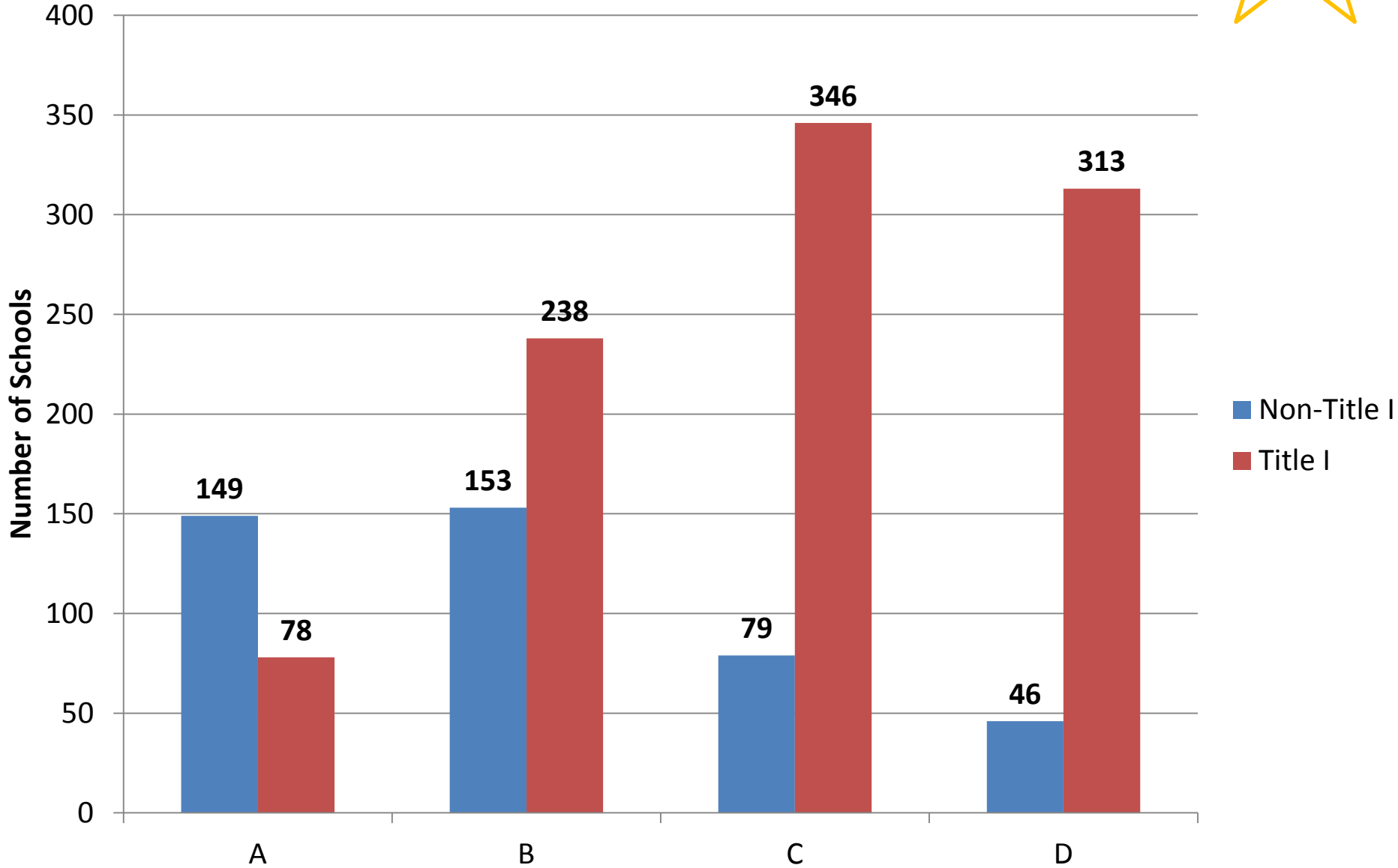
# Model 1 Urban vs. Rural



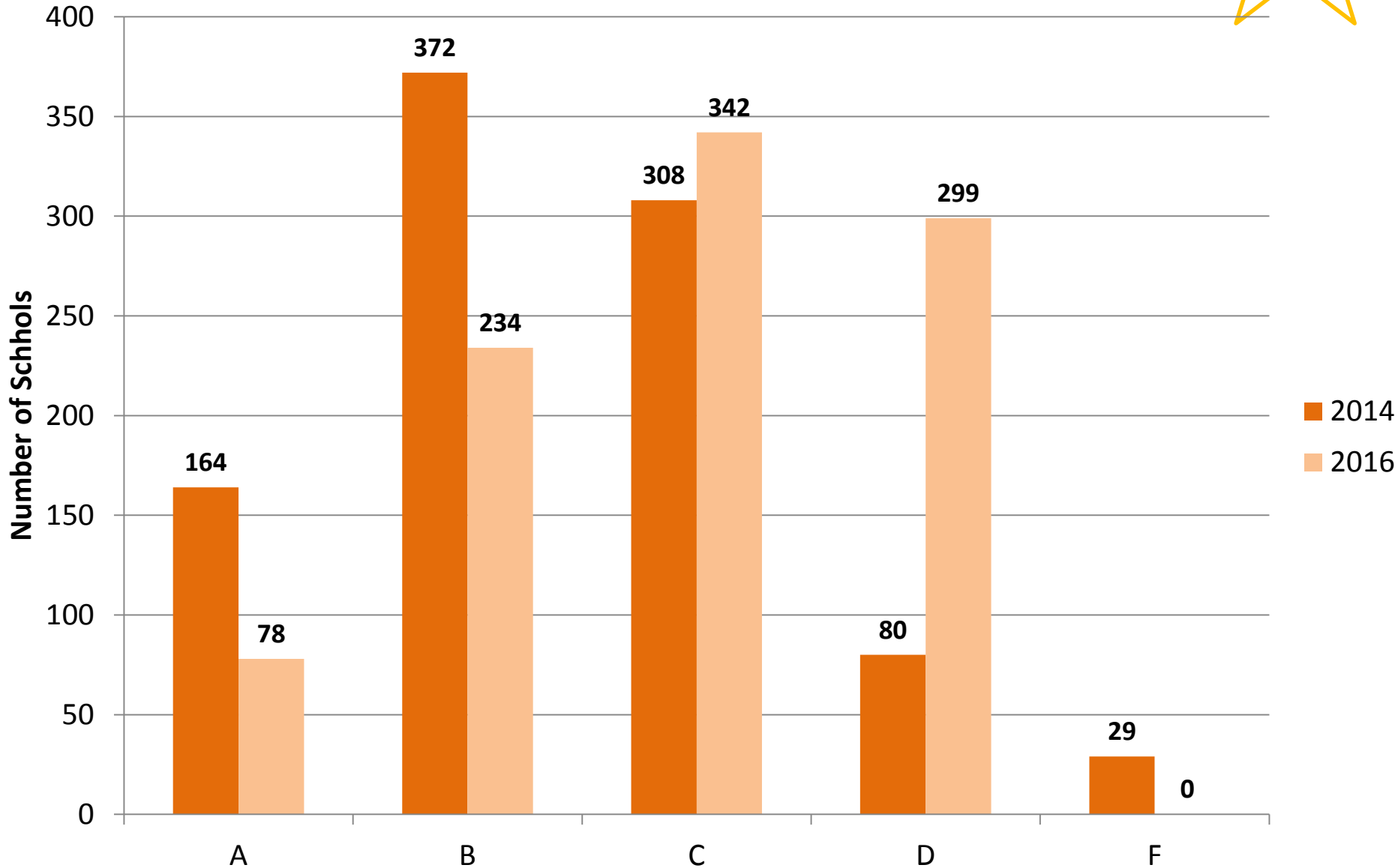
# Model 1 Letter Grade by % of Free and Reduced Lunch Students



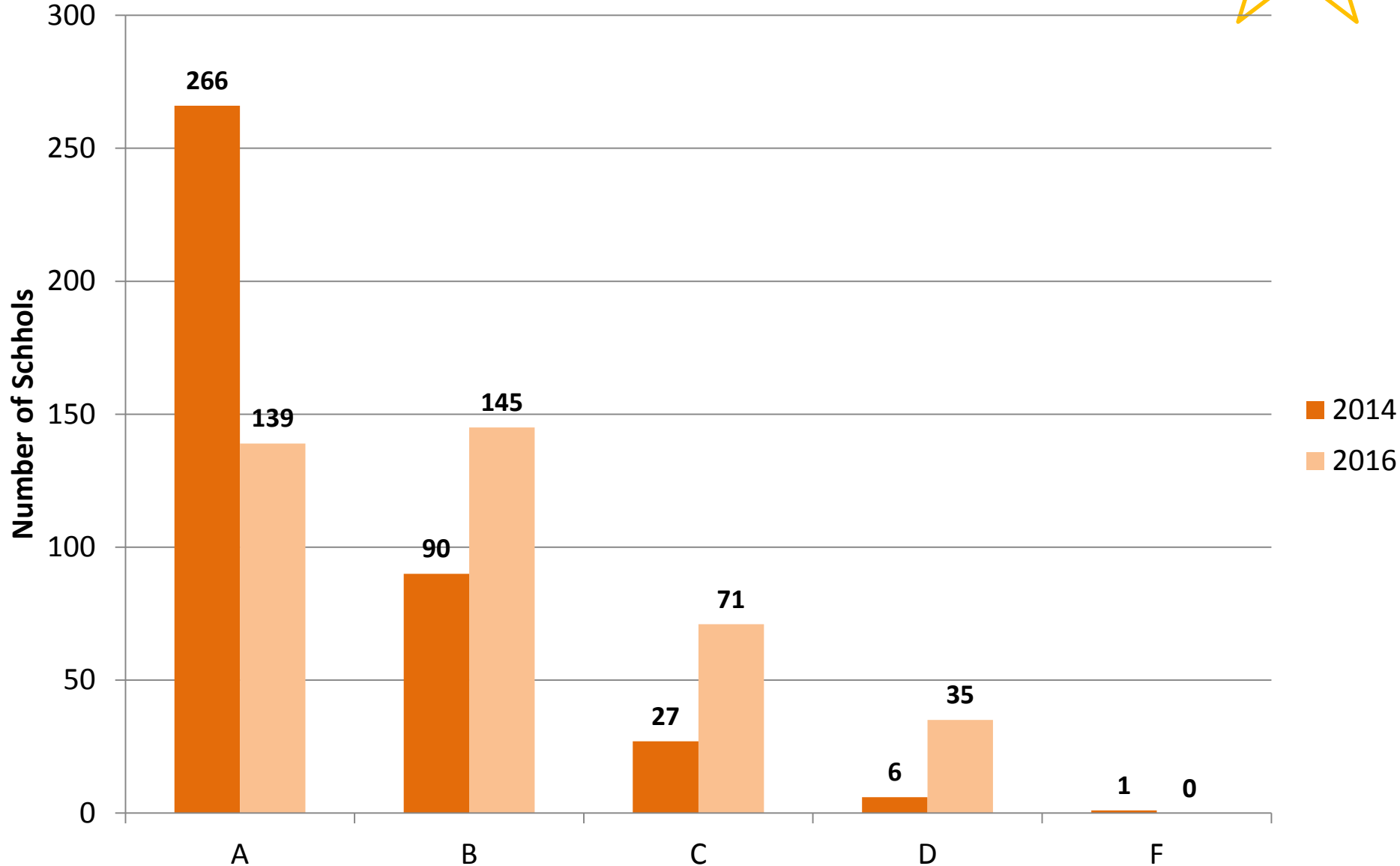
# Model 1 Non-Title I vs. Title I



# Model 1 Title I Schools Letter Grades FY 14 vs FY 16



# Model 1 Non-Title I Schools Letter Grades FY 14 vs FY 16



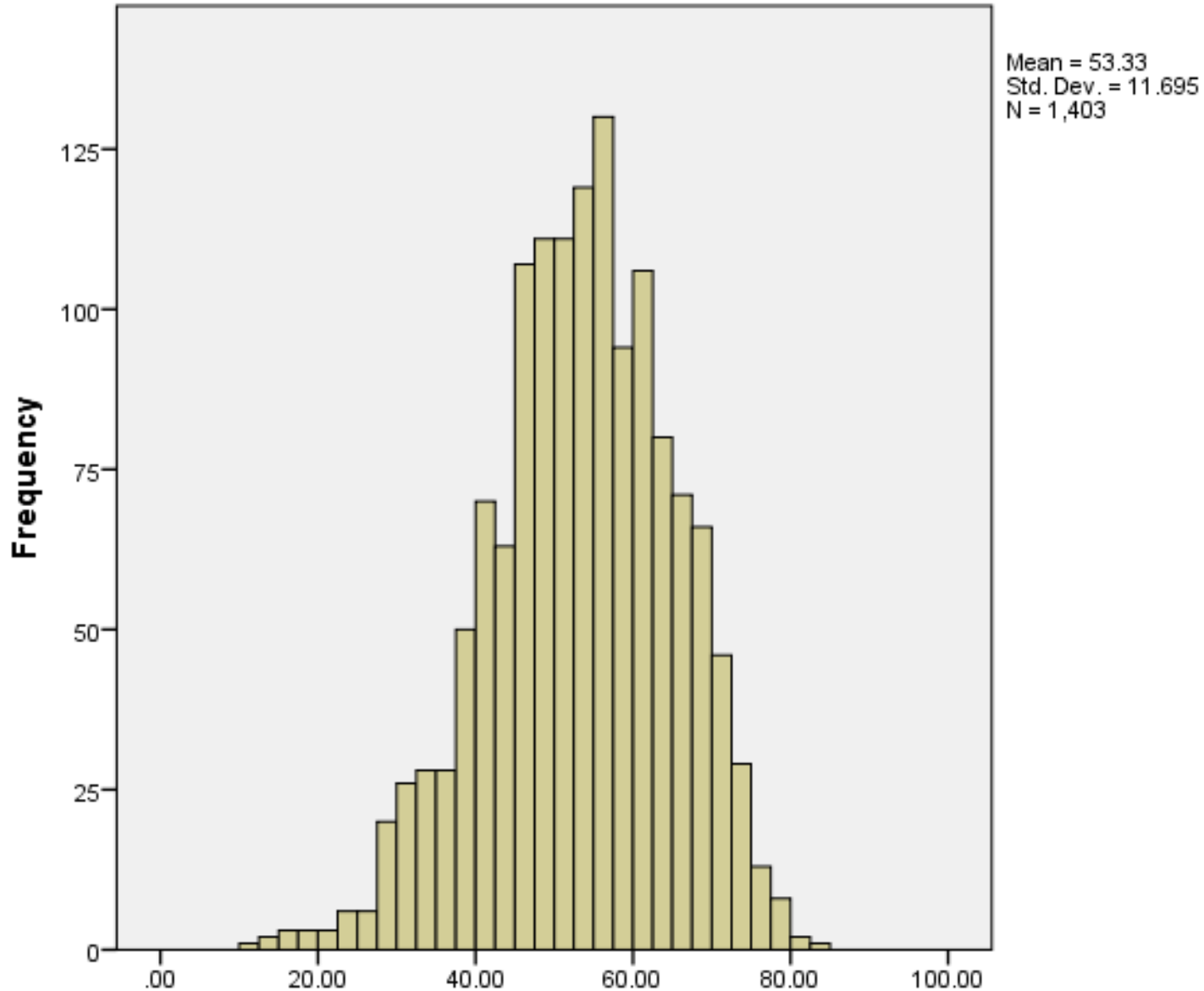
# K-8 Model 2



Category	Component	Weight	Points/Percent
Proficiency	Weighted ELA, Math, and Science Proficiency (0, .6, 1.0, <b>1.3</b> )	40%	40%
Growth	SGP ELA, Math	15%	40%
	SGT ELA, Math	15%	
	Bottom 25% Students' SGP	5%	
	Bottom 25% Students' SGT	5%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Best 2 of: Grades 5-8 students percentage change, Persistence rate for Grade 8 to 9, Grade 3 ELA Option	5%	10%



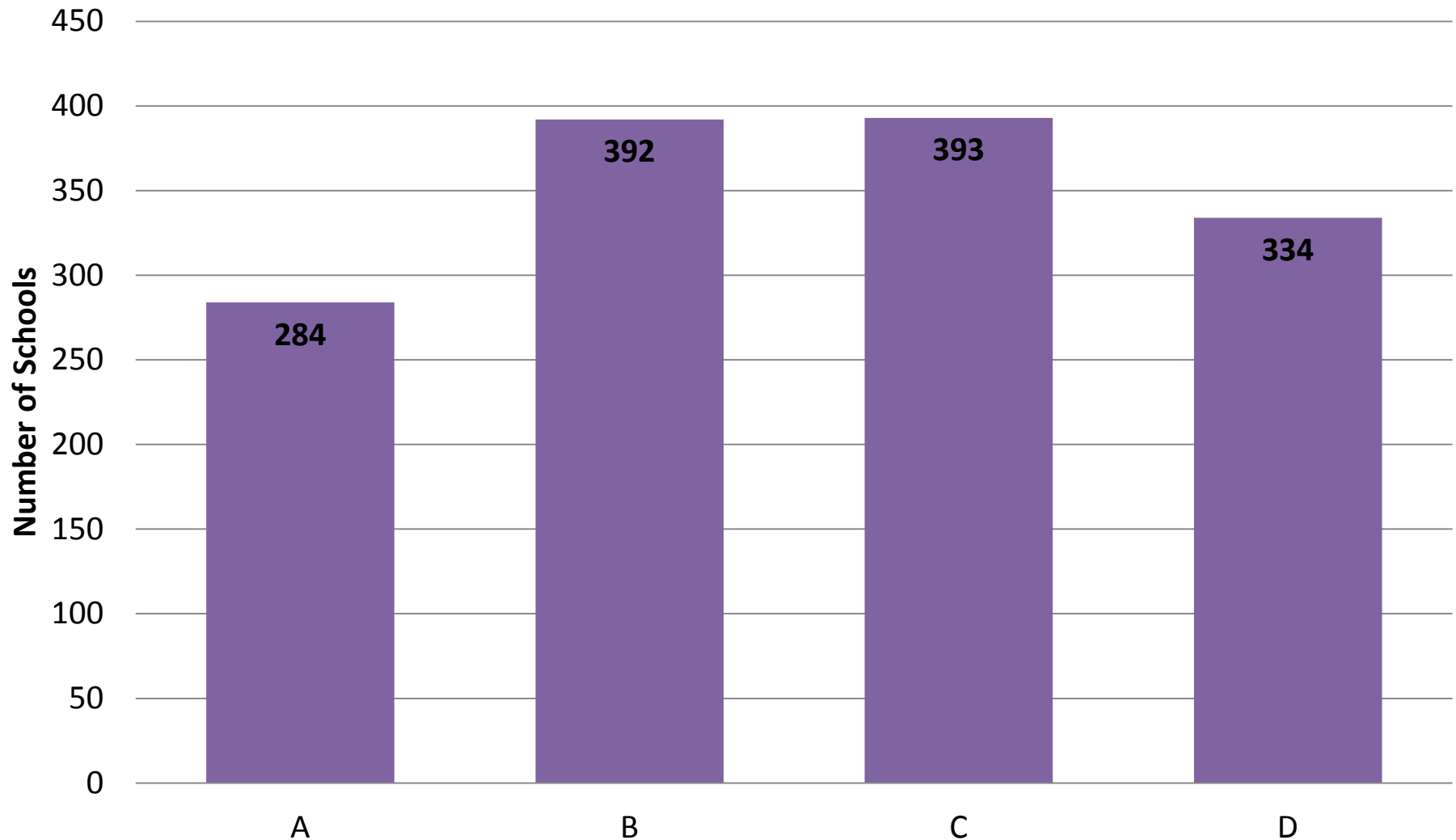
# K-8 Model 2



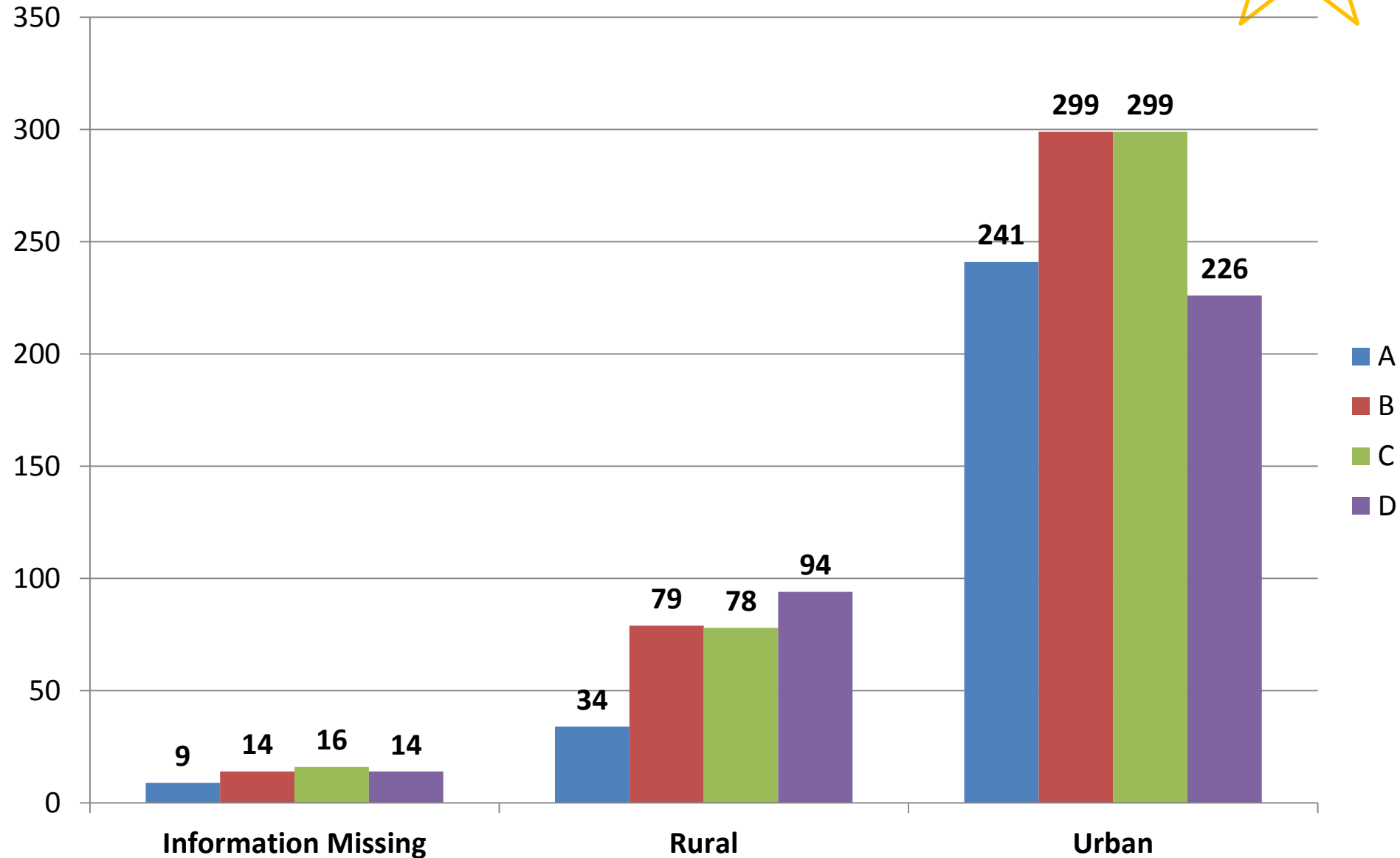
# K-8 Model 2 Projected Letter Grades



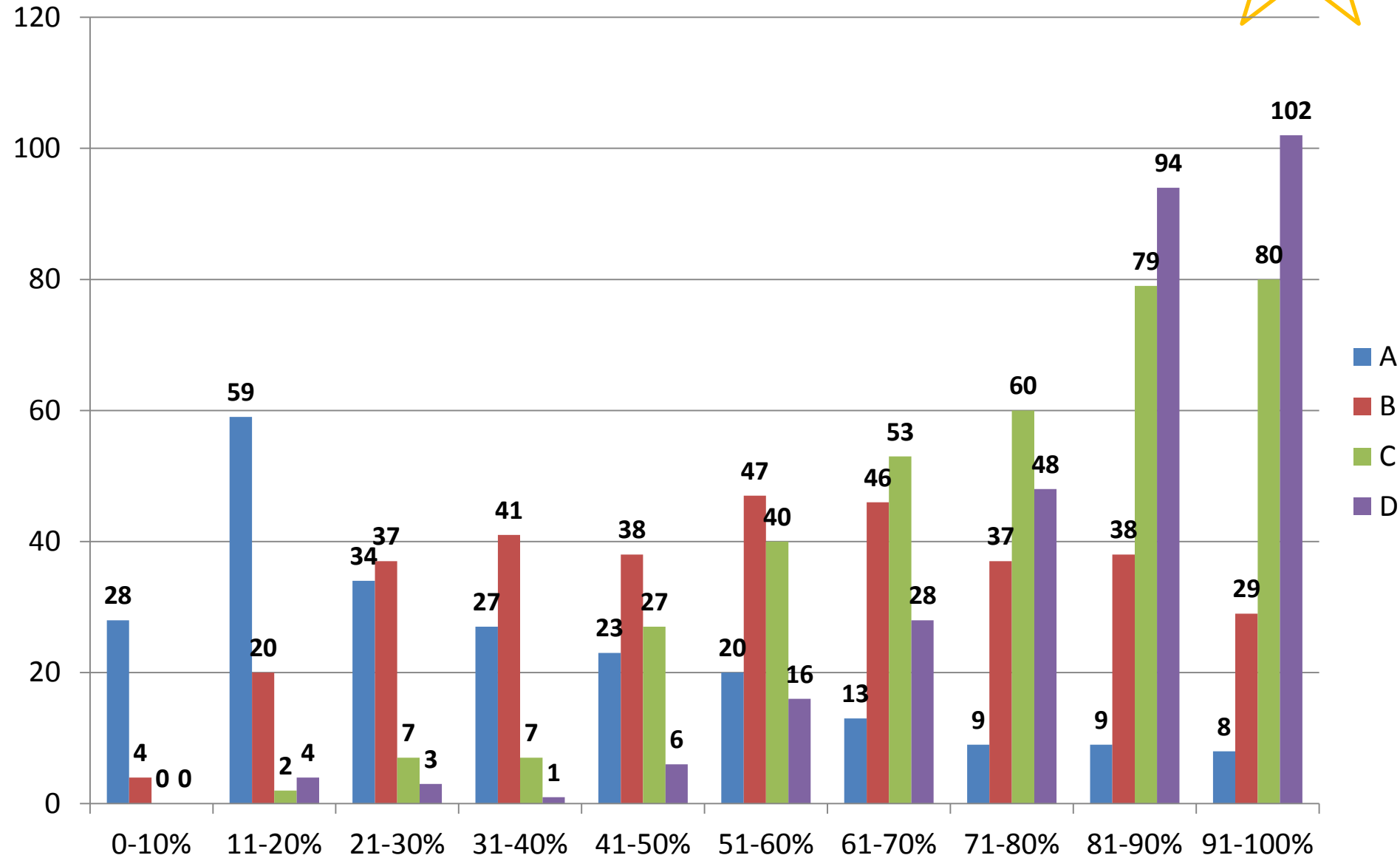
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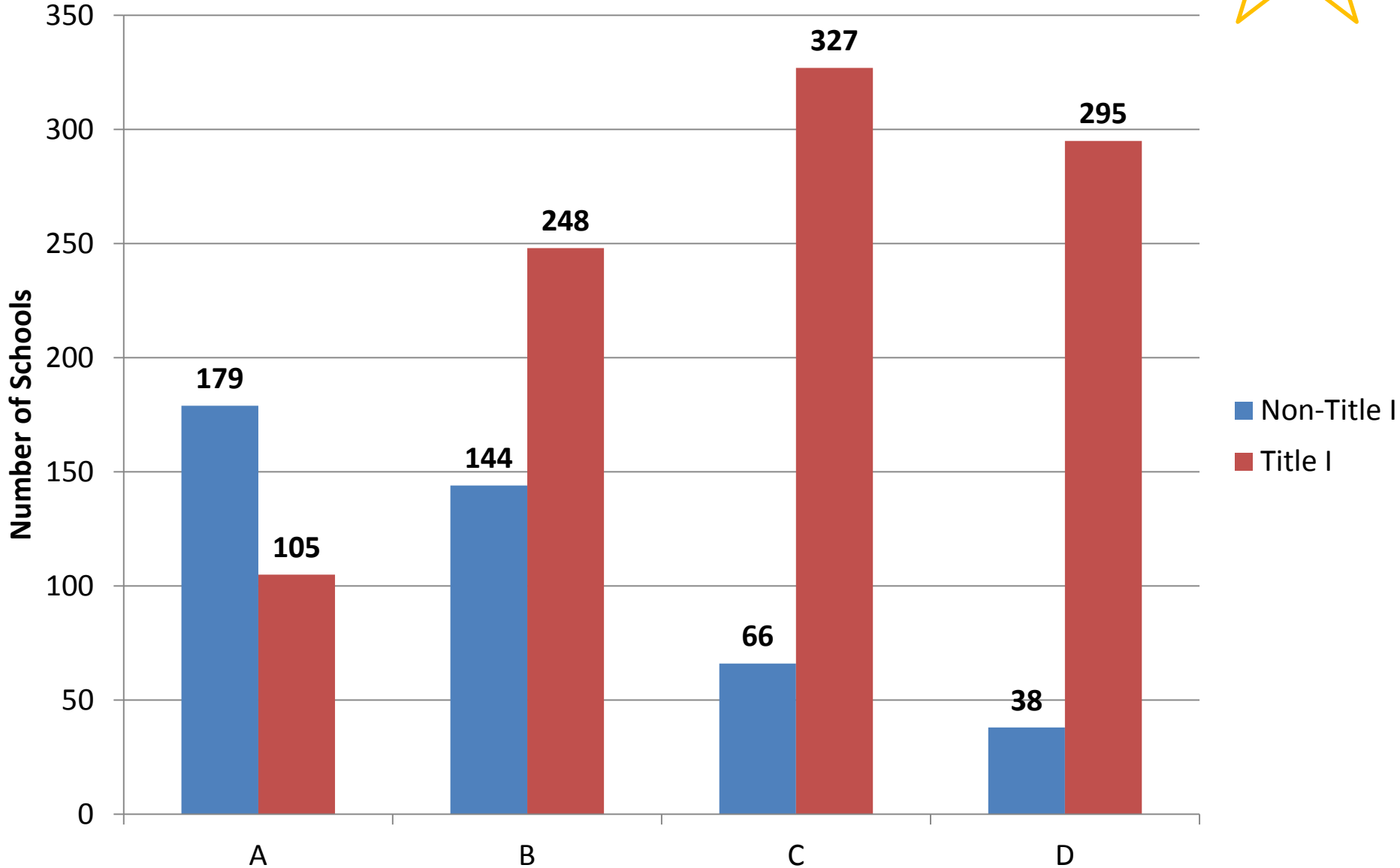
# Model 2 Urban vs. Rural



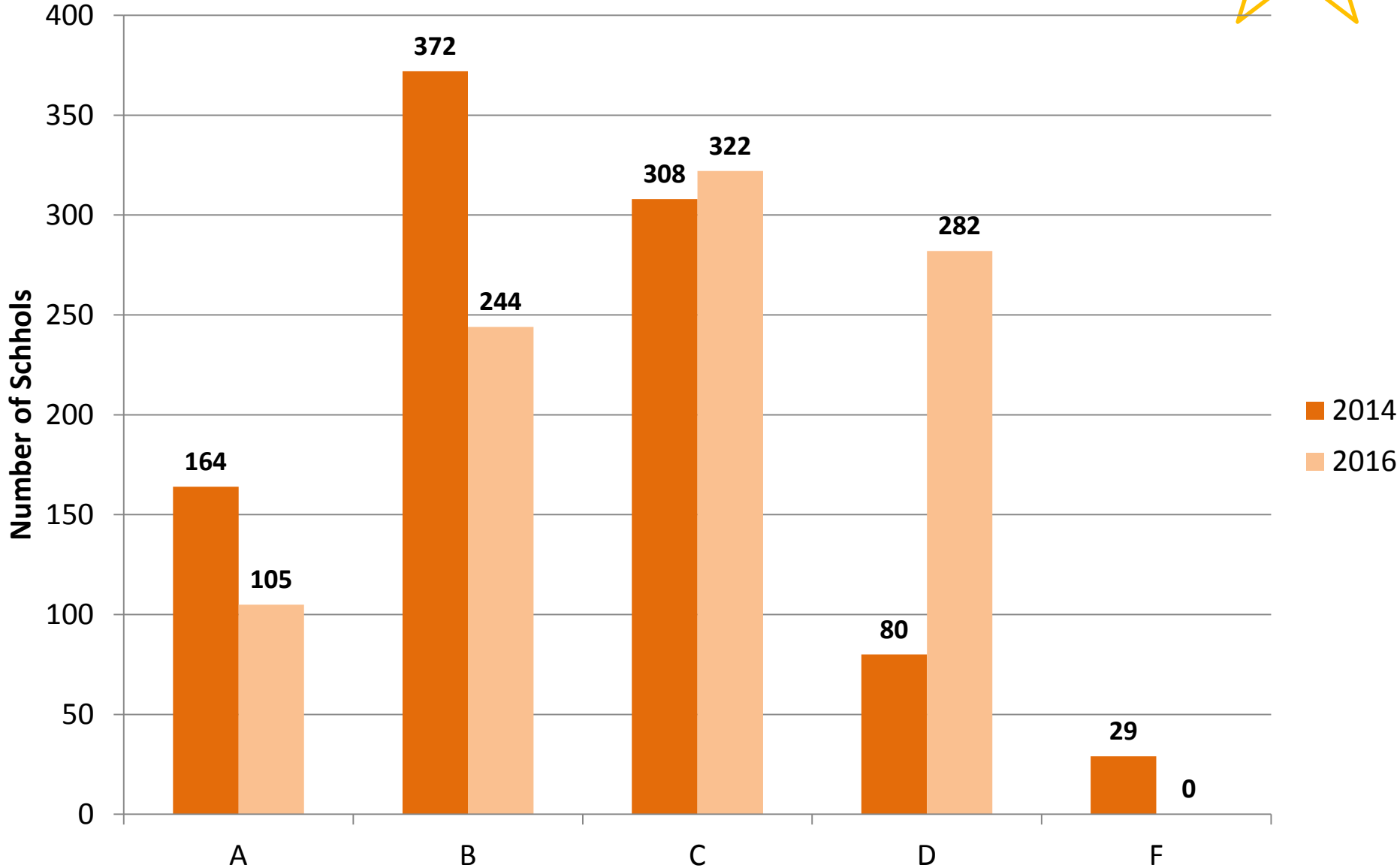
# Model 2 Letter Grade by % of Free and Reduced Lunch Students



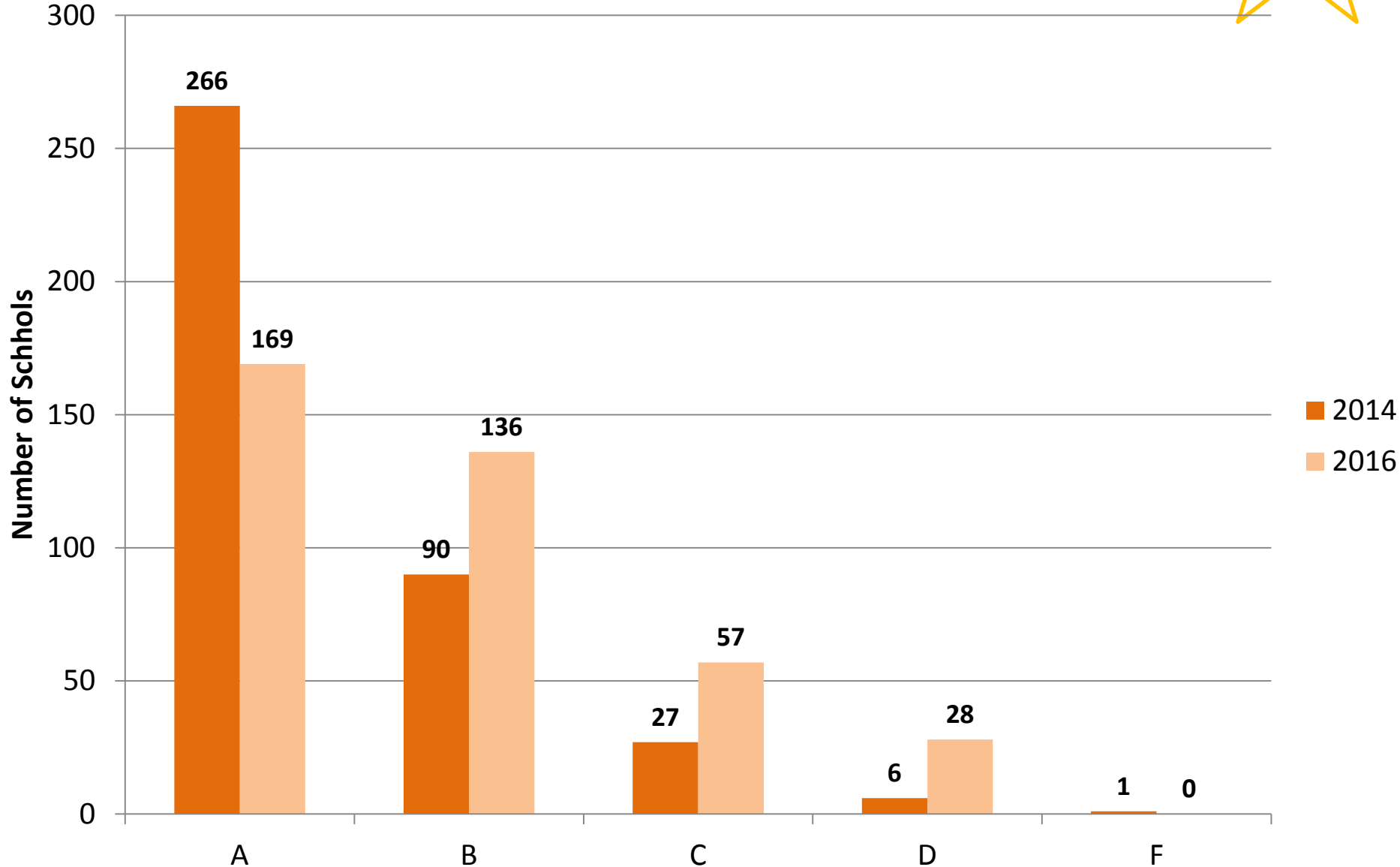
# Model 2 Non-Title I vs. Title I



# Model 2 Title I Schools Letter Grades FY 14 vs FY 16



# Model 2 Non-Title I Schools Letter Grades FY 14 vs FY 16



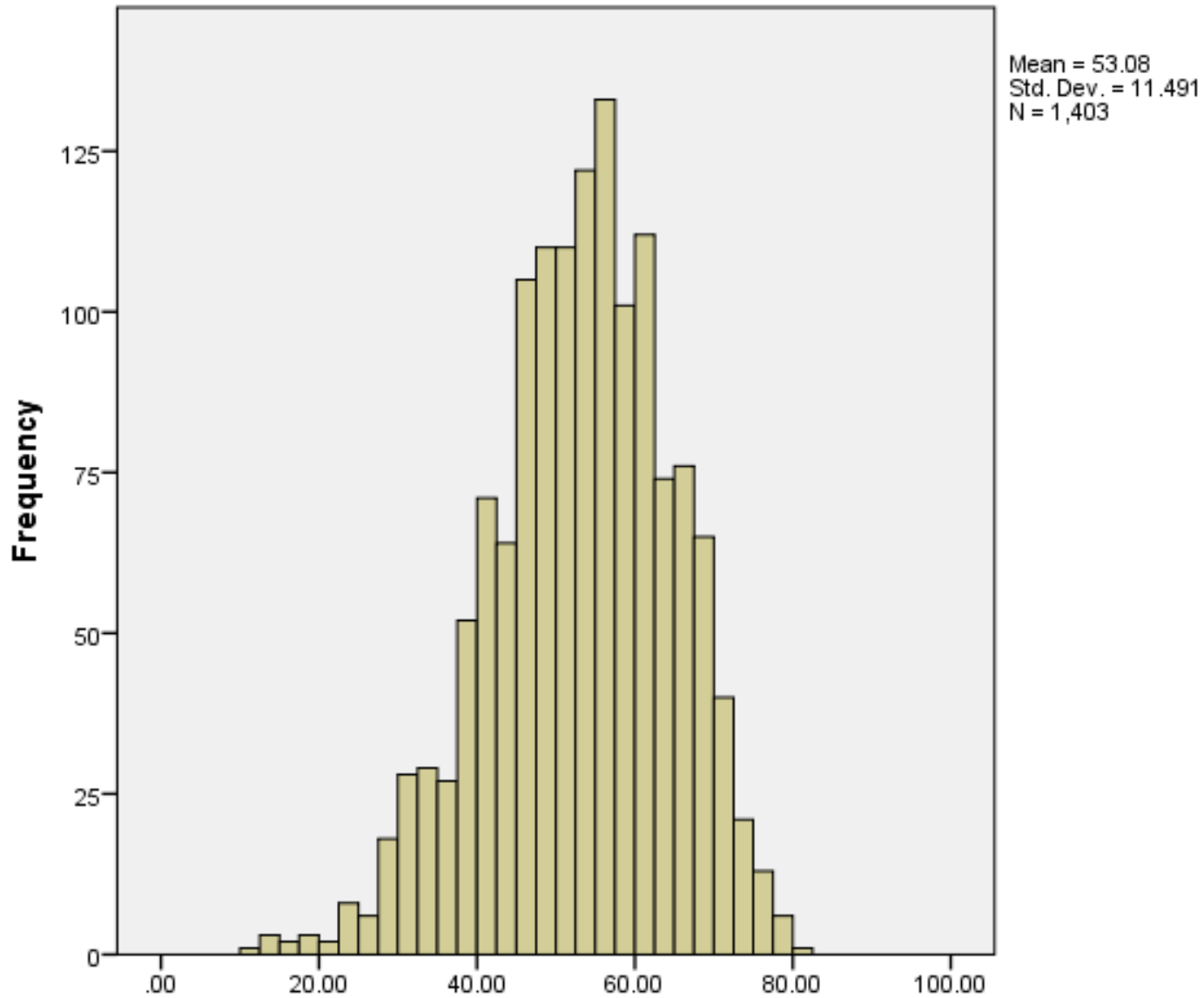
# K-8 Model 3



Category	Component	Weight	Points/Percent
Proficiency	Weighted ELA, Math, and Science Proficiency (0, .6, 1.0, 1,3)	40%	40%
Growth	SGP ELA, Math	20%	40%
	SGT ELA, Math	20%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
Acceleration /Readiness	Best 2 of: Grades 5-8 students percentage change, Persistence rate for Grade 8 to 9, Grade 3 ELA Option	5%	10%



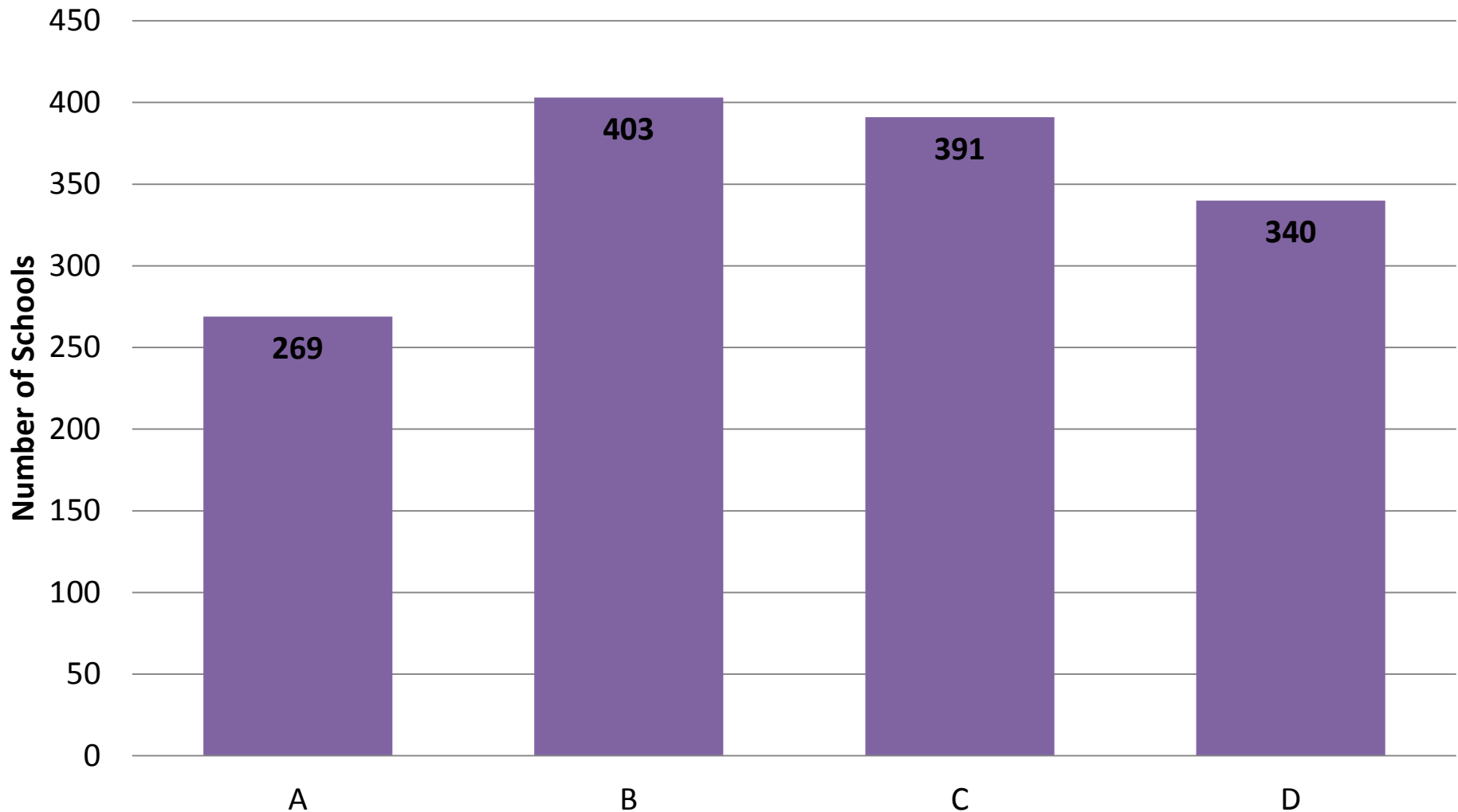
# K-8 Model 3



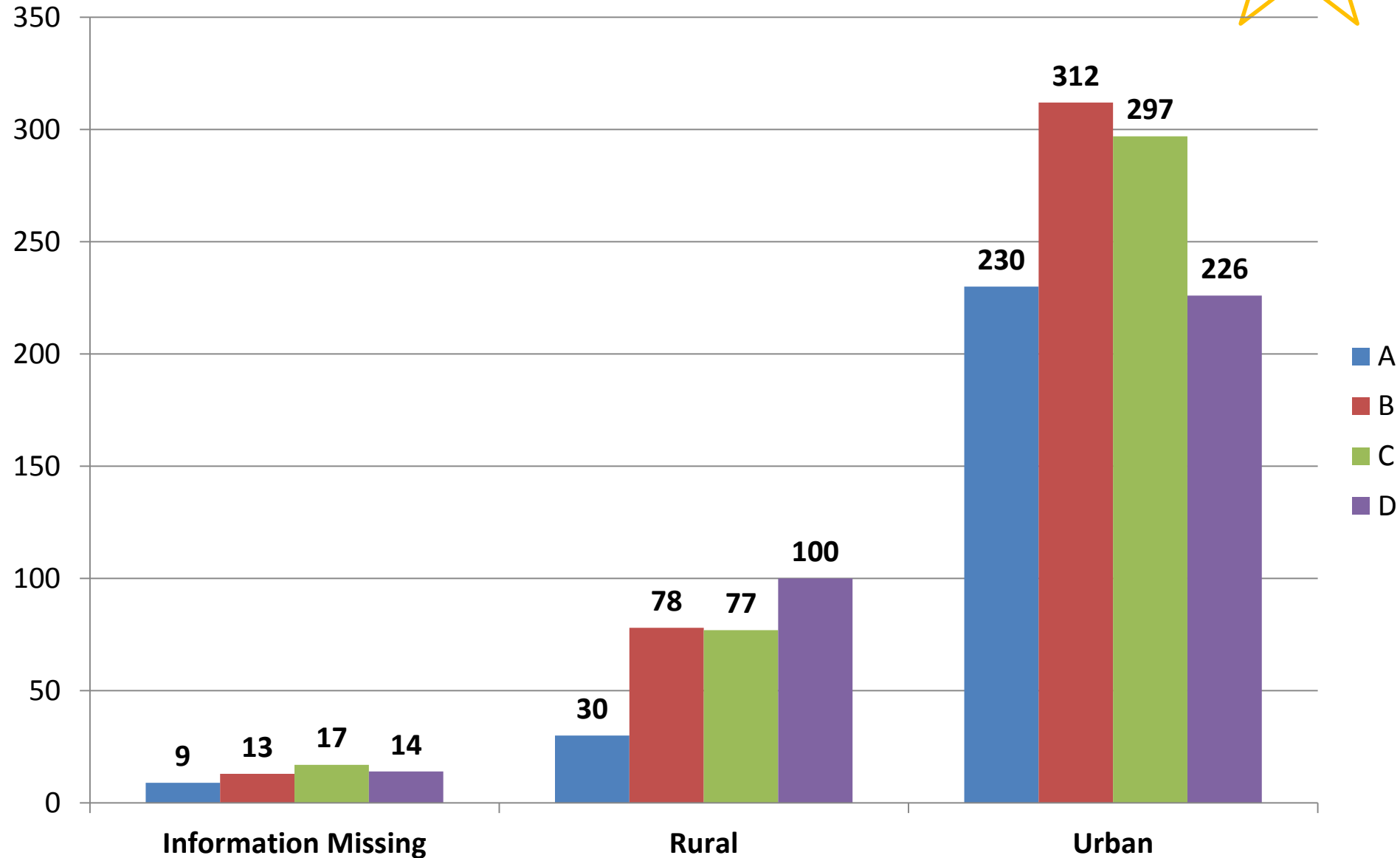
# K-8 Model 3 Projected Letter Grades



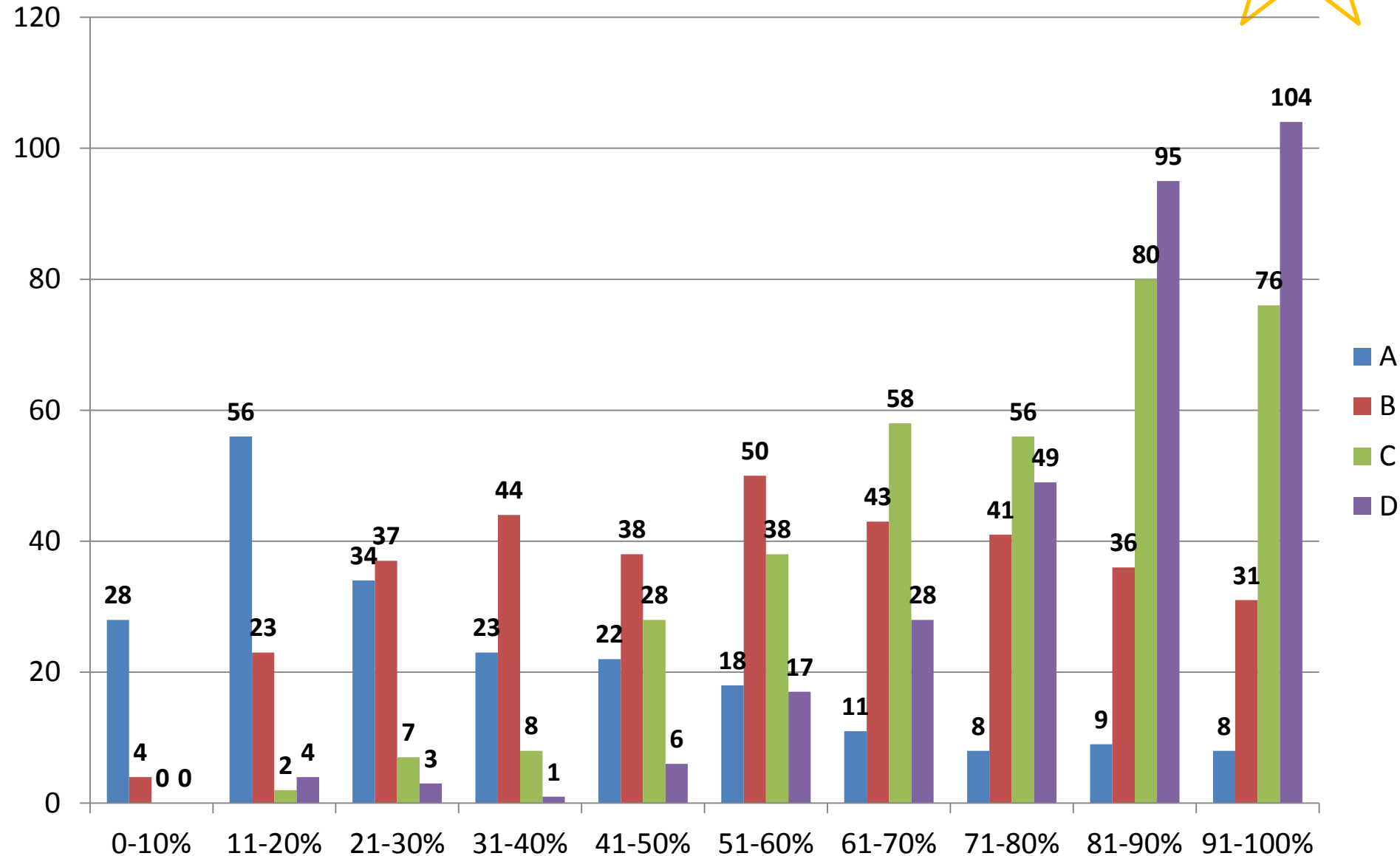
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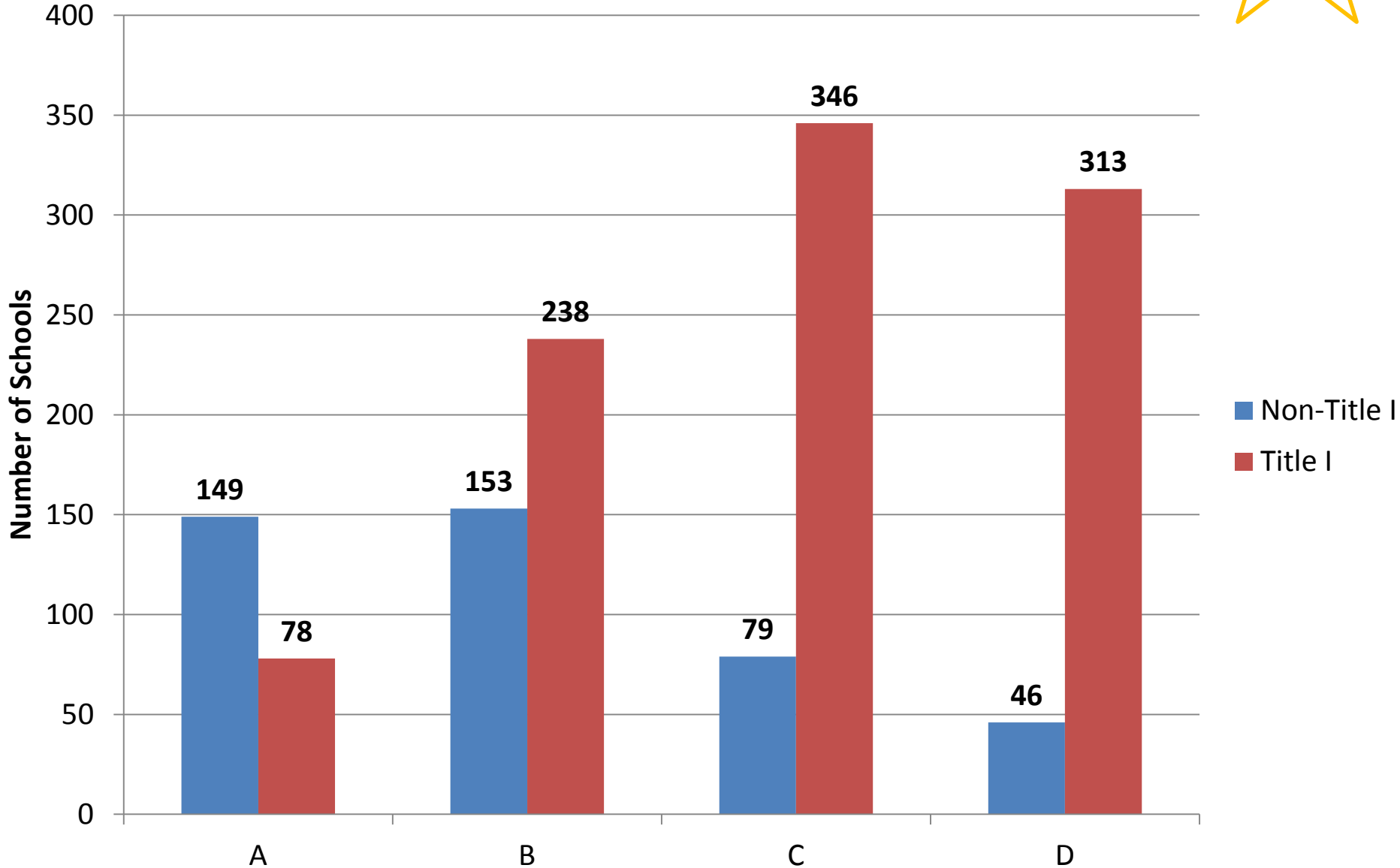
# Model 3 Urban vs. Rural



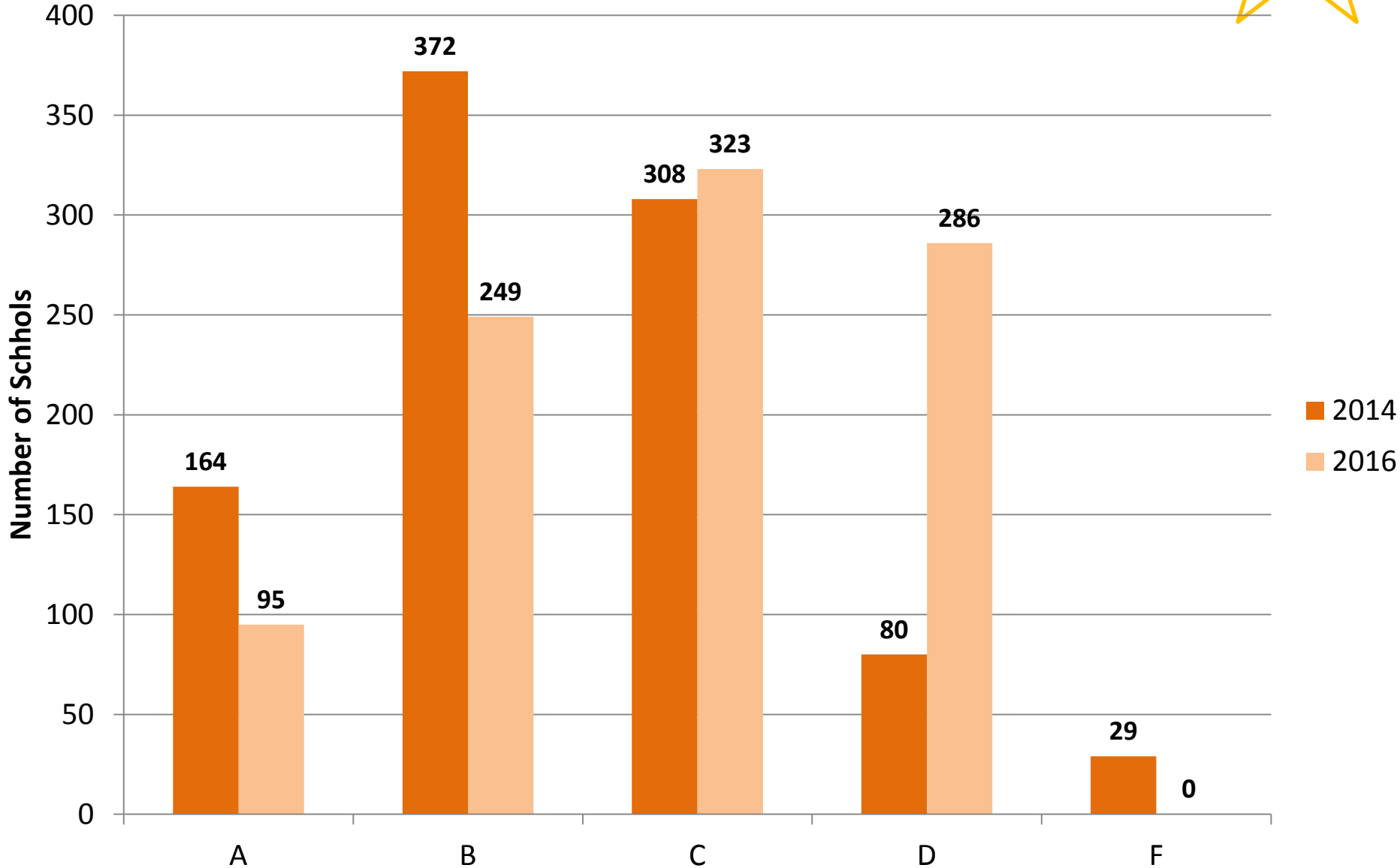
# Model 3 Letter Grade by % of Free and Reduced Lunch Students



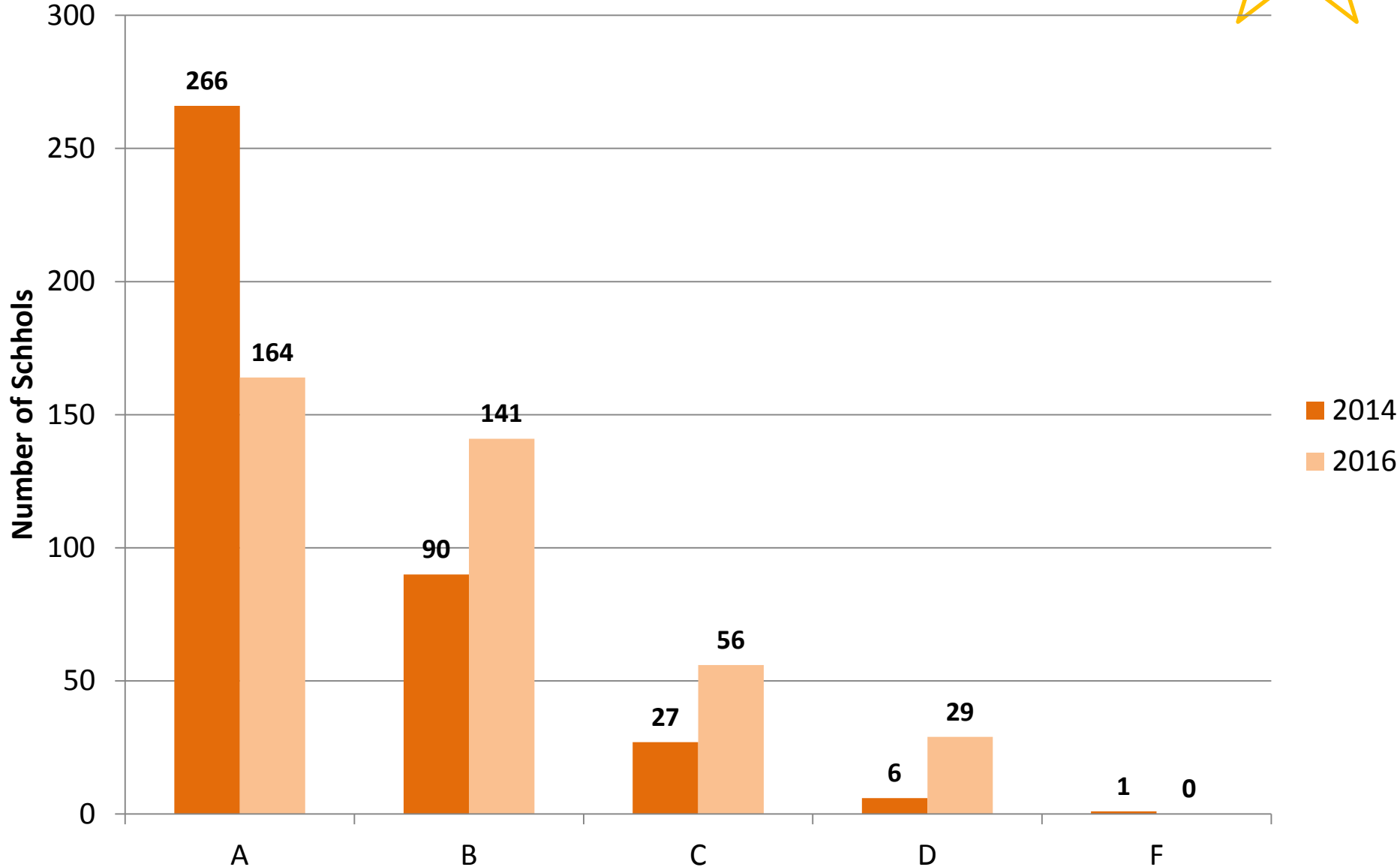
# Model 3 Non-Title I vs. Title I



# Model 3 Title I Schools Letter Grades FY 14 vs FY 16



# Model 3 Non-Title I Schools Letter Grades FY 14 vs FY 16



# Refinements



1. SGP/SGT calculations – concern over correlation with FRL and scale
2. Acceleration/Readiness Menu
  - FEP, closing the gap with subgroups
  - Calculating points for the current indicators – all or nothing versus awarding some points
3. Review of additional metrics and data





# **9-12 Models**

**Dr. Jennifer Fletcher, ADE**

# Agenda



- 9-12 Models
- Refinements

# 9-12 Business Rules



## Business Rules

- Only included schools who served grades 9-12.
- Used FY16 data unless the calculation (e.g., growth, CCR, etc.) required two (or more) years in which case we also included FY15 data.
- FAY data only.
- 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.
  - These models do, however, include schools with unique configurations (e.g., 7 to 12, 8 to 12, etc.)

# SGP and SGT Weighted Matrix



SGP Growth			
HP	0.25	0.5	1
P	0.25	0.75	1.25
PP	0	1.25	1.75
MP	0	1.5	2
	0-33	34-66	67-99
	Low Growth	Average Growth	High Growth

# College and Career Ready



Two different calculations:

1. Student level – uses the scoring presented in the rubric
2. School level – percentage change year over year; increases in more indicators equaled earning more points

Available indicators:

1. SAT Math and English
2. ACT Math, English, Reading, Science
3. AP courses grouped into the following subjects:
  1. History
  2. Math
  3. Science
  4. English
  5. Foreign Language
4. CTE Skills Assessment
5. AzMERIT ELA Grade 11 and Algebra 2
6. Postsecondary enrollment\*
7. FAFSA\*\*

\*Postsecondary enrollment data is incomplete for 2016.

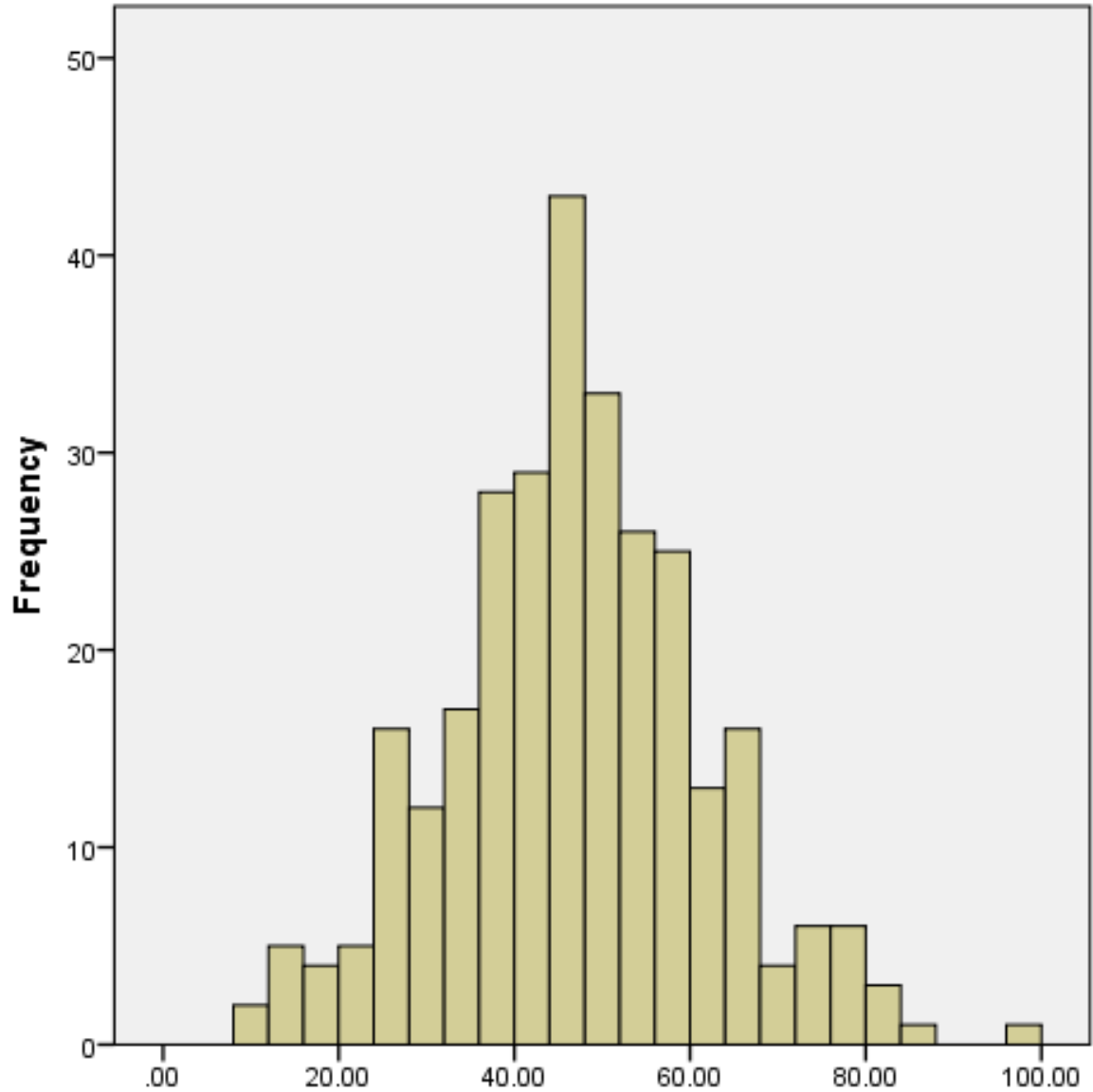
\*\*FAFSA data was only available for modeling at a school level, so it could not be included in the student level calculations.

# 9-12 Model 1



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.1)	40%	40%
Growth	SGP ELA	10%	20%
	Percent Proficient Change Algebra 2	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>Student-level scoring</b> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT, postsecondary enrollment	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

# 9-12 Model 1

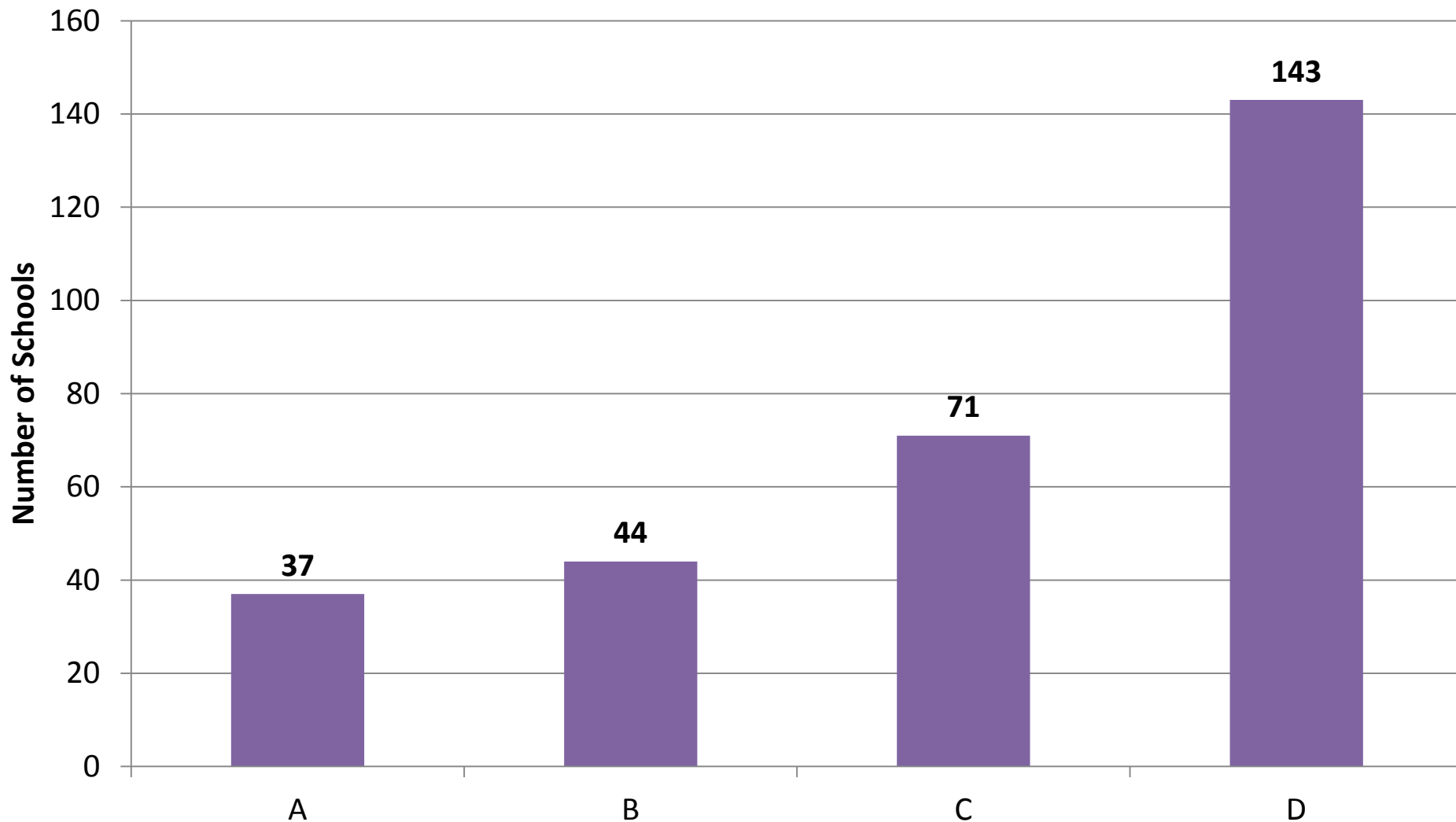


Mean = 46.86  
Std. Dev. = 14.819  
N = 295

# 9-12 Model 1 Projected Letter Grades

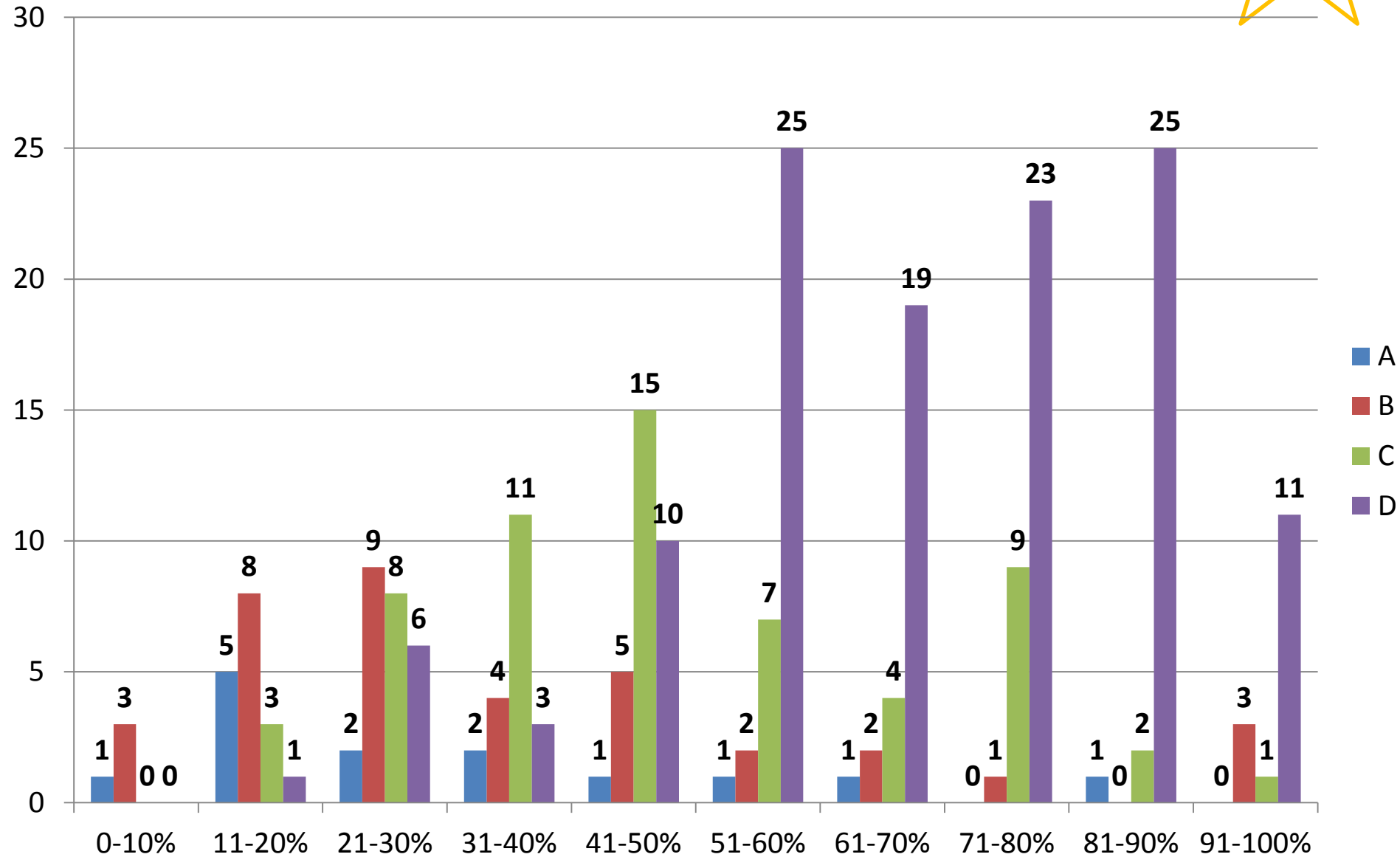


70% or higher total points = A, 60-69% = B, 50-59% = C, below 50% = D





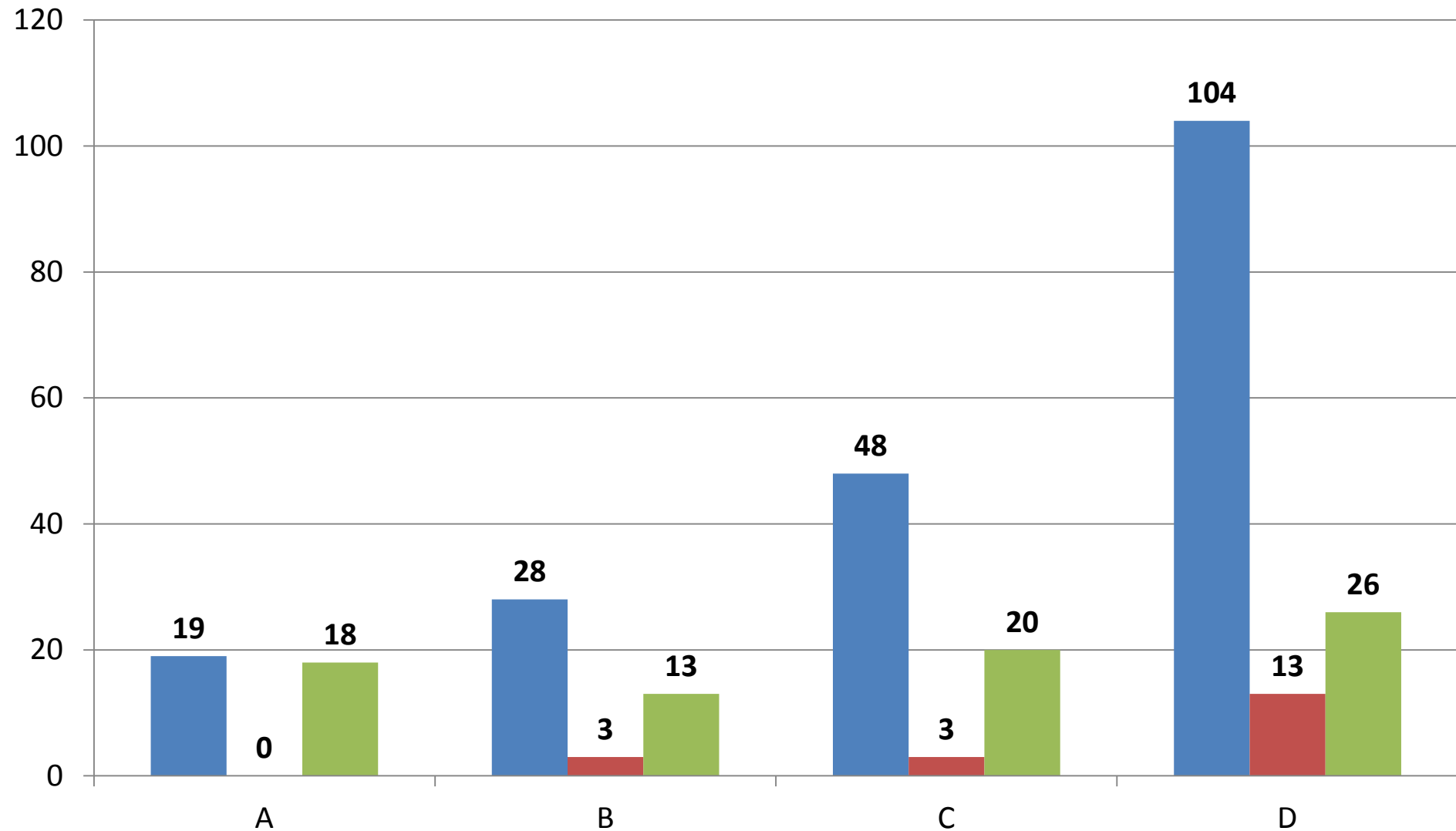
# Model 1 Percent Free and Reduced Lunch



# Model 1 Urban vs. Rural

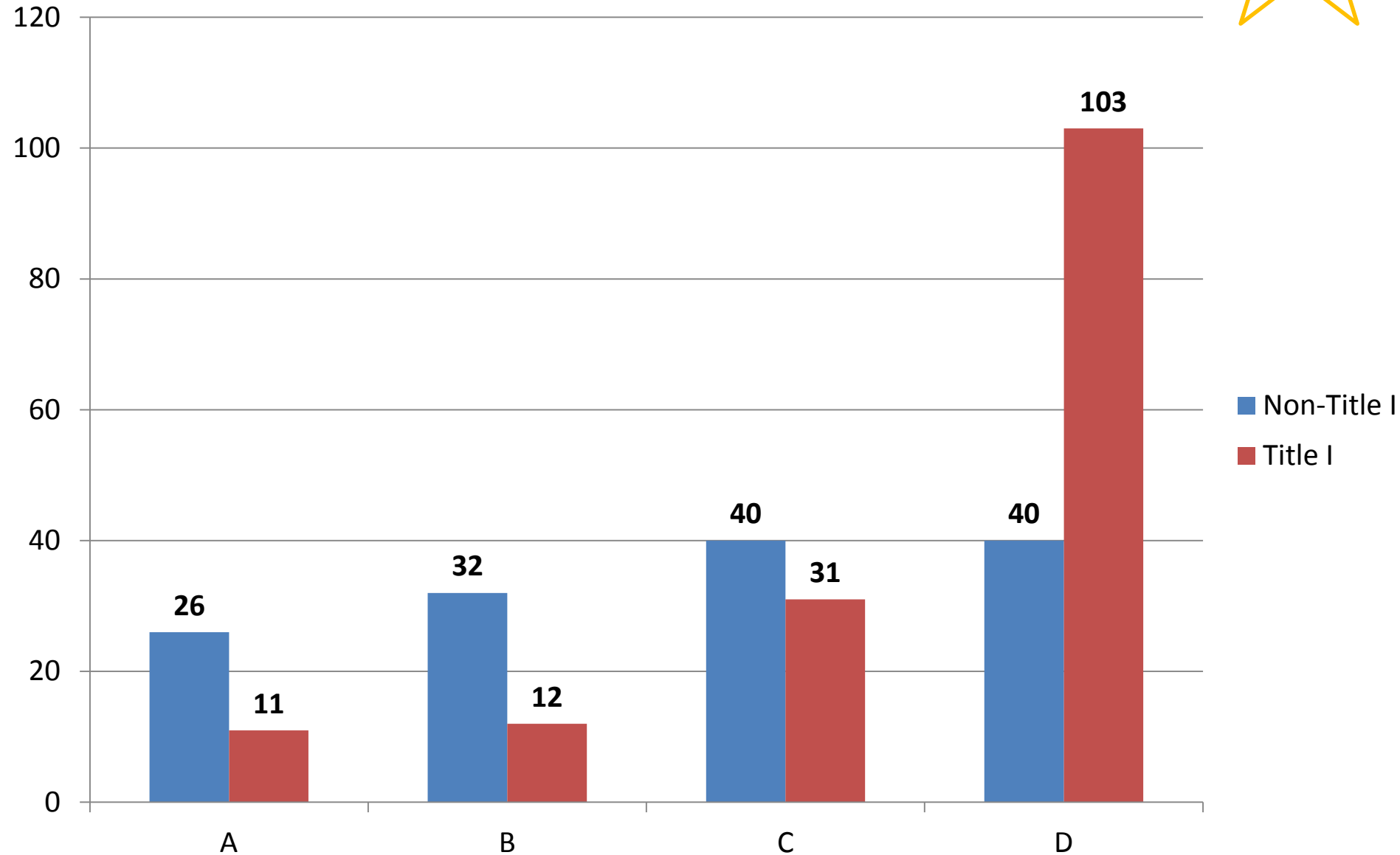


■ Missing Information ■ Rural ■ Urban

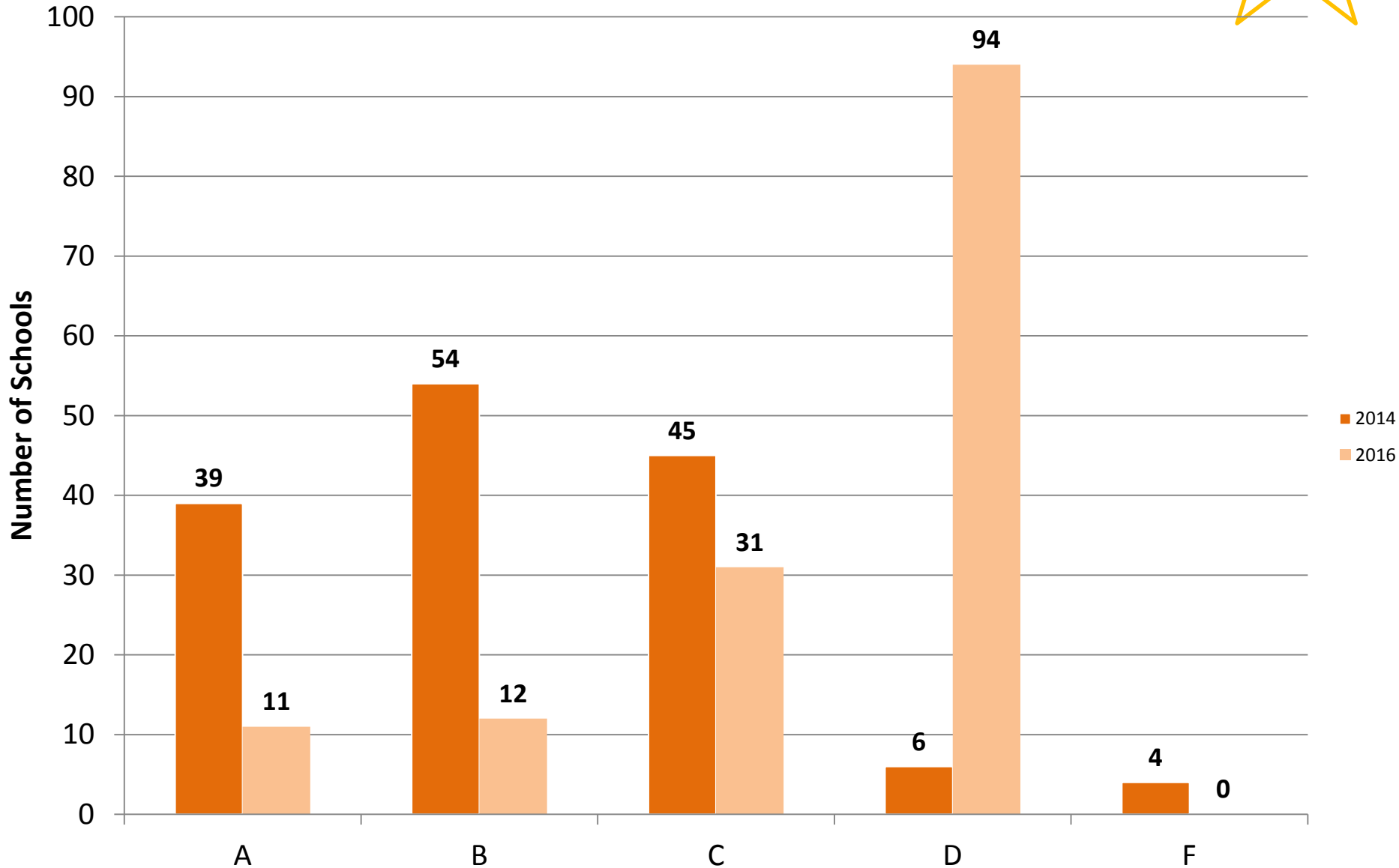


# Model 1

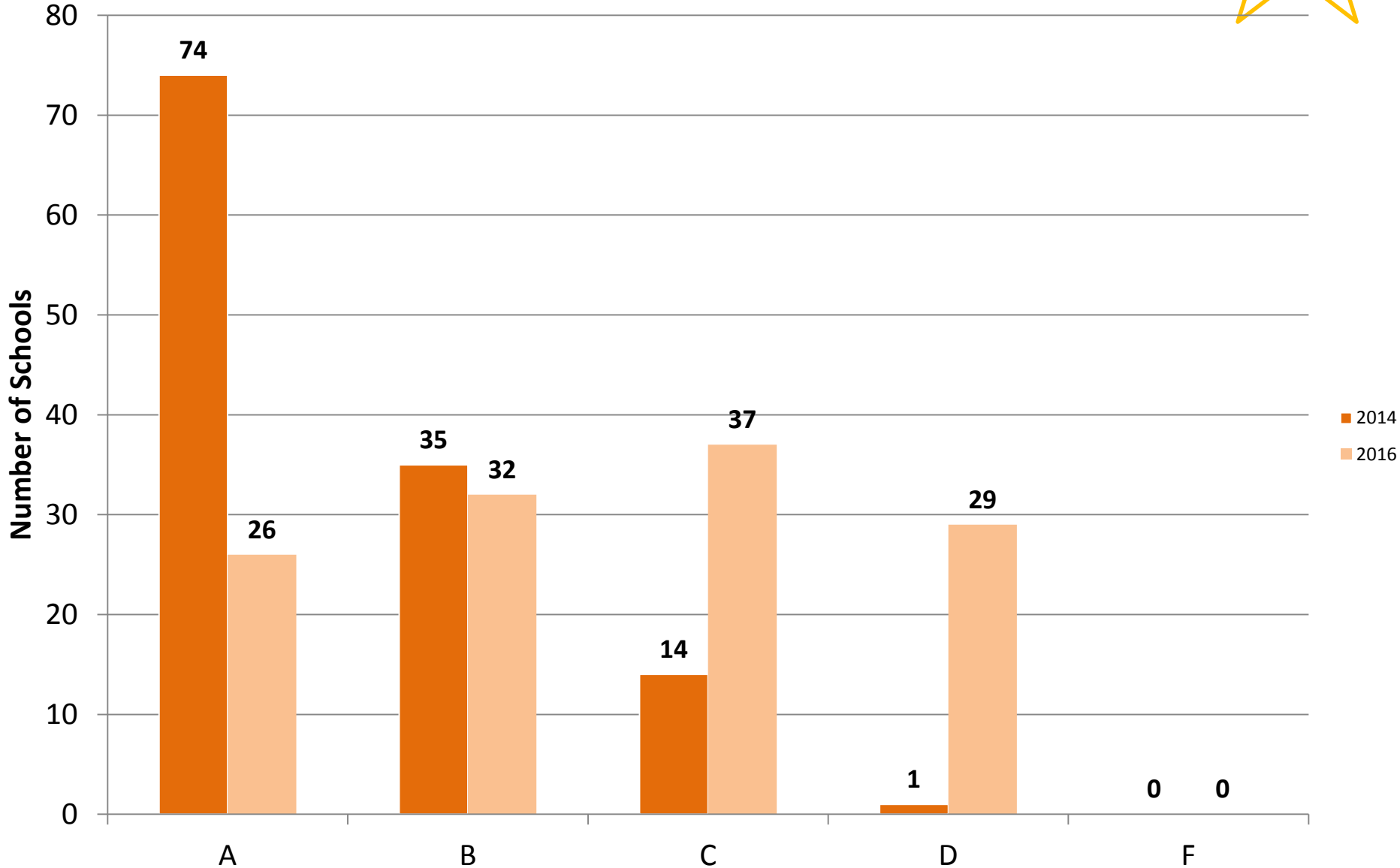
## Title I vs. Non Title I



# Model 1 Title I Schools Letter Grades FY 14 vs FY 16



# Model 1 Non-Title I Schools Letter Grades FY 14 vs FY 16

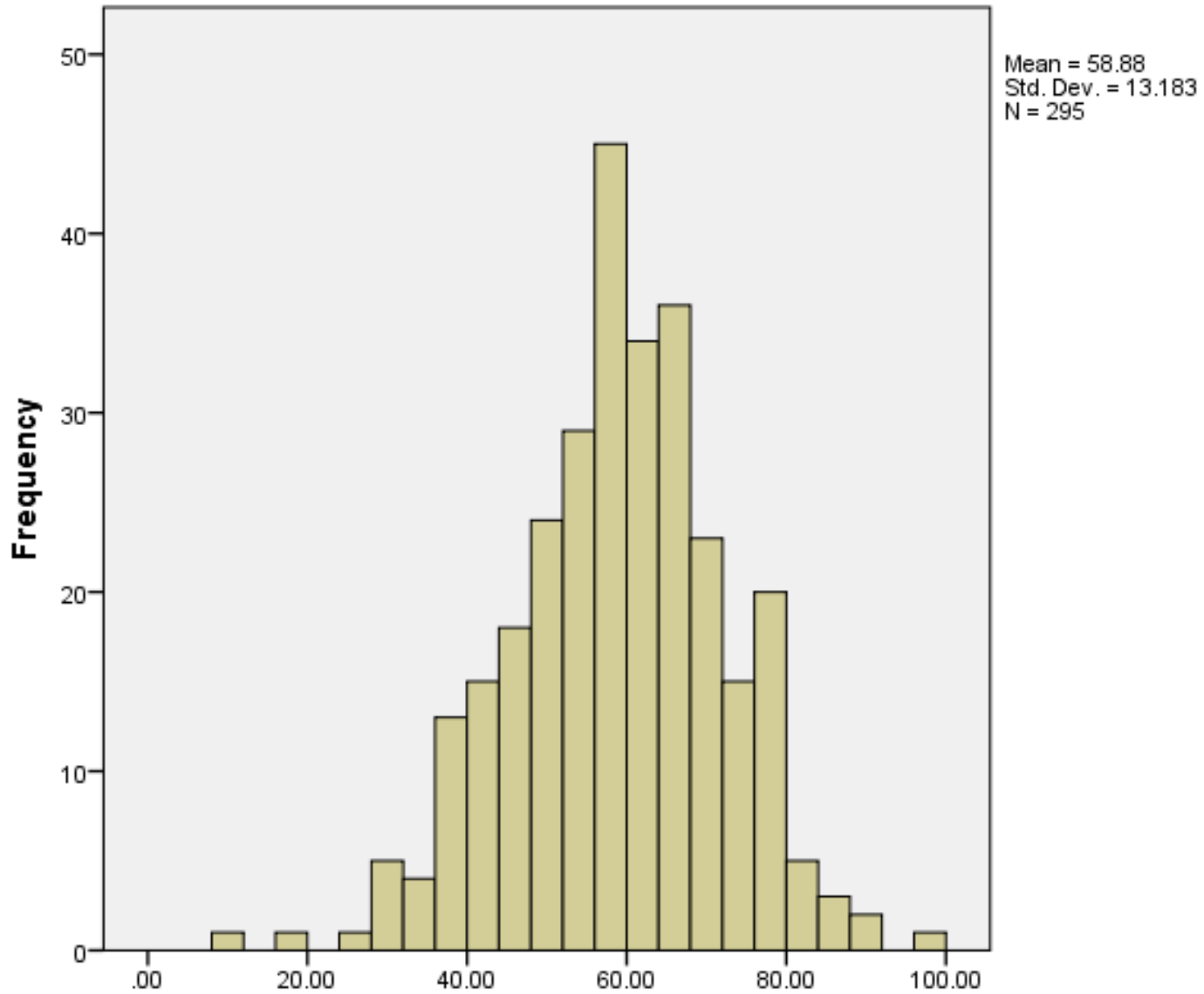


# 9-12 Model 2



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, <b>1.1</b> )	40%	40%
Growth	SGP ELA	10%	20%
	Percent Proficient Change Algebra 2	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>School-level percentage change</b> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT, postsecondary enrollment, FAFSA	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

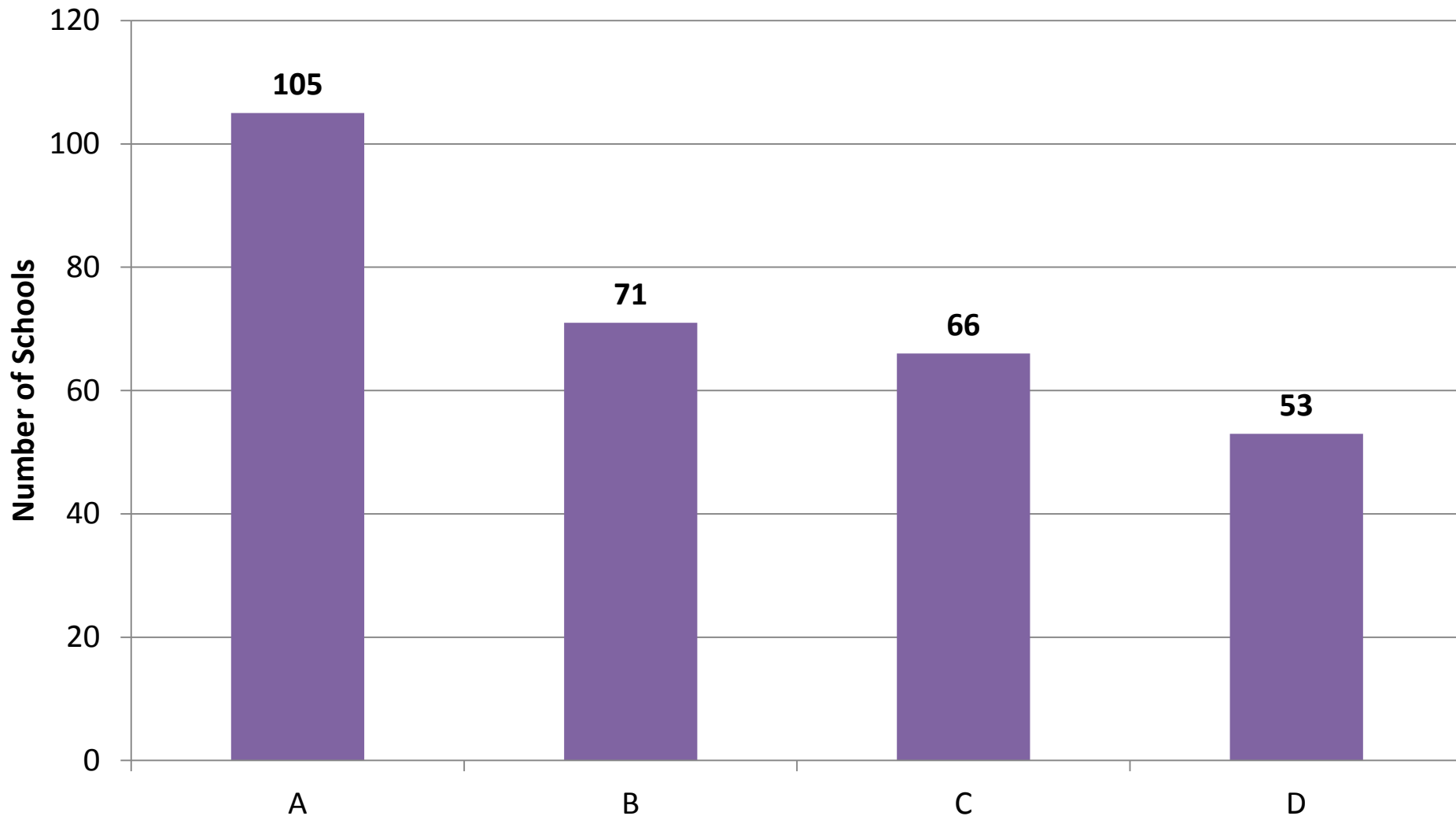
# 9-12 Model 2



# 9-12 Model 2 Projected Letter Grades



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

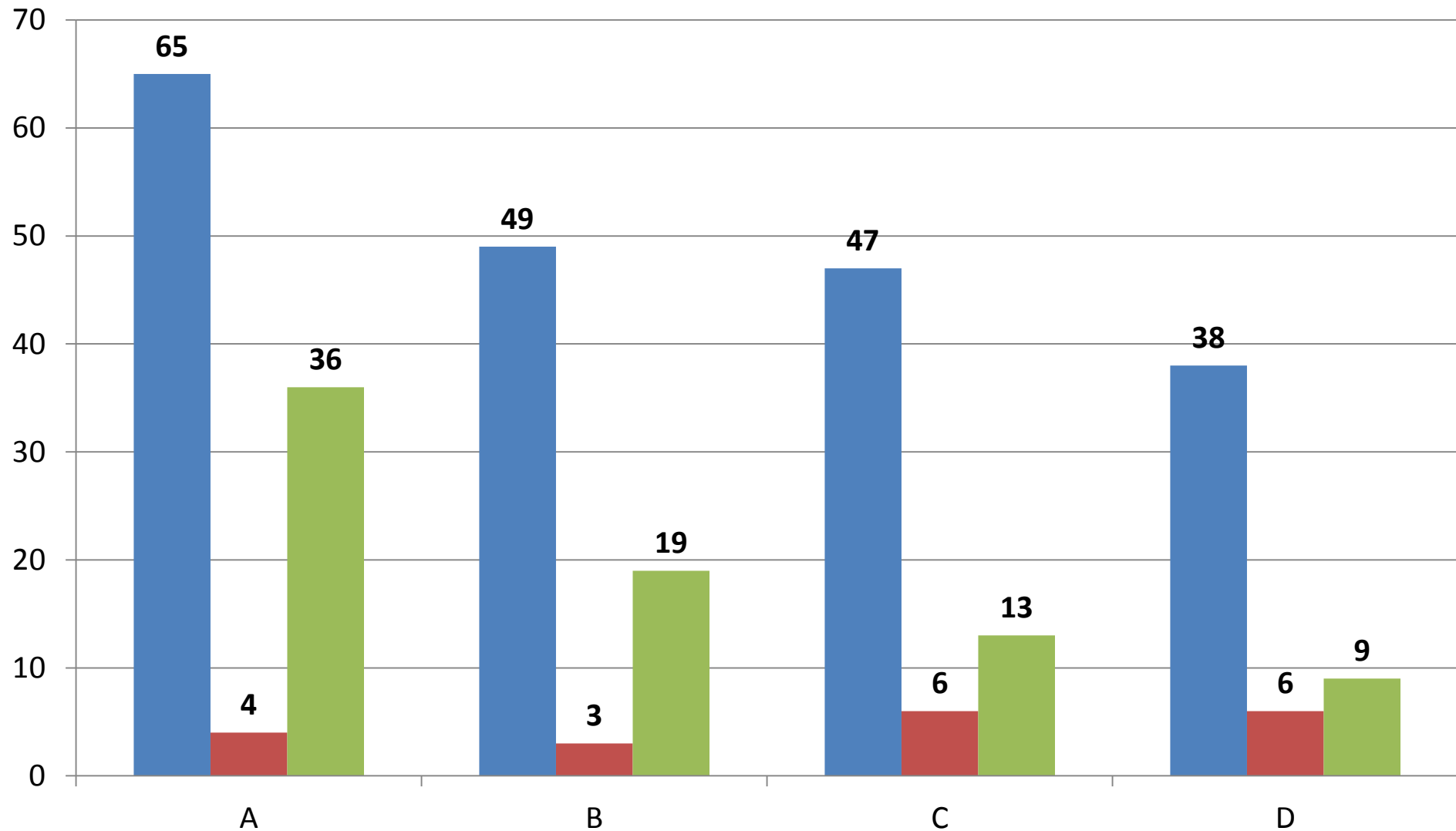




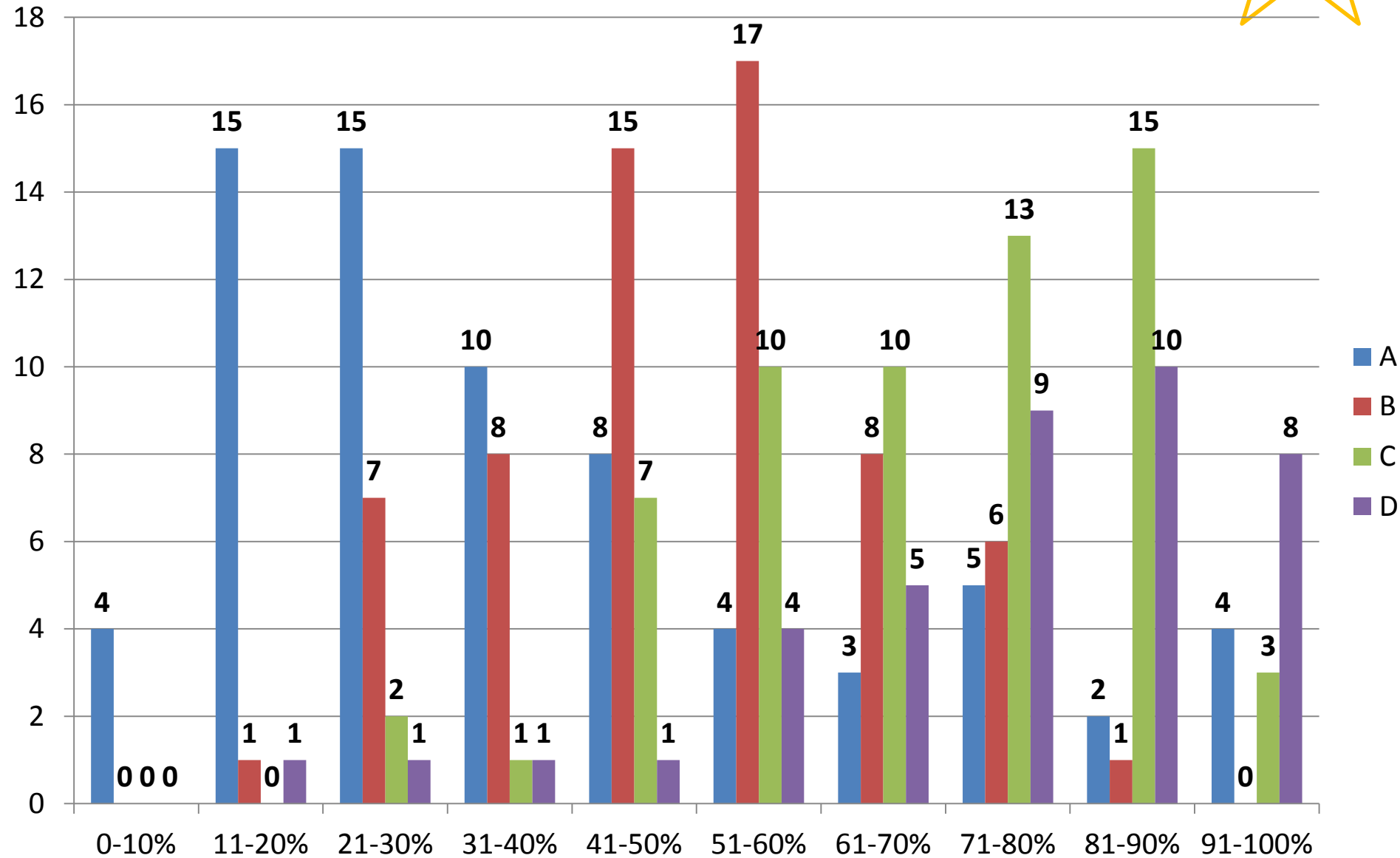
# Model 2 Urban vs. Rural



■ Missing Information ■ Rural ■ Urban

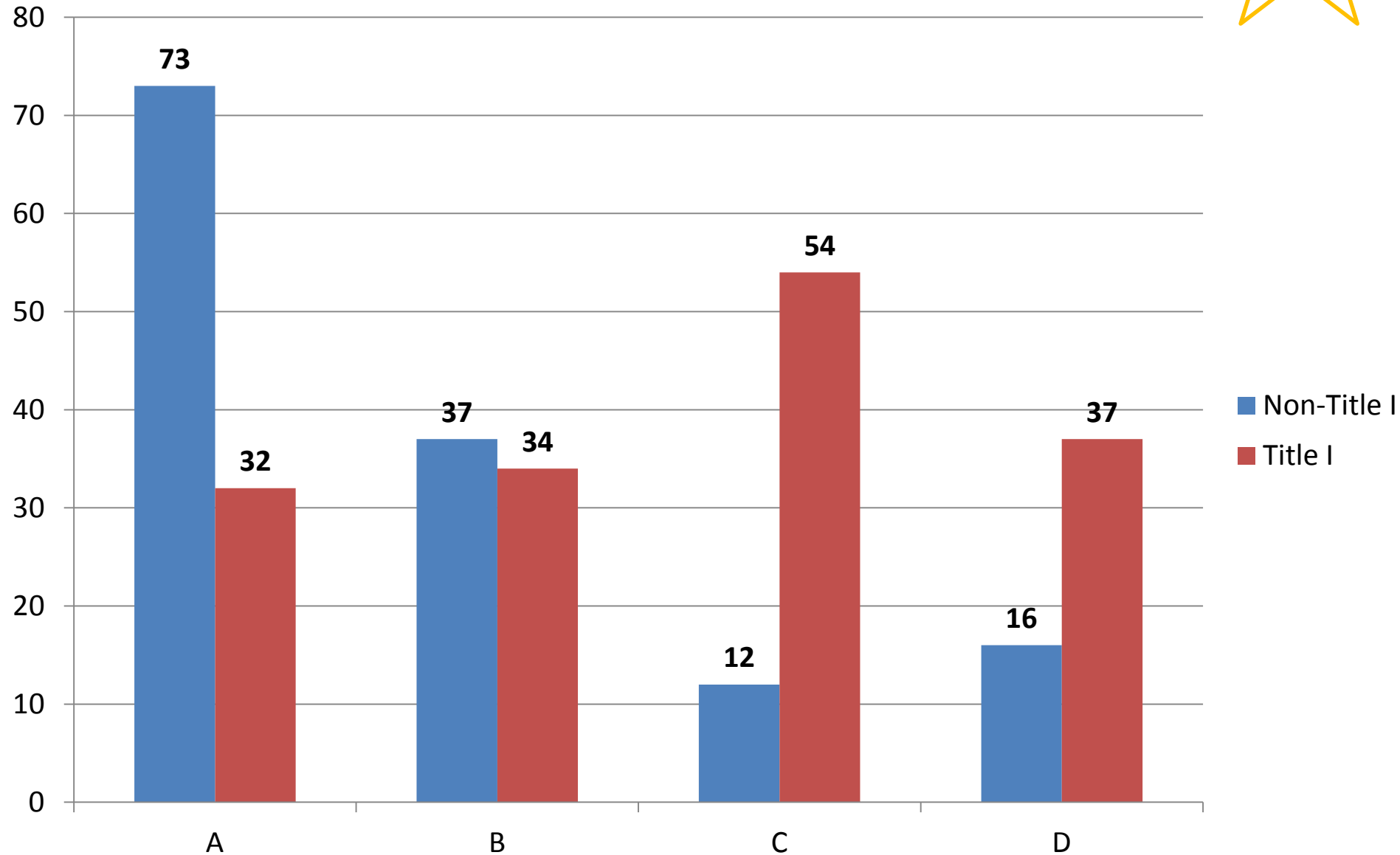


# Model 2 Percent Free and Reduced Lunch

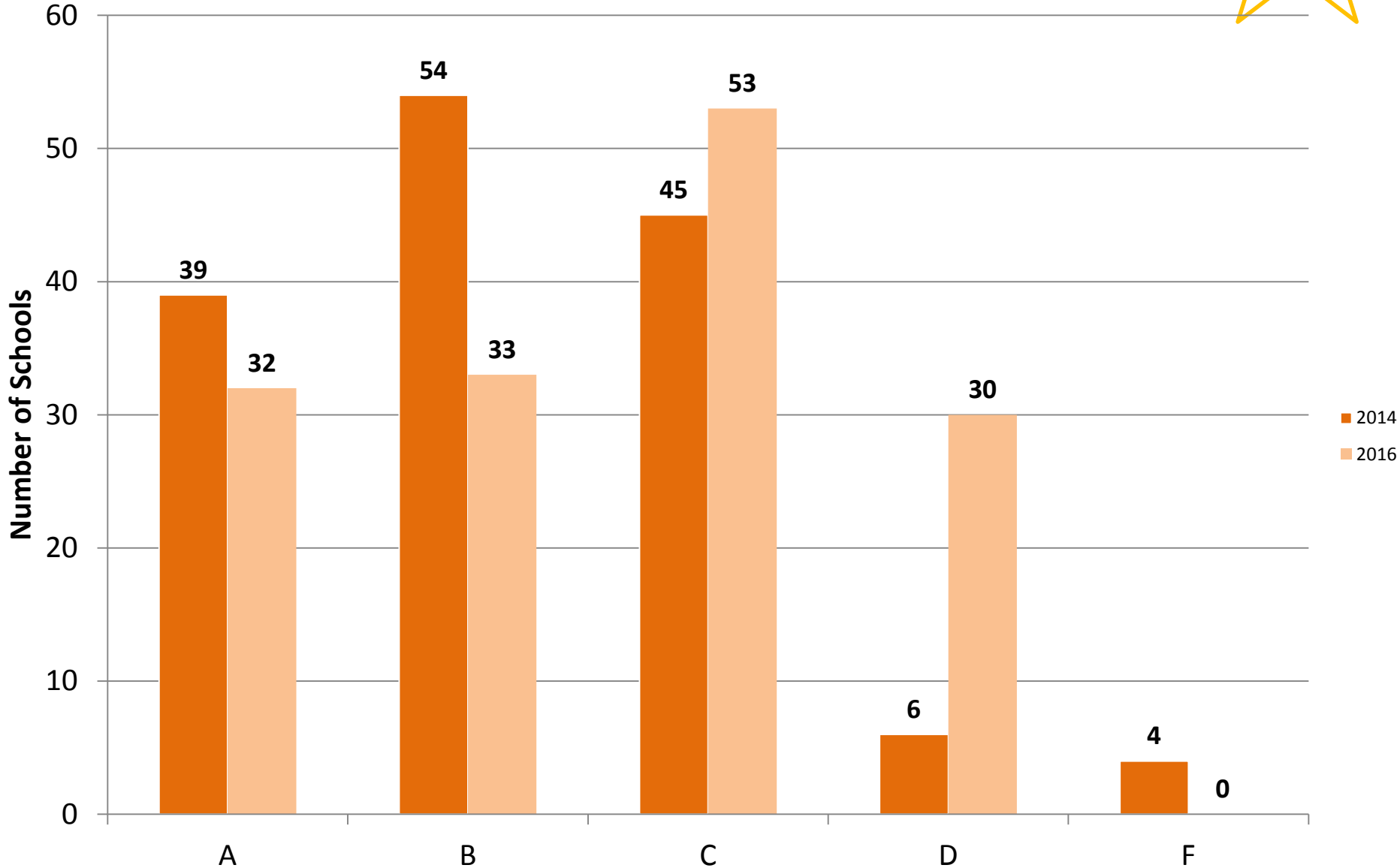


# Model 2

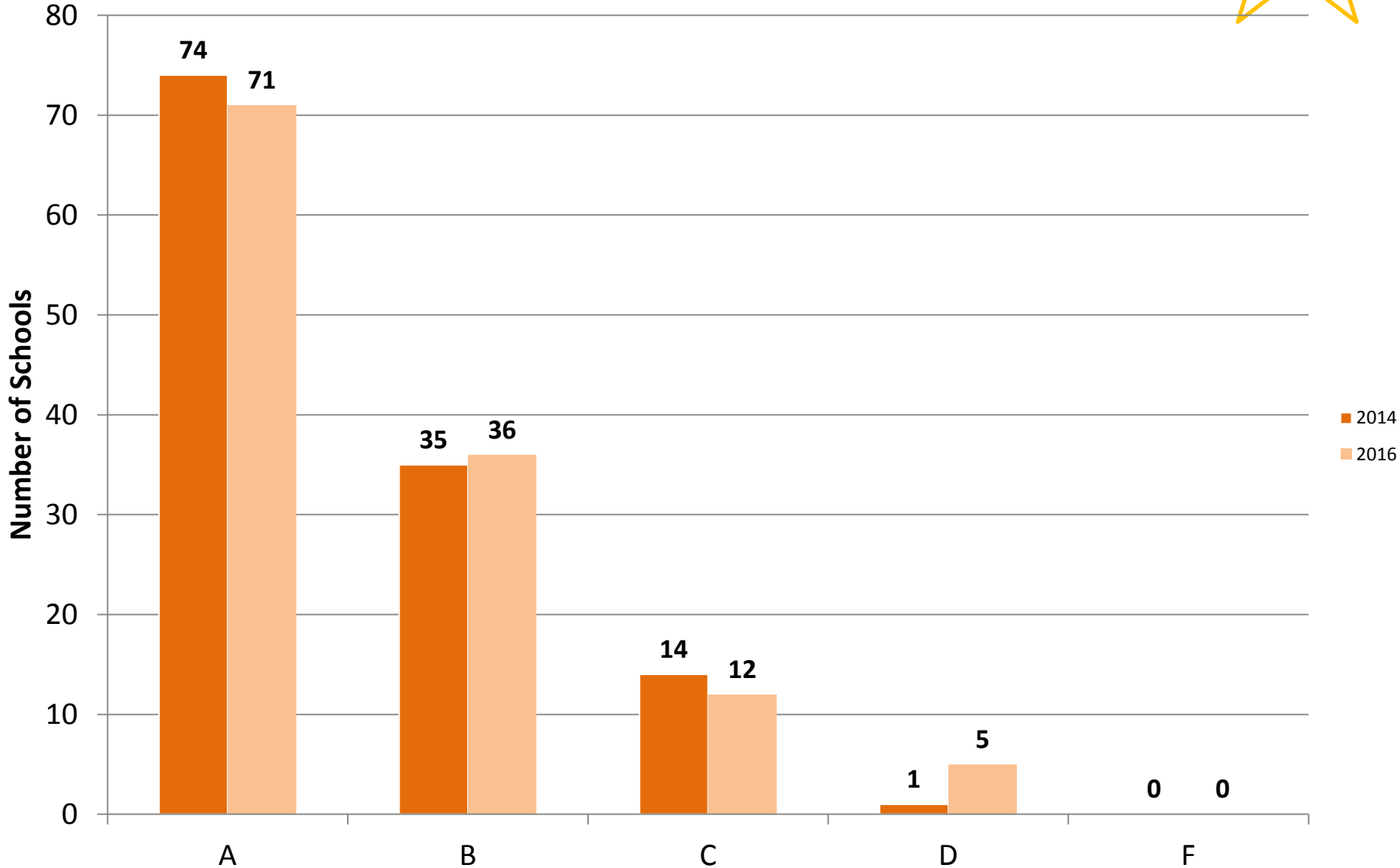
## Title I vs. Non Title I



# Model 2 Title I Schools Letter Grades FY 14 vs FY 16



# Model 2 Non-Title I Schools Letter Grades FY 14 vs FY 16

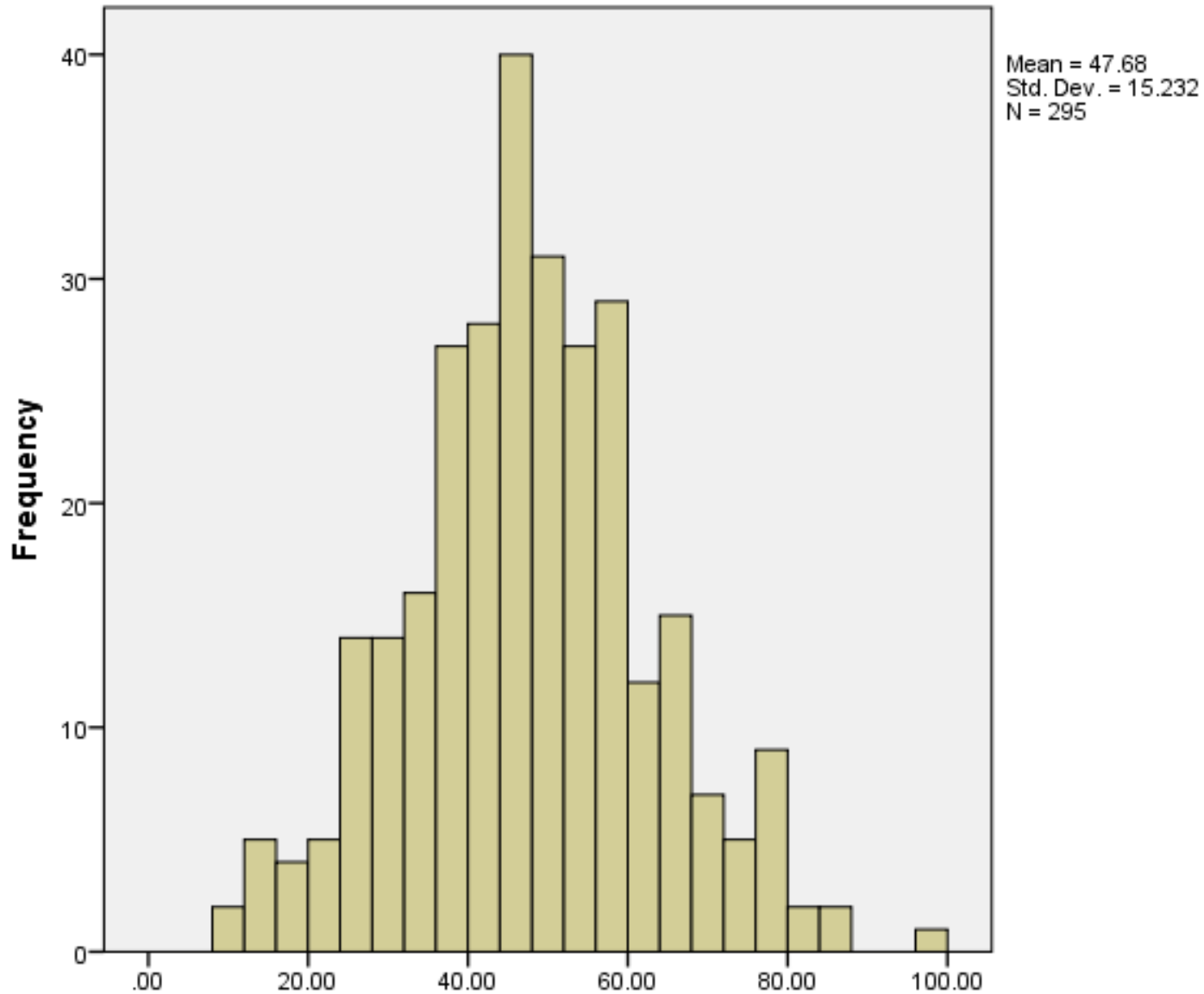


# 9-12 Model 3



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, 1.3)	40%	40%
Growth	SGP ELA	10%	20%
	Percent Proficient Change Algebra 2	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>Student-level scoring</b> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT, postsecondary enrollment	15%	15%
Graduation Rate	4-year	10%	15%
	5-year	3%	
	6-year	2%	
	7-year	2%	

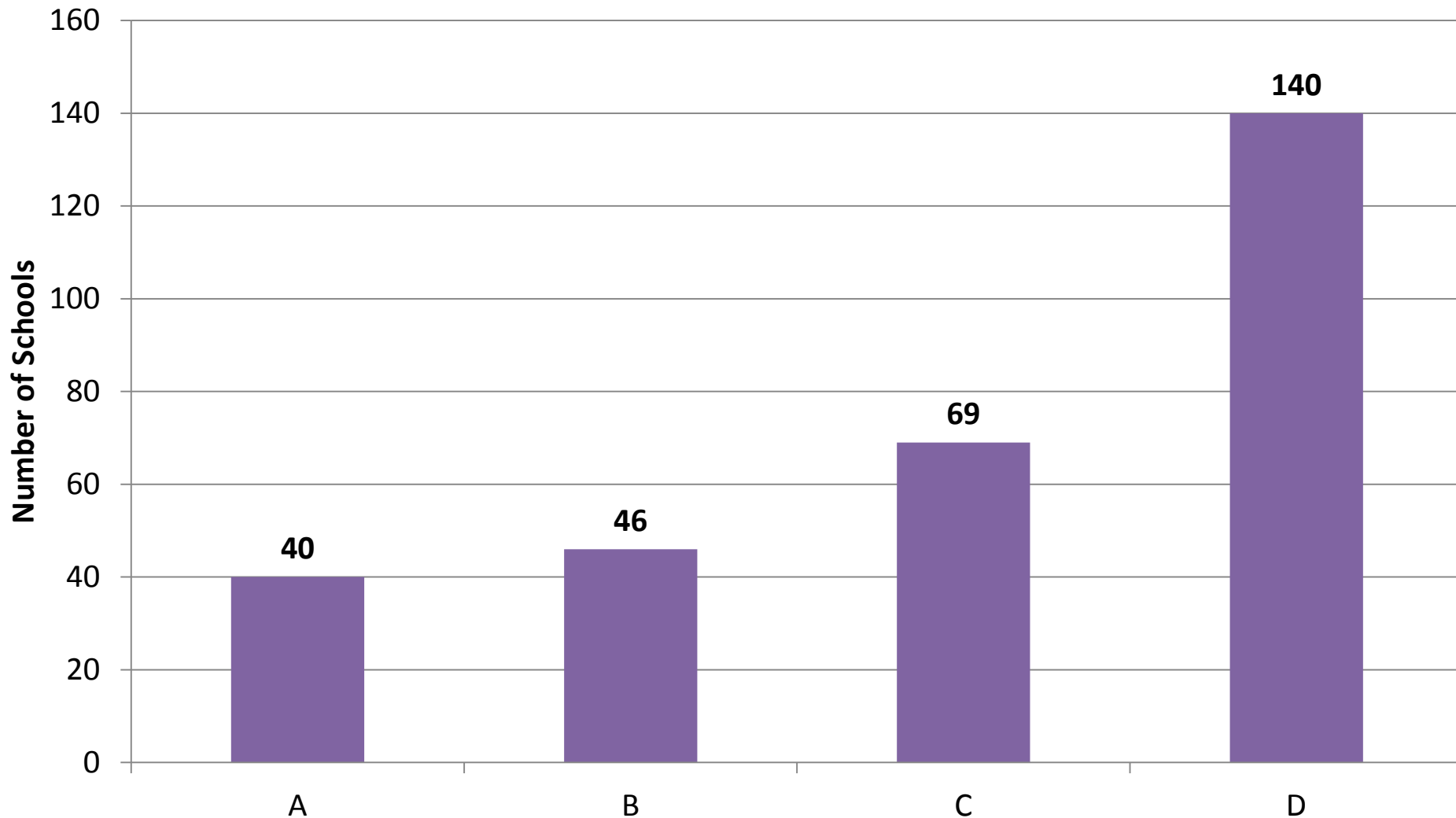
# 9-12 Model 3



# 9-12 Model 3 Projected Letter Grades

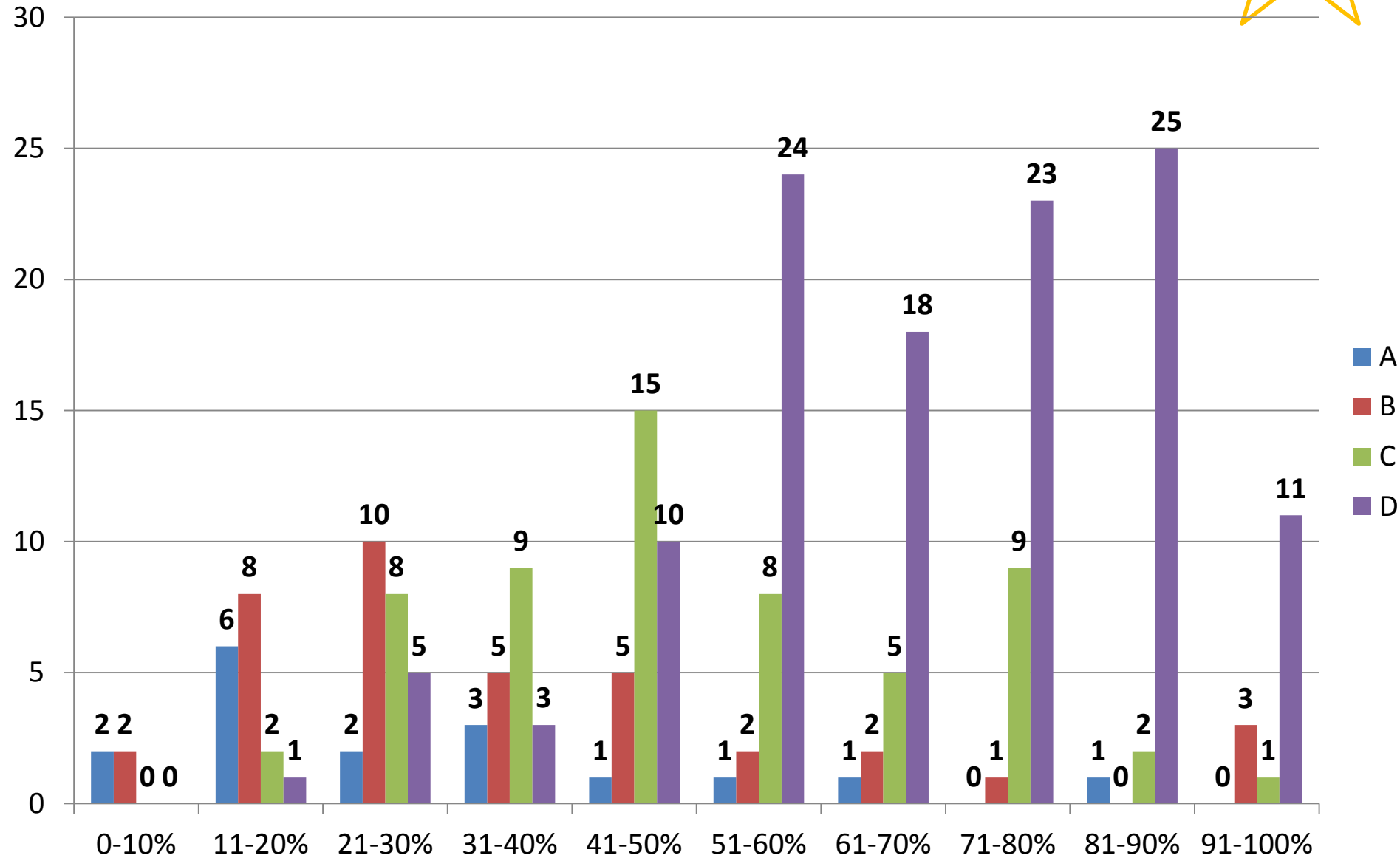


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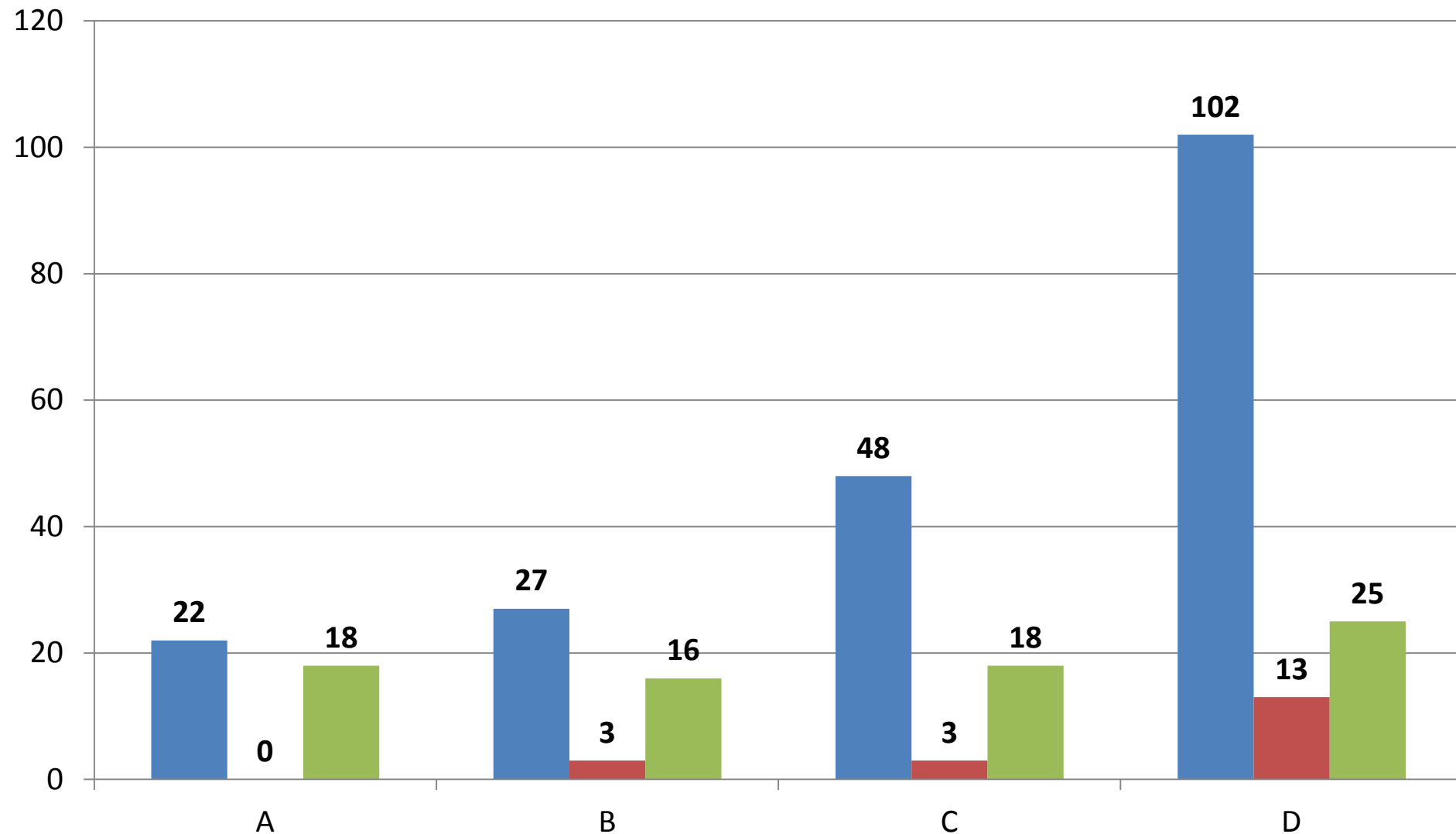
# Model 3 Percent Free and Reduced Lunch



# Model 3 Urban vs. Rural

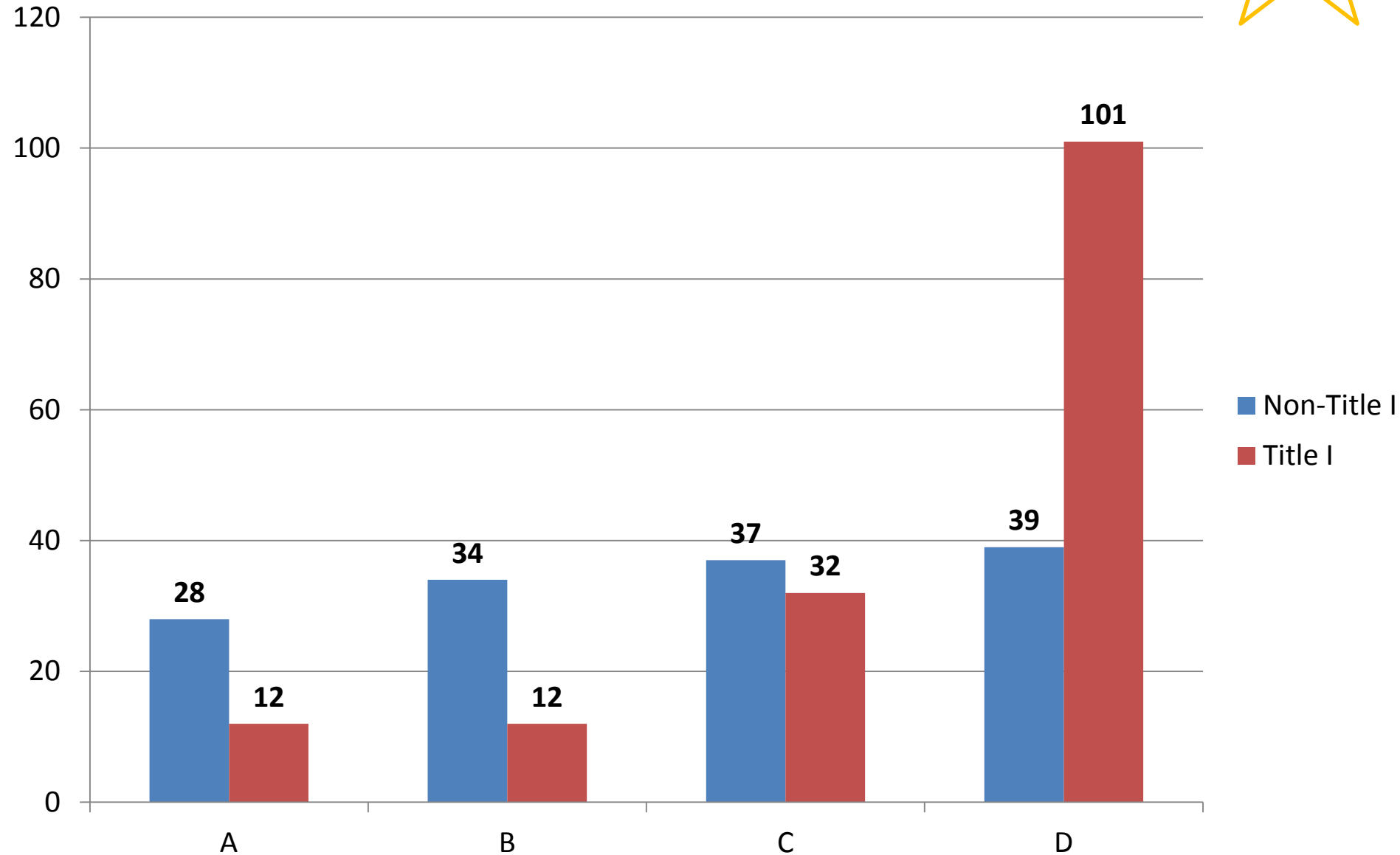


■ Missing Information   ■ Rural   ■ Urban

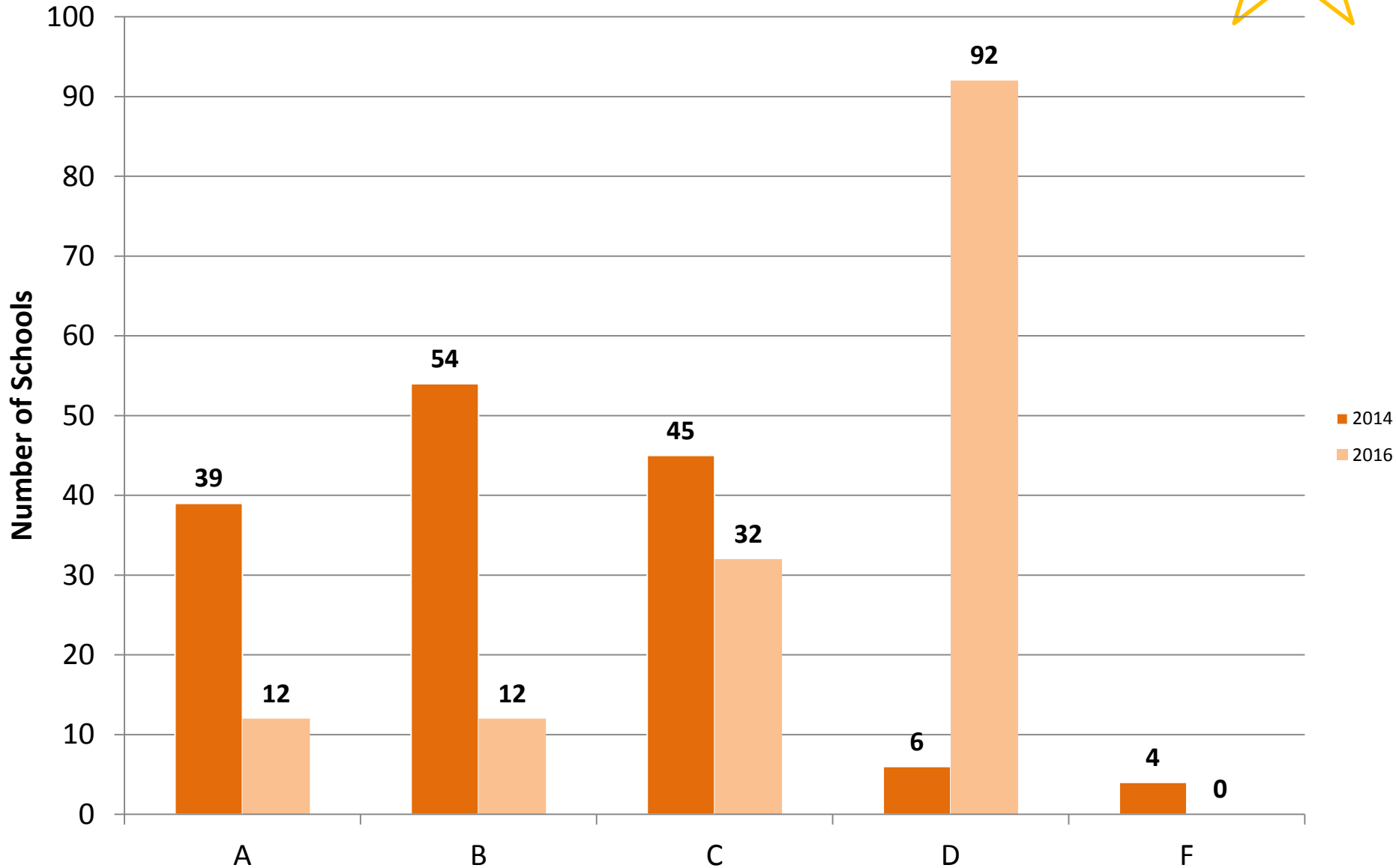


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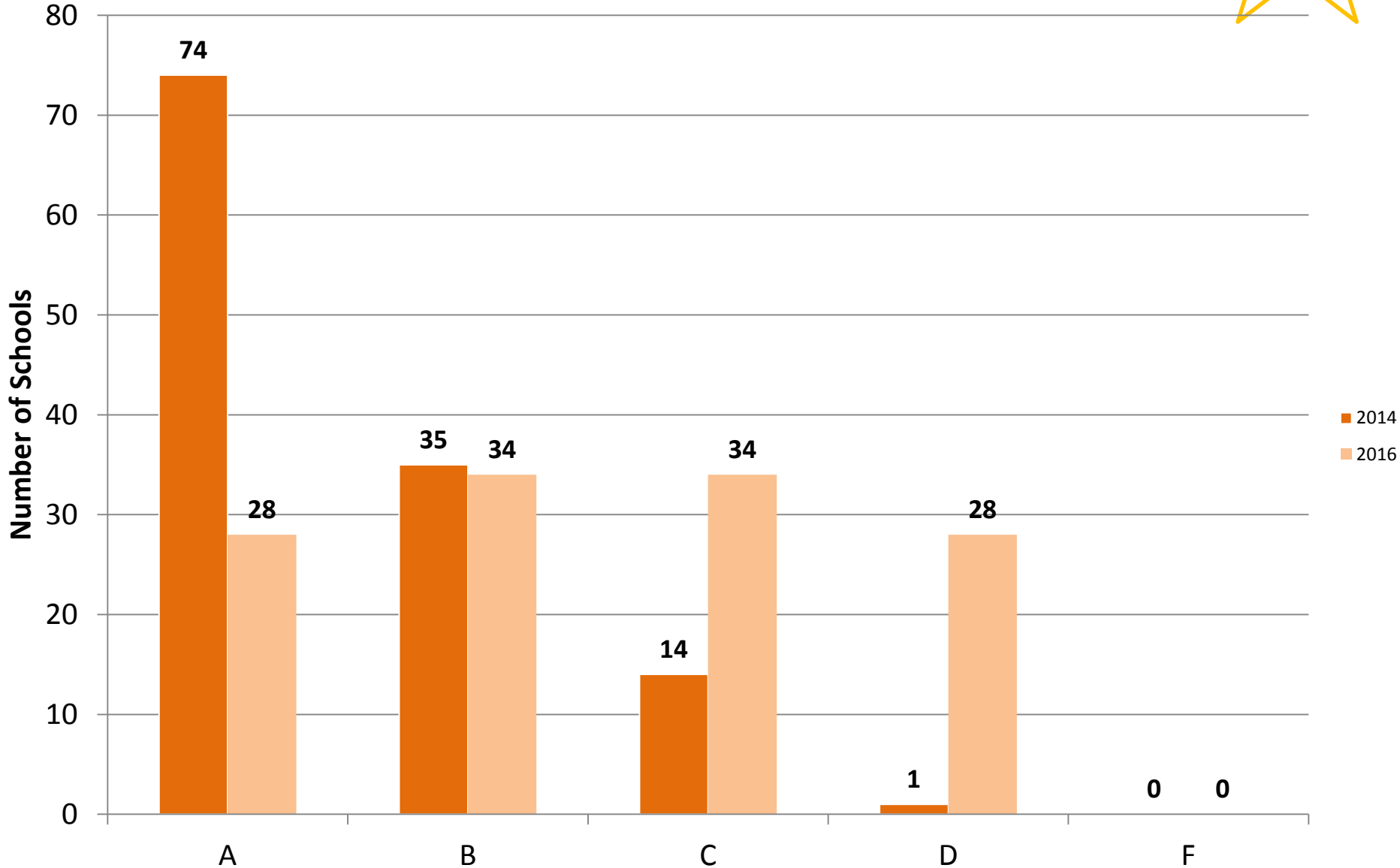
## Title I vs. Non Title I



# Model 3 Title I Schools Letter Grades FY 14 vs FY 16



# Model 3 Non-Title I Schools Letter Grades FY 14 vs FY 16

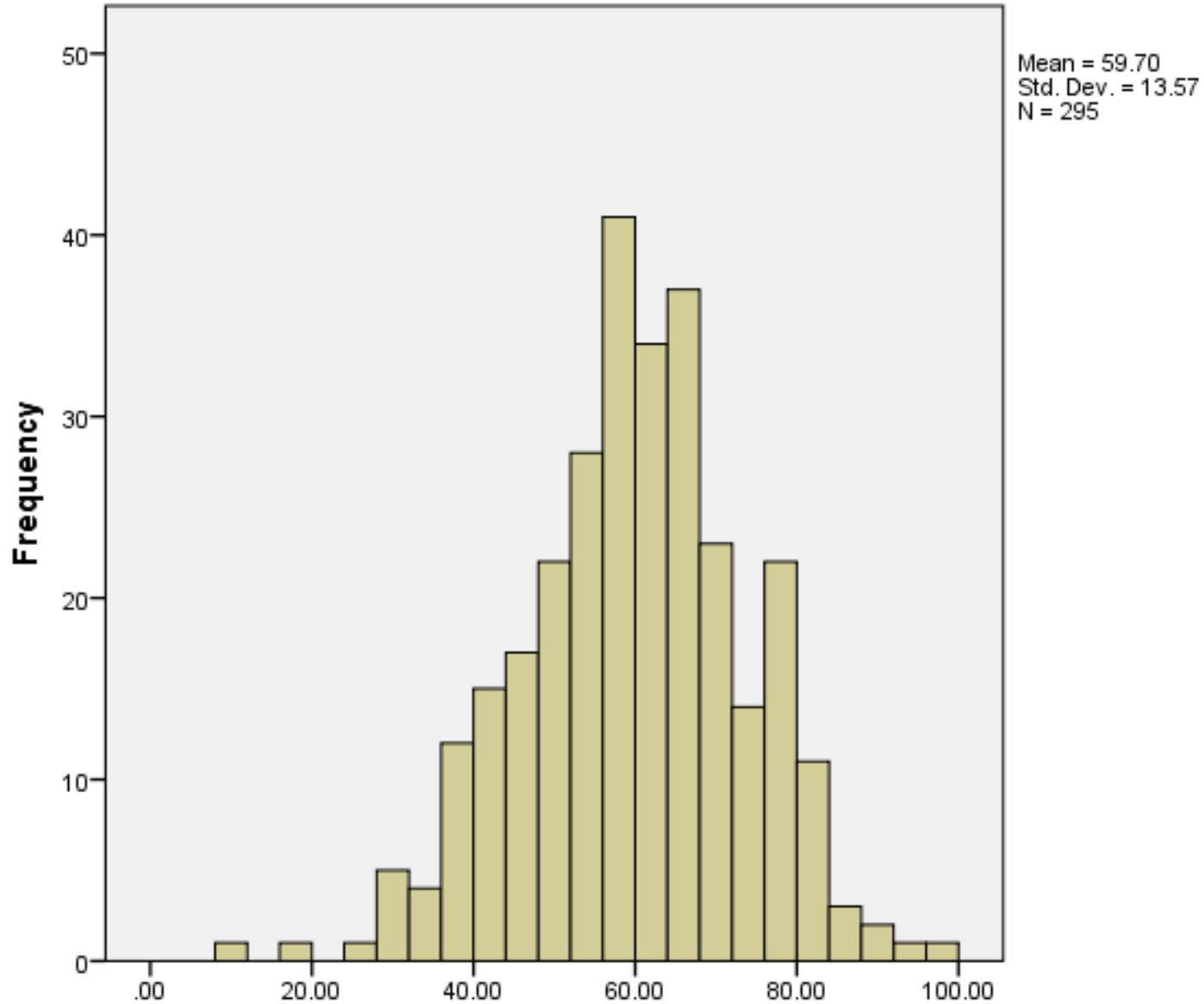


# 9-12 Model 4



Category	Component	Weight	Points/Percent
Proficiency	ELA, Math, and Science Proficiency (0, .6, 1.0, <b>1.3</b> )	40%	40%
Growth	SGP ELA	10%	20%
	Percent Proficient Change Algebra 2	10%	
ELL	ELL Proficiency on AZELLA	5%	10%
	ELL Growth on AZELLA	5%	
College and Career Ready	<b>School-level percentage change</b> Available data points: SAT, ACT, CTE skills attainment assessment, AP courses, AzMERIT, postsecondary enrollment, FAFSA	15%	15%
Graduation Rate	4-year	10%	15%
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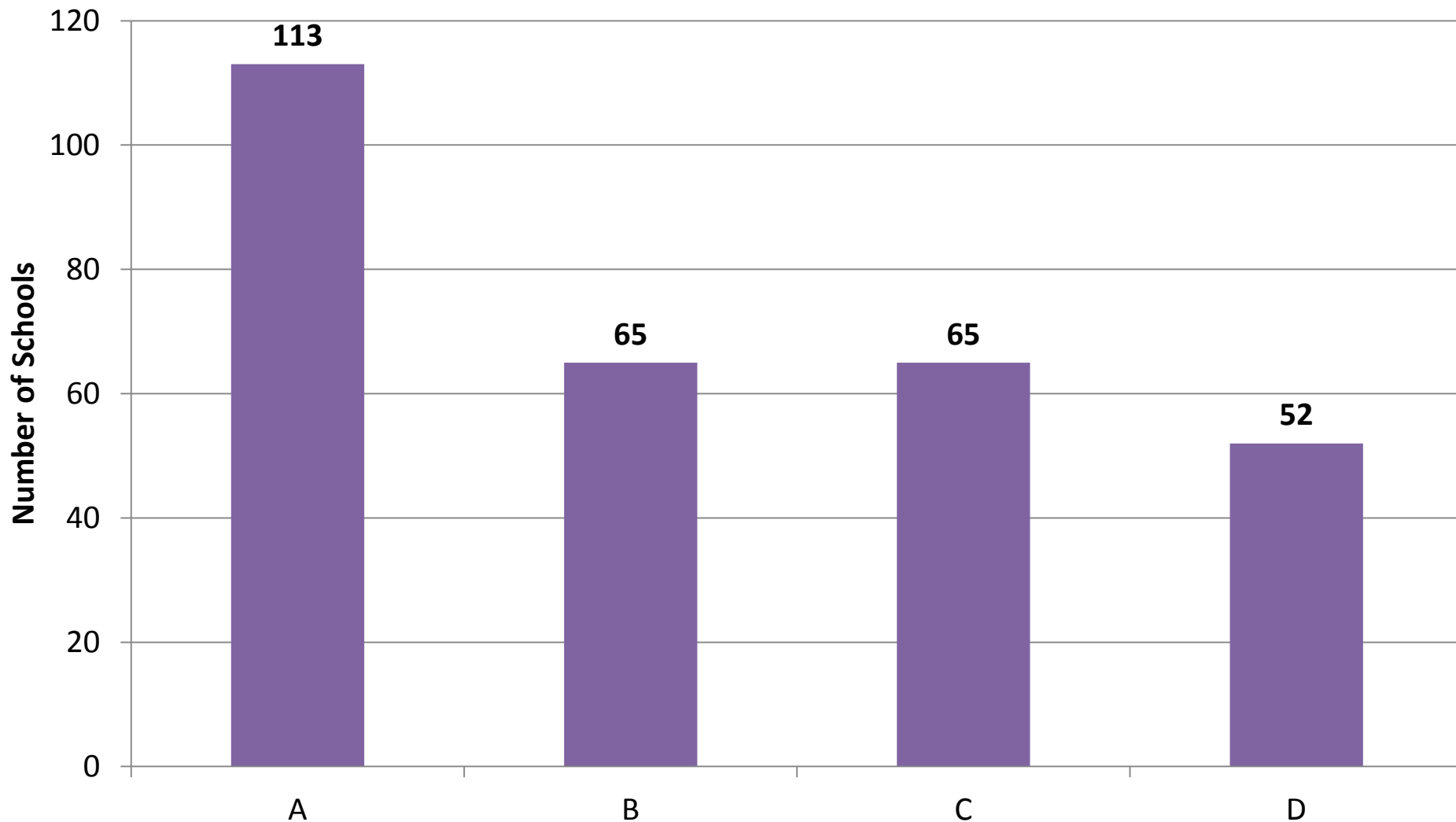
# 9-12 Model 4



# 9-12 Model 4 Projected Letter Grades



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

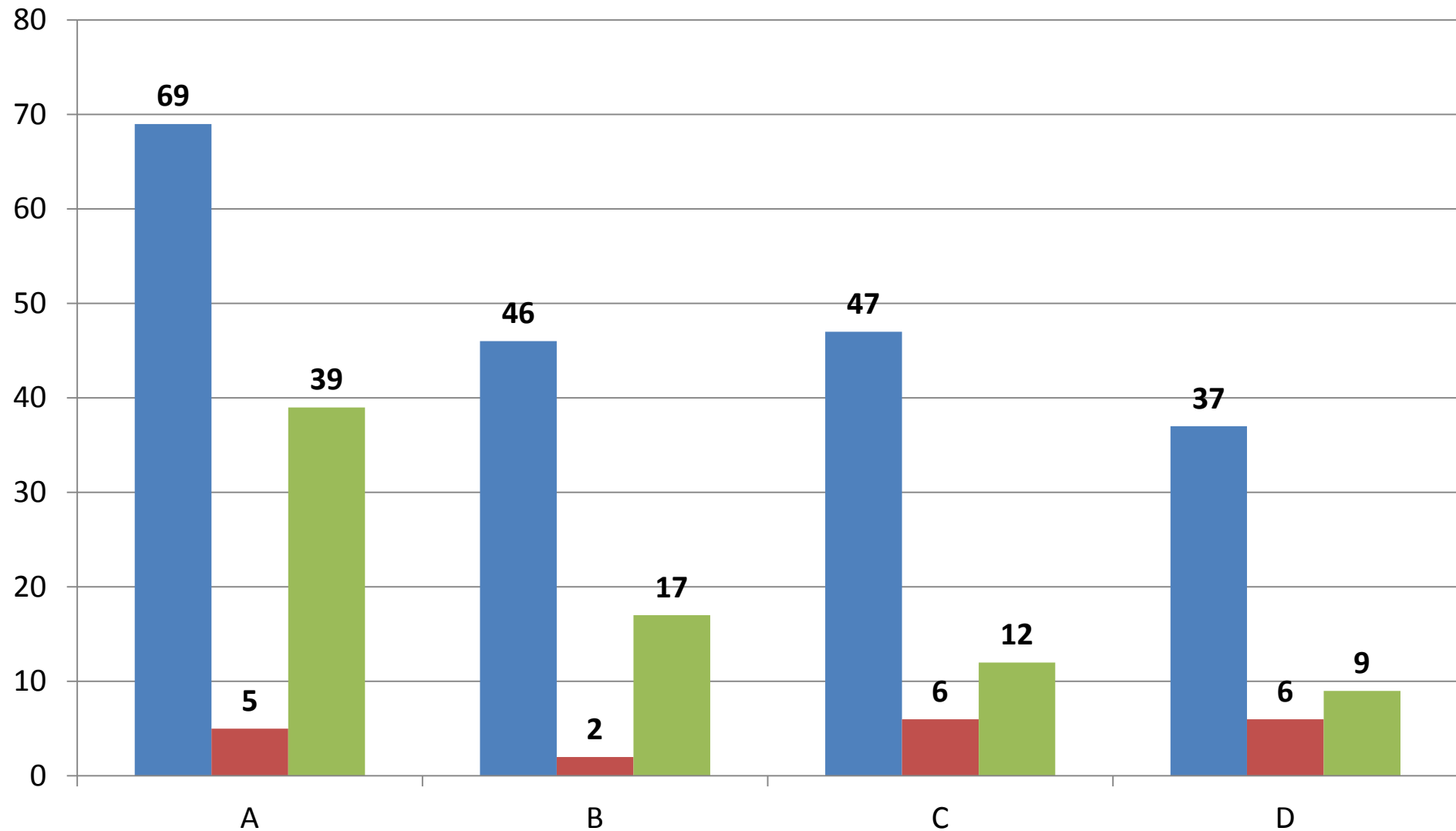




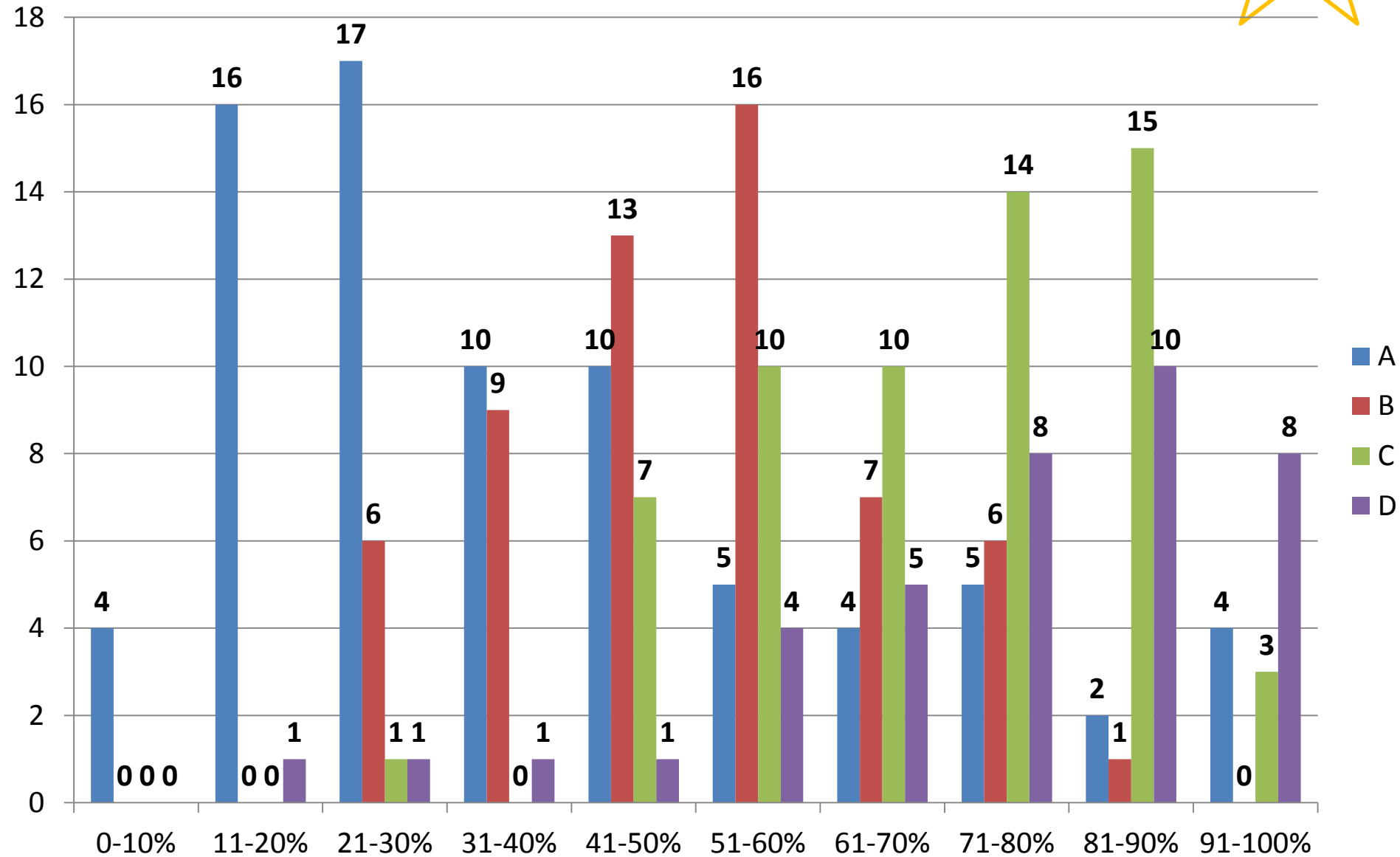
# Model 4 Urban vs. Rural



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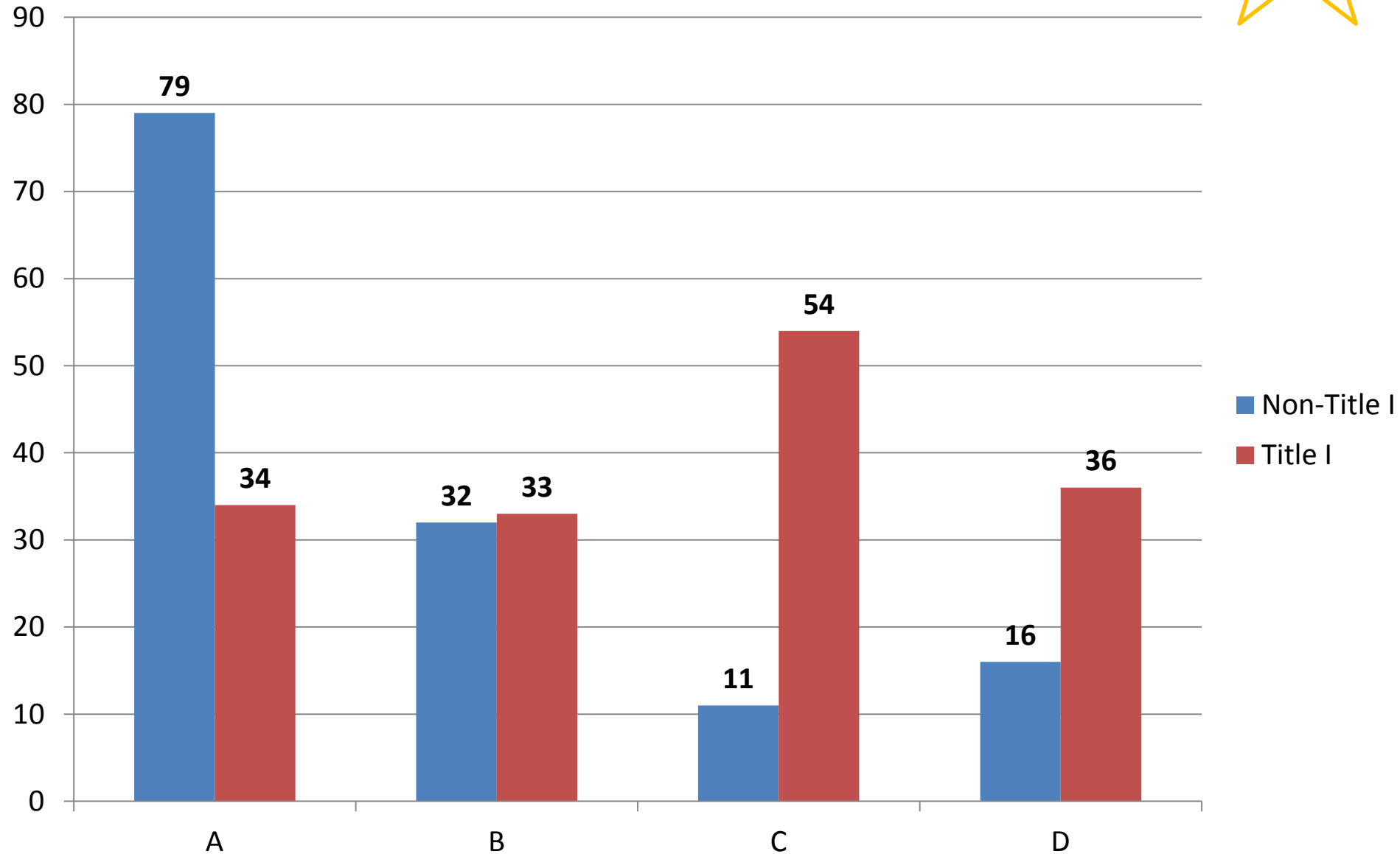


# Model 4 Percent Free and Reduced Lunch

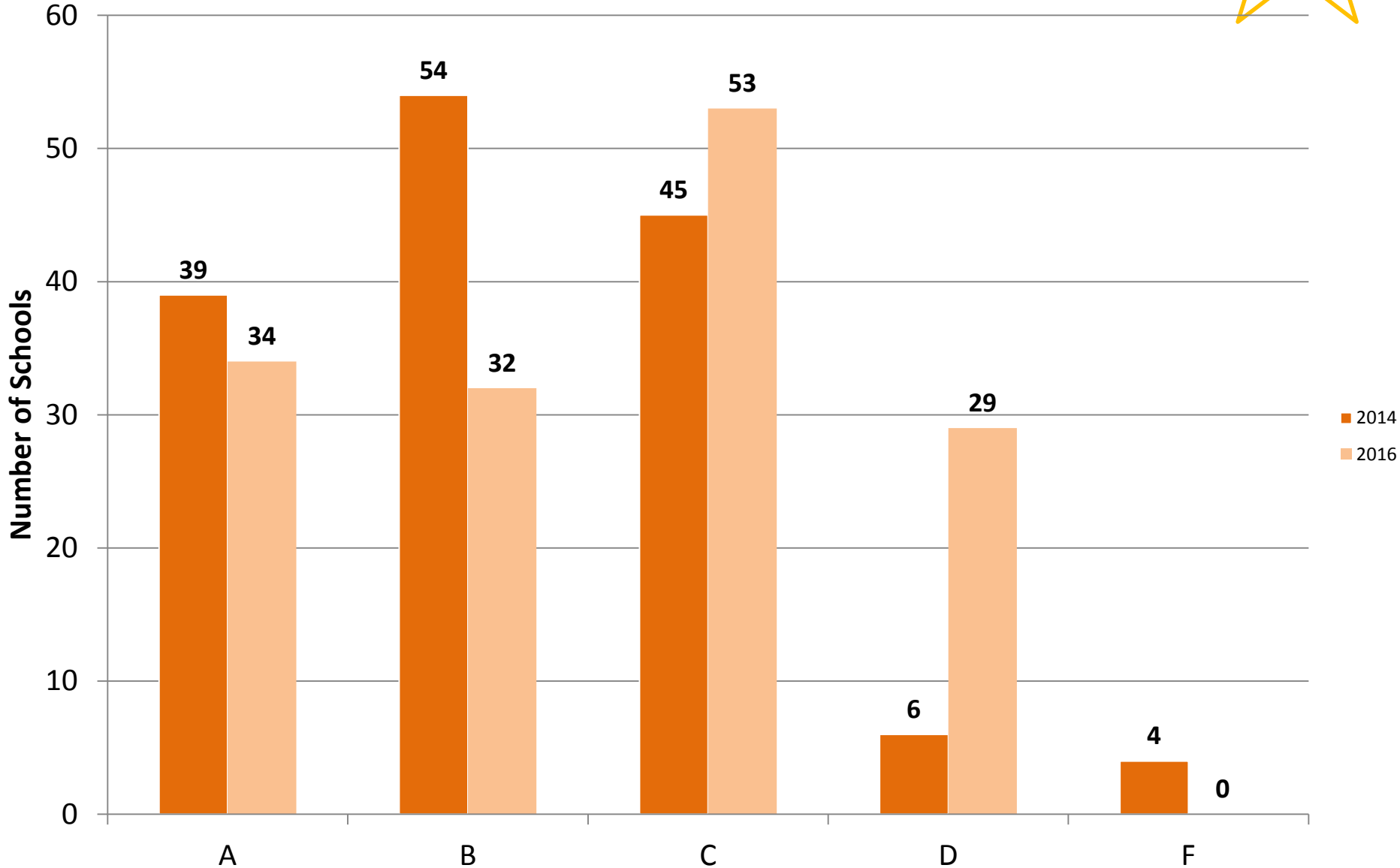


# Model 4

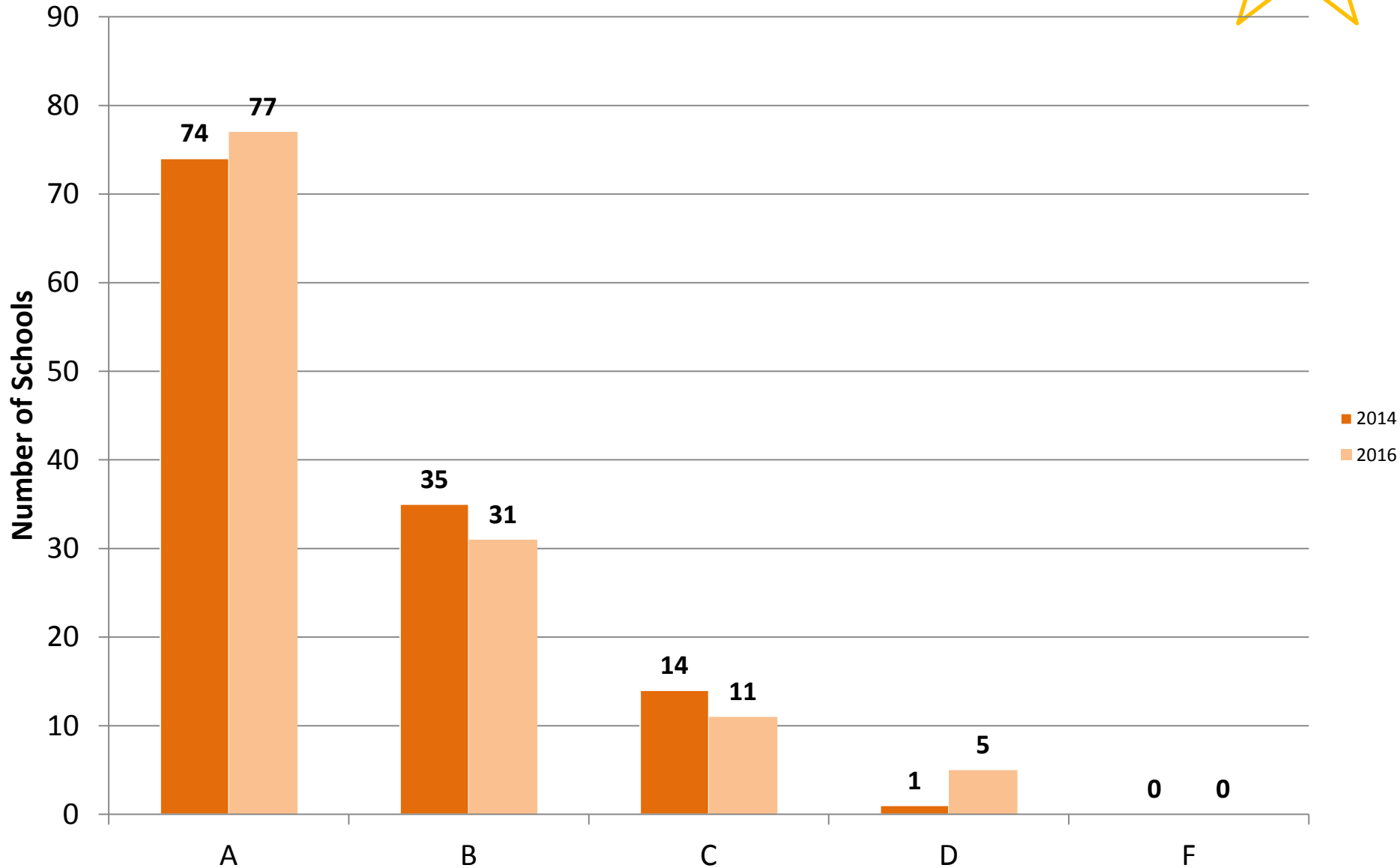
## Title I vs. Non Title I



# Model 4 Title I Schools Letter Grades FY 14 vs FY 16



# Model 4 Non-Title I Schools Letter Grades FY 14 vs FY 16



# Refinements



1. SGP calculations – concern over correlation with FRL, scale, and subjects utilized
2. Percent proficient change – subjects utilized
3. College and Career Ready – student level or school level calculations?
  - a) FAFSA data
  - b) Postsecondary enrollment