



Arizona State Board of Education

NOTICE OF SPECIAL MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a special meeting, open to the public, on **Friday, August 18, 2017, at 9:00 AM at the Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically.

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

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board'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 15th day of August, 2017

Arizona State Board of Education

By: _____

A handwritten signature in black ink, appearing to read "K Schmidt", written over a horizontal line.

Karol Schmidt
Executive Director
(602) 542-5057

Friday, August 18, 2017
9:00 AM

Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

SPECIAL MEETING AGENDA
ARIZONA STATE BOARD OF EDUCATION
Friday, August 18, 2017
9:00 AM
Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

AGENDA

9:00 AM CALL TO ORDER, PLEDGE OF ALLEGIANCE, PRAYER AND ROLL CALL

1. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board 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. STUDY SESSION: Presentation and discussion regarding setting cut scores on A-F School Accountability letter grades
3. GENERAL SESSION
 - A. Presentation, discussion and possible action regarding setting cut scores on A-F School Accountability letter grades for K-8 and 9-12 traditional schools
 - B. Presentation, discussion and possible action on identifying levels of performance for B, C, and D schools
 - C. Presentation, discussion and possible action regarding changes to the A-F School Accountability plan for K-8 and 9-12 traditional schools for the 2018-2019 school year consistent with ESSA:
 1. Removing AIMS Science from the proficiency calculations and including science within the K-8 Acceleration/Readiness calculation and the 9-12 College and Career Readiness Indicator
 2. Clarifying the business rules regarding proficiency to include in the denominator the greater of 95 percent of all students or the number of students participating in the assessments
 3. Modifying the business rules for the College and Career Readiness Indicator for 9-12 regarding any reference to graduating seniors to include all seniors

ADJOURN

Cut Score Impact Data

Methods

Methods approved at the SBE Meeting in June:

- Method A: 90% = “A” Approach
 - Using the data, alternate percentages were utilized
- Method C: Absolute Expectations Approach
- Method D: Natural Groupings Approach

Method C was applied as a filter to Method A and Method D

- Proficiency – used weighted proficiency (schools less than 50%)
- Growth – used SGP low growth and SGT did not meet target (schools with less than 50% of students not growing)
- Filters:
 - Proficiency or growth (meaning the school met one of the two)
 - Proficiency and growth (meaning the school met both)

K-8

K-8 Filters Applied

Schools Impacted by Filters

Filter	Frequency	Percent
Proficiency	374	27%
Growth	986	71.1%
Proficiency AND Growth	328	23.6%
Proficiency OR Growth	1032	74.4%

Applying an “OR” or “AND” is not necessary after analyzing the data. No “A” schools were adjusted using the “AND” filter with either Method, while the “OR” filter changed 6% of “A” schools to “B” schools using Method A and did not affect any schools using Method D.

Based on the data that displays minimal impact of the filter, it appears to be unnecessary for the K-8 model.

K-8 Method A

A = 60-100%; B = 50-59%; C = 40-49%; D < 40%

Grade	Frequency	Percent
A	358	25.8%
B	652	47.0%
C	301	21.7%
D	76	5.5%

K-8 Method A Comparison FY2017

%	All Schools	Title I	Non-Title I	Charter
A	25.8%	16.6%	47.2%	26.3%
B	47.0%	49.3%	41.8%	46.1%
C	21.7%	27.5%	8.3%	19.5%
D	5.5%	6.6%	2.7%	8.0%

K-8 Method A FRL Comparison

FY 2017

	Percent FRL									
Grades	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	8.3%	20.8%	15.8%	12.2%	5.9%	9.2%	8.3%	4.9%	7.6%	6.9%
B	1.0%	4.2%	7.1%	6.8%	9.7%	10.9%	10.6%	14.8%	19.6%	15.3%
C	0.0%	1.4%	0.4%	1.4%	6.0%	7.8%	9.3%	17.4%	26.7%	29.5%
D	0%	0%	0%	1.5%	3.1%	3.1%	7.7%	12.3%	27.7%	44.6%

FY 2014

	Percent FRL									
Grades	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	7.7%	20.1%	21.9%	10.5%	9.3%	10.2%	4.9%	4.9%	4.3%	6.2%
B	0.0%	2.3%	3.9%	8.4%	10.0%	16.1%	15.9%	15.9%	15.2%	12.1%
C	0.0%	0.3%	0.0%	0.6%	3.1%	5.6%	13.3%	18.9%	30.7%	27.6%
D	0.0%	0.8%	0.0%	0.0%	0.8%	1.7%	5.9%	16.9%	33.9%	39.8%

Method A Compared to 2014

FY 2017 Grade Distribution

Grade	Percent of Schools
A	25.8%
B	47.0%
C	21.7%
D	5.5%

FY 2014 Grade Distribution

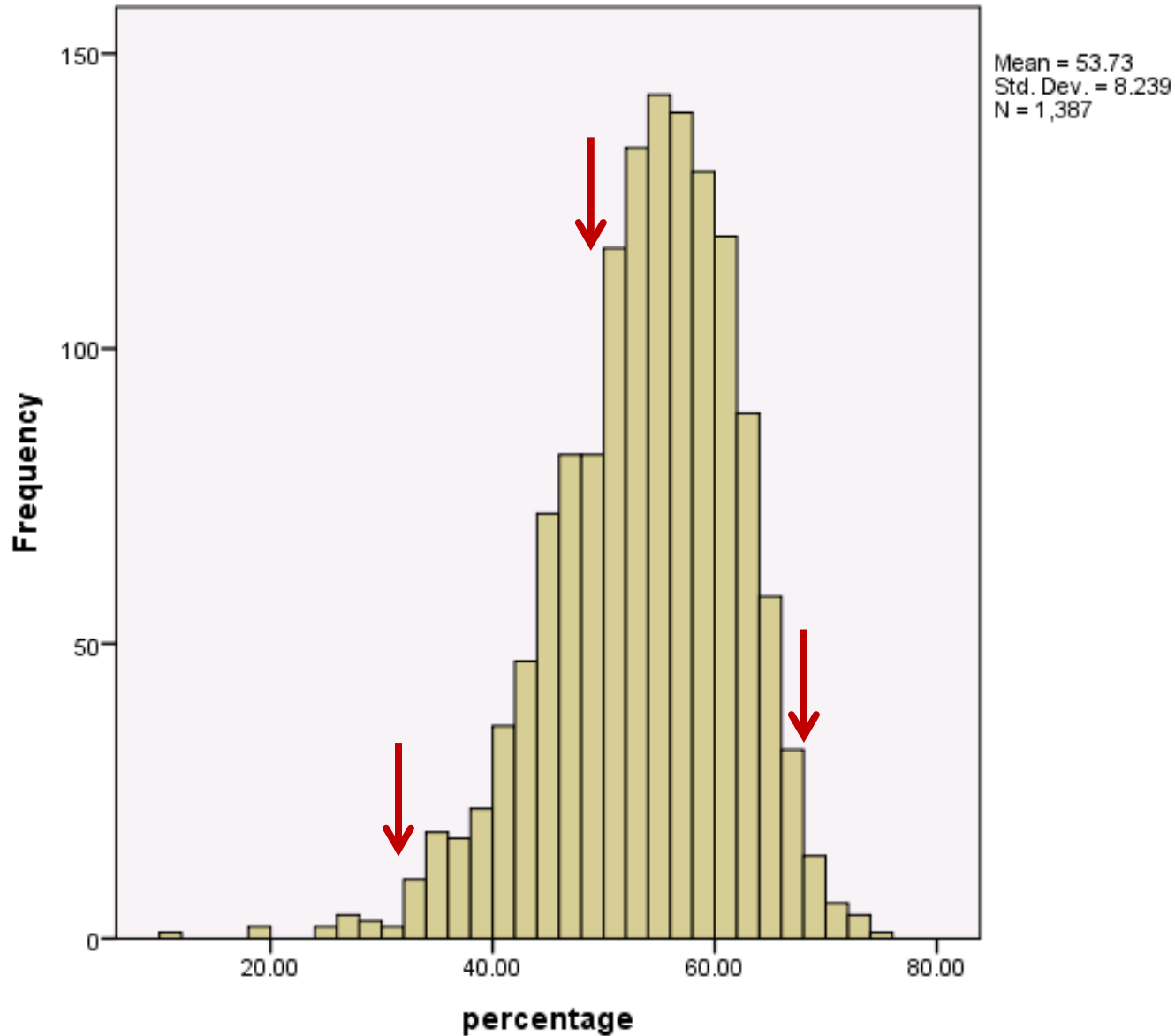
Grade	Percent of Schools
A	30.5%
B	33.3%
C	23.6%
D	5.6%
F	2.2%

K-8 Method A Common Performance

	Proficiency	Growth	ELL	Acceleration/ Readiness
A	16-30 points; M=26	13-29 points; M=20	7-10 points; M=10	4-10 points; M=10
B	11-30; M = 20	11-26; M=18	6-10, M =8	2-10; M = 9
C	8-28; M=14	8-23; M=15.6	2-10; M = 7	2-10; M =7
D	0-18; M = 10	5-18; M = 12	2-9; M =5	0-10; M = 4

K-8 Method D

A = 66-100%; B = 65-52%; C = 51-32%; D < 32%



K-8 Method D

Grade	Frequency	Percent of Schools
A	70	5.0%
B	834	60.1%
C	469	33.8%
D	14	1.0%

K-8 Method D Compared to 2014

FY 2017 Grade Distribution

Grade	Percent of Schools
A	5.0%
B	60.1%
C	33.8%
D	1.0%

FY 2014 Grade Distribution

Grade	Percent of Schools
A	30.5%
B	33.3%
C	23.6%
D	5.6%
F	2.2%

K-8 Method D Comparison FY2017

%	All Schools	Title I	Non-Title I	Charter
A	5.0%	2.7%	10.5%	6.2%
B	60.1%	54.1%	74.2%	59.1%
C	33.8%	42.0%	14.6%	32.8%
D	1.0%	1.1%	7.3%	1.9%

K-8 Method D FRL

FY 2017

	Percent FRL									
Grade	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	11.9%	25.4%	13.6%	20.3%	6.8%	6.8%	3.4%	3.4%	1.7%	6.8%
B	3.3%	9.9%	11.0%	8.2%	8.8%	10.0%	10.0%	11.8%	14.7%	12.4%
C	0.0%	1.2%	0.7%	2.3%	6.0%	8.9%	10.0%	15.4%	27.2%	28.3%
D	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25%	33.3%	41.7%

FY 2014

	Percent FRL									
Grades	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	7.7%	20.1%	21.9%	10.5%	9.3%	10.2%	4.9%	4.9%	4.3%	6.2%
B	0.0%	2.3%	3.9%	8.4%	10.0%	16.1%	15.9%	15.9%	15.2%	12.1%
C	0.0%	0.3%	0.0%	0.6%	3.1%	5.6%	13.3%	18.9%	30.7%	27.6%
D	0.0%	0.8%	0.0%	0.0%	0.8%	1.7%	5.9%	16.9%	33.9%	39.8%

K-8 Method D Common Performance

	Proficiency	Growth	ELL	Acceleration/ Readiness
A	17-30 points, M=28	16-29 points, M=22	8-10 points, M=9.85	6-10 points, M=9.79
B	11-30, M=22	11-28, M=19	2-10, M=9	4-10, M=8
C	4-28, M=15	6-24, M=16	2 -10, M=7	2-10, M =7
D	0-17, M=7	5-14, M=9	2-2, M=2	0-9, M=3

K-8 Looking Forward

K-8 Data Details

Total Points Eligibility

Points	Frequency	Percent of Schools
80	10	0.7%
90	731	52.7%
100	646	46.6%

90 Point Scale

Range	Minimum	Maximum	Mean	SD
62.00	11.00	73.00	54.77	8.78

100 Point Scale

Range	Minimum	Maximum	Mean	SD
50.00	24.00	74.00	52.65	7.40

K-8 Growth Weighting Impact

High Proficiency Schools ($\geq 85\%$)

N	Range	Minimum	Maximum	Mean	SD
296	15.98	10.89	26.87	18.1	2.59

Low Proficiency Schools ($\leq 35\%$)

N	Range	Minimum	Maximum	Mean	SD
96	18.42	5.39	23.81	14.40	0.83

The schools with the highest proficiency rates max out on growth points at 27 (out of 50) due to the weighting system (next slide). S

SGP and SGT Weights

Current-Year Student Growth Percentile			
Prior-Year Achievement Level	Weights		
Highly Proficient (HP)	0	0.25	0.5
Proficient (P)	0	0.375	0.625
Partially Proficient (PP)	0	0.625	0.875
Minimally Proficient (MP)	0	0.75	1
	1-33	34-66	67-99
	Low Growth	Average Growth	High Growth

SGT Growth		
Prior Year HP (Stay-Up)	0	0.25
Prior Year P (Keep-Up)	0	0.5
Prior Year PP (Catch-Up)	0	0.75
Prior Year MP (Catch-Up)	0	1
	Current Year Did Not Meet Target	Current Year Met or Exceeded Target

9-12

9-12 Filters Applied

Impact of Filter on Schools

Filter	Frequency	Percent
Proficiency	151	50.3%
Growth	238	79.3%
Proficiency AND Growth	127	42.3%
Proficiency OR Growth	262	87.3%

Applying an “OR” or “AND” for 9-12 schools revealed that 25% of schools would be dropped from an “A” to a “B” using the “OR” filter and Method A while 1.5% would drop using Method D. The “AND” filter would adjust less than 1% of “A” schools using Method A and would not affect any “A” schools in Method D.

Based on the data that shows the variability of the impact of the filters, as well as the need for consistency with the K-8 model, the filter appears to be unnecessary for the 9-12 model.

9-12 Method A

A = 70-100%; B = 60-69%; C = 50-59%; D < 50%

Grade	Frequency	Percent of Schools
A	104	34.7%
B	103	34.3%
C	65	21.7%
D	28	9.3%

9-12 Method A Compared to 2014

FY 2017 Grade Distribution

Grade	Percent of Schools
A	34.7%
B	34.3%
C	21.7%
D	9.3%

FY 2014 Grade Distribution

Grade	Percent of Schools
A	41.0%
B	31.0%
C	19.3%
D	2.7%
F	1.7%

9-12 Method A Comparison FY2017

%	All Schools	Title I	Non-Title I	Charter
A	34.7%	16.0%	57.4%	43.0%
B	34.4%	38.9%	29.4%	31.2%
C	21.7%	31.5%	9.6%	11.8%
D	9.3%	13.6%	3.6%	14.0%

9-12 Method A FRL

FY 2017

	Percent FRL									
Grade	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	5.8%	27.5%	10.1%	17.4%	15.9%	4.3%	7.2%	5.8%	2.9%	2.9%
B	0.0%	3.2%	13.8%	18.1%	16.0%	17.0%	11.7%	11.7%	5.3%	3.2%
C	0.0%	0.0%	0.0%	1.7%	11.7%	11.7%	31.7%	25.0%	11.7%	6.7%
D	0.0%	0.0%	0.0%	0.0%	8.7%	8.7%	13.0%	21.7%	26.1%	21.7%

FY 2014

	Percent FRL									
Grades	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	8.3%	16.7%	17.9%	15.5%	8.3%	10.7%	8.3%	8.3%	3.6%	2.4%
B	0.0%	1.1%	8.8%	13.2%	14.3%	20.9%	19.8%	9.9%	9.9%	2.2%
C	0.0%	0.0%	1.5%	4.6%	13.8%	21.5%	7.7%	16.9%	24.6%	9.2%
D	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%

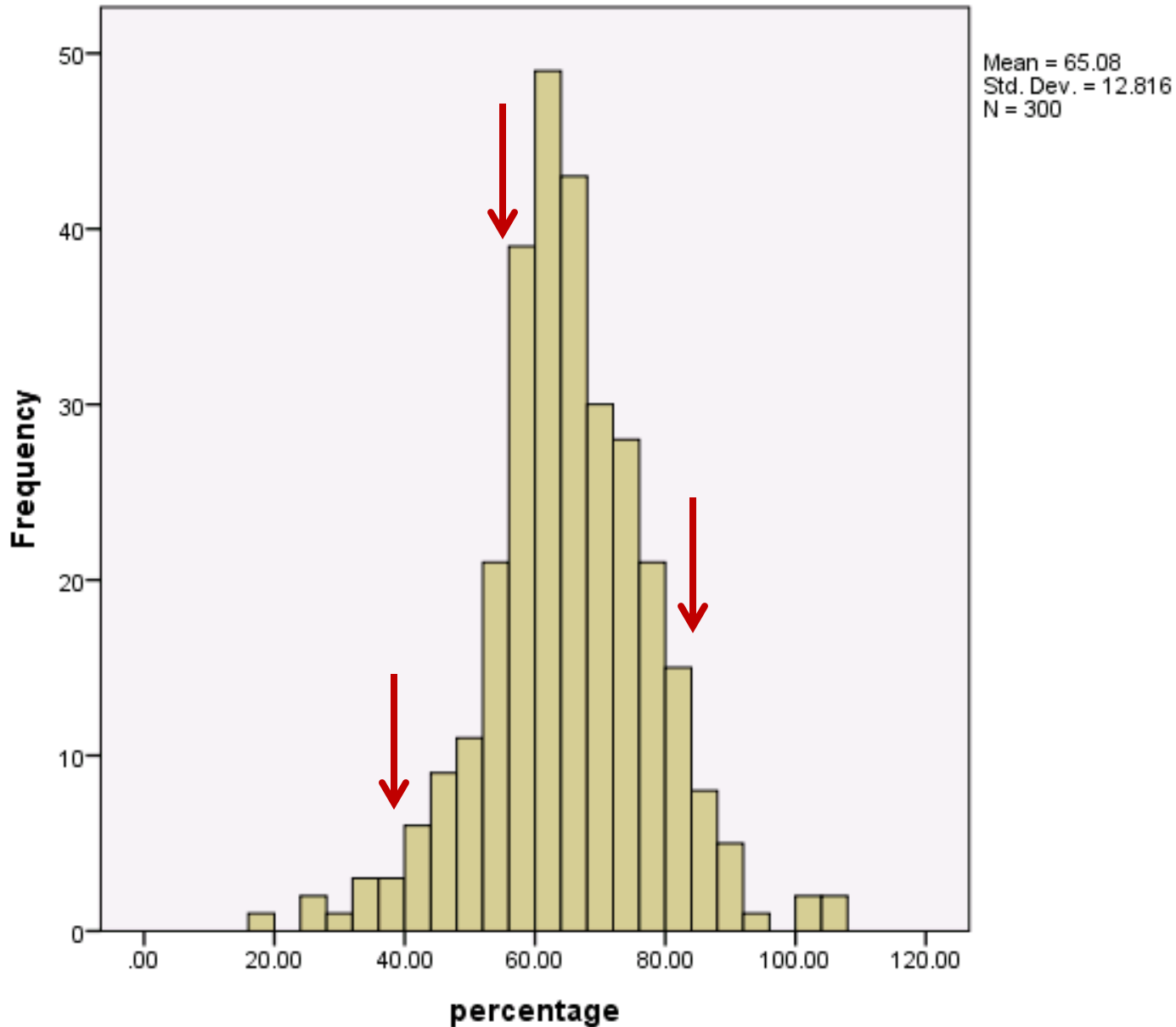
9-12 Method A Common Performance

FY 2017

	Proficiency	Growth	ELL	Grad Rate	CCRI
A	14-30 points, M=22	6-10 points, M=7	8-10 points, M=9	14-20 points, M=20	14-24 points, M=20
B	7-27, M=15	4-10, M=6	0-10, M=8	12-20, M=19	10-22, M=16
C	2-21, M=10	3-9, M=6	0-10, M=8	15-20, M=19	6-20, M=13
D	2-16, M=8	3-9, M=6	0	15-20, M=19	1-17, M=10

9-12 Method D

A = 81-100%; B = 80-58%; C = 57-41%; D < 41%



9-12 Method D

Grade	Frequency	Percent of Schools
A	29	9.7%
B	200	66.7%
C	61	20.3%
D	10	3.3%

Method D Compared to 2014

FY 2017 Grade Distribution

Grade	Percent of Schools
A	9.7%
B	66.7%
C	20.3%
D	3.3%

FY 2014 Grade Distribution

Grade	Percent of Schools
A	41.0%
B	31.0%
C	19.3%
D	2.7%
F	1.7%

9-12 Method D Comparison FY2017

%	All Schools	Title I	Non-Title I	Charter
A	9.7%	3.7%	16.9%	20.4%
B	66.7%	59.9%	75.7%	56.9%
C	20.3%	32.1%	5.1%	16.1%
D	3.3%	4.3%	2.2%	6.4%

9-12 Method D FRL

FY 2017

	Percent FRL									
Grade	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	0.0%	42.9%	0.0%	0.0%	28.6%	28.6%	0.0%	0.0%	0.0%	0.0%
B	2.3%	10.8%	11.4%	16.5%	15.9%	11.9%	12.5%	10.2%	5.1%	3.4%
C	0.0%	0.0%	0.0%	1.9%	7.4%	9.3%	27.8%	27.8%	14.8%	11.1%
D	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%	11.1%	22.2%	33.3%	22.2%

FY 2014

	Percent FRL									
Grades	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
A	8.3%	16.7%	17.9%	15.5%	8.3%	10.7%	8.3%	8.3%	3.6%	2.4%
B	0.0%	1.1%	8.8%	13.2%	14.3%	20.9%	19.8%	9.9%	9.9%	2.2%
C	0.0%	0.0%	1.5%	4.6%	13.8%	21.5%	7.7%	16.9%	24.6%	9.2%
D	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	0.0%

9-12 Method D Common Performance

	Proficiency	Growth	ELL	Grad Rate	CCRI
A	19-30 points, M=28	6-11 points, M=8	9-10 points, M=10	20-20 points, M=20	19-24 points, M=21
B	6-30, M=16	4-10, M=7	0-10, M=8	12-20, M=20	9-24, M=17
C	2-20, M=9	3-9, M=6	0-10, M=7	15-20, M=19	2-20, M=12
D	3-11, M=8	3-7, M=5	NA	15-19, M=17	1-11, M=5

Looking Forward

9-12 Data Details

Points Eligible	Frequency	Percent
50 pts	21	7%
70 pts	30	10%
90 pts	182	60.7%
100 pts	67	22.3%

90 Point Scale

Range	Minimum	Maximum	Mean	SD
52.00	39.00	91.00	68.18	10.37

100 Point Scale

Range	Minimum	Maximum	Mean	SD
32.00	50.00	82.00	61.97	7.68

Appendix

K-8 Data Details

1454 SCHOOLS (1387 eligible for Letter Grade)	Proficiency Points	Growth Points	ELL Points	Acceleration/Readiness Points	Bonus Points	Percentage
Ineligible	25 (2%)	75 (5%)	816 (56%)	36 (3%)	2 (0.1%)	NA
Range	29.17	23.39	8.00	8.00	2.00	63.00
Min	0.83	5.39	2.00	2.00	0.00	11.00
Max	30.00	28.78	10.00	10.00	2.00	74.00
Mean	19.32	17.51	8.29	8.72	NA	53.74
SD	5.92	3.18	3.73	1.95	NA	8.24

K-8 Method A – Proficiency or Growth Filter

A = 60-100%; B = 50-59%; C = 40-49%; D < 40%

Grade	Frequency	Percent of Schools
A	281	20.3%
B	729	52.6%
C	301	21.7%
D	76	5.5%

K-8 Method A – Proficiency and Growth Filter

A = 60-100%; B = 50-59%; C = 40-49%; D < 40%

Grade	Frequency	Percent of Schools
A	356	25.7%
B	654	47.2%
C	301	21.7%
D	76	5.5%

K-8 Method D – Proficiency or Growth Filter

A = 66-100%; B = 65-52%; C = 51-32%; D < 32%

Grade	Frequency	Percent of Schools
A	70	5.0%
B	834	60.1%
C	469	33.8%
D	14	1.0%

K-8 Method D – Proficiency and Growth Filter

A = 66-100%; B = 65-52%; C = 51-32%; D < 32%

Grade	Frequency	Percent of Schools
A	70	5.0%
B	834	60.1%
C	469	33.8%
D	14	1.0%

9-12 Data Details

371 Schools (300 eligible for letter grade)	Proficiency Points	Growth Points	ELL Points	Grad Rate Points	CCRI Points	Bonus Points	Percentage
Ineligible	35 (9%)	77 (21%)	304 (82%)	86 (23%)	95 (26%)	8 (2%)	71 (19%)
Range	28.00	6.81	10.00	8.00	22.70	2.00	86.00
Min	2.00	3.17	0.00	12.00	1.30	0.00	19.00
Max	30.00	9.98	10.00	20.00	24.00	2.00	105.00
Mean	15.75	6.48	8.09	19.66	16.44	NA	65.10
SD	6.59	1.19	2.26	1.09	4.09	NA	12.79

9-12 Method A – Proficiency or Growth Filter

A = 70-100%; B = 60-69%; C = 50-59%; D < 50%

Grade	Frequency	Percent of Schools
A	33	11.0%
B	174	58.0%
C	65	21.7%
D	28	9.3%

9-12 Method A – Proficiency and Growth Filter

A = 70-100%; B = 60-69%; C = 50-59%; D < 50%

Grade	Frequency	Percent of Schools
A	100	33.3%
B	107	35.7%
C	65	21.7%
D	28	9.3%

9-12 Method D – Proficiency or Growth Filter

A = 81-100%; B = 80-58%; C = 57-41%; D < 41%

Grade	Frequency	Percent of Schools
A	25	8.3%
B	204	68.0%
C	61	20.3%
D	10	3.3%

9-12 Method D – Proficiency and Growth Filter

A = 81-100%; B = 80-58%; C = 57-41%; D < 41%

Grade	Frequency	Percent of Schools
A	29	9.7%
B	200	66.7%
C	61	20.3%
D	10	3.3%

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding setting cut scores for A-F School Accountability letter grades for traditional K-8 and 9-12 schools

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with adopting an annual achievement profile that is used to determine a school classification based on an A through F letter grade system.

At the June Board meeting, ADE staff was directed to model methods of determining cut scores. These models included "Model A" where a percentage range was to be designated for A, B, C etc.; and "Model D" where letter grades would be applied based on natural groupings of scores. In addition, consideration was given to "Model C," known as the "absolute expectation method," which acted as a 50/50 filter. With this filter, ADE reviewed and modelled whether schools which had been assigned an "A" under Model A had 50% of students who were proficient and achieving growth. This filter was also run as an "or," that is, whether schools which had been assigned an "A" had 50% of students who were proficient or achieving growth. Similar calculations as a filter were also run on "Model D" results.

Based on the modelling data attached, it is not recommended to apply a 50/50 filter in 2016-2017 to K-8 schools as the impact is negligible. In addition, it is not recommended to apply a 50/50 filter in 2016-2017 to 9-12 schools due to the differences in the proficiency and growth weighting between the two plans.

Further, it is recommended that the Board adopt Model A for both the K-8 and 9-12 schools, but assign a different grading scale as the scores for 9-12 are higher than K-8 due to different indicators and associated weighting.

Fiscal Impact

None.

Recommendation to the Board

It is recommended that the Board adopt cut scores for 2016-2017 based on Model A for K-8 traditional schools with 60-100% as A, 59-50% as B, 49-40% as C, and 39% and below as D, and Model A for 9-12 traditional schools with 70-100% as A, 69-60% as B, 59-50% as C, and 49% and below as D.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding identifying levels of performance for B, C, and D schools

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with adopting an annual achievement profile that is used to determine a school classification based on an A through F letter grade system. Under this statute, “a letter grade of A reflects an excellent level of performance and a letter grade of F reflects a failing level of performance.”

Accordingly, the Board should set the level of performance for B,C, and D schools.

Letter Grade	Level of performance
A	Excellent
B	
C	
D	
F	Failing

Fiscal Impact

None identified.

Recommendation to the Board

It is recommended that the Board adopt levels of performance for B, C and D schools for the 2016-2017 A-F School Accountability Plan.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of recommendations to approve changes required by federal law to AZ Accountability system for the 2018-2019 school year.

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education (ADE) is required to submit a consolidated State plan to the United States Department of Education to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

ADE submitted Arizona's state plan in January 2017 and then an amended version in May of 2017 due to changes at the federal level regarding a new template required for submission. The plan addressed many facets of federal law including state requirements for Accountability. The components addressed in the plan for Accountability mirrored what was proposed or approved by the State Board of Education (SBE).

On August 8, 2017 ADE received feedback on its State plan. There were three items in the Accountability section that must be addressed in order for the plan to be approved. These items required for change would be implemented in the 2018-2019 school year, not impacting FY17 calculations for A-F.

The following items must be changed or included in order for Arizona's State plan to be approved:

1. The Science assessment must be removed from the Proficiency calculations
 - a. This assessment can be included in the K-8 Acceleration/Readiness calculation and the 9-12 College and Career Readiness Indicator.
2. The Academic Achievement Indicator must include in the denominator the greater of 95 percent of all students or the number of students participating in the assessments.
3. The College and Career Readiness Indicator for 9-12 must include all Seniors (12th grade cohort), not just graduating Seniors.

Recommendation to the Board

It is recommended that the Board approve items 1-3 above in order for Arizona's plan to be compliant with federal laws applicable to ESSA.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Dr. Jennifer Fletcher, Chief Accountability Officer- Accountability and Research Section

U.S. Department of Education
Feedback on AZ State Plan:
Accountability

ESEA v. ESSA

ESSA (Every Student Succeeds Act) is the reauthorization of ESEA (Elementary and Secondary Education Act)

Decision Points

Academic Achievement: Proficiency

1. “ESEA section 1111(c)(4)(B)(i)(I) requires that the Academic Achievement indicator only include measures of proficiency on the annual assessment required under ESEA section 1111(b)(2)(B)(v)(I) (i.e., reading/language arts and mathematics)” – AZ State Plan Letter [ESSA law page S.1177-25]
 - Requirement for FY18: remove science from the proficiency calculations (it can be added to the Other Academic Indicator [i.e., acceleration/readiness in K-8 and CCRI in 9-12])

Academic Achievement: Proficiency

2. “ESEA section 1111(c)(4)(E)(ii) requires that a State calculate the Academic Achievement indicator by including in the denominator the greater of 95 percent of all students... or the number of students participating in the assessments” – AZ State Plan Letter [ESSA law page S.1177-36]
 - Requirement for FY18: add the 95% tested denominator adjustment to proficiency calculations

School Quality or Student Success Indicator: CCRI

1. “ESEA requires that each indicator annually measure results for all students and separately for each subgroup of students and allow for meaningful differentiation in school performance across the state” – AZ State Plan Letter [ESSA law page S.1177-34]
 - Requirement for FY18: CCRI calculation must include all seniors (not just graduating seniors)

Informational Item

Academic Achievement: Proficiency

1. “ESEA requires that each indicator annually measure results for all students and separately for each subgroup of students” – AZ State Plan Letter [ESSA law page S.1177-34]
 - The conversation with the USDOE included concern over the stability model masking student performance due to the incremental weighting system placing higher weight on 3-year FAY and 2-year FAY

 - Requirement for state plan in order for stability model to be approved: Describe how it will calculate the indicator using its proposed student weighting system or how the calculation will measure academic achievement for all students and each subgroup of students.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

AUG 08 2017

The Honorable Diane Douglas
Superintendent of Education
Arizona Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007

Dear Superintendent Douglas:

Thank you for submitting Arizona's consolidated State plan to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

I am writing to provide feedback based on the U.S. Department of Education's (Department's) review of your consolidated State plan. As you know, the Department also conducted, as required by the statute, a peer review of the portions of your State plan related to ESEA Title I, Part A, ESEA Title III, Part A, and the McKinney-Vento Act using the Department's *State Plan Peer Review Criteria* released on March 28, 2017. Peer reviewers examined these sections of the consolidated State plan in their totality, while respecting State and local judgments. The goal of the peer review was to support State- and local-led innovation by providing objective feedback on the technical, educational, and overall quality of a State plan and to advise the Department on the ultimate approval of the plan. I am enclosing a copy of the peer review notes for your consideration. Please note that the Department's feedback may differ from the peer notes.

Based on the Department's review of all programs submitted under Arizona's consolidated State plan, including those programs subject to peer review, the Department is requesting clarifying or additional information to ensure the State's plan has met requisite statutory and regulatory requirements, as detailed in the enclosed table. Each State has flexibility in how it meets the statutory and regulatory requirements. I encourage you to read the full peer notes for additional suggestions and recommendations for improving your consolidated State plan.

ESEA section 8451 requires the Department to issue a written determination within 120 days of a State's submission of its consolidated State plan. Given this statutory requirement, I ask that you revise Arizona's consolidated State plan and resubmit it through OMB Max within 15 days from August 7, 2017. If you need more time than this to resubmit your consolidated State plan, please contact your Office of State Support Program Officer, who will work with you in establishing a new submission date. Please recognize that if we accommodate your request for

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

additional time, we may be unable to issue a written determination on your plan within the 120-day review period.

Department staff are available to support Arizona in addressing the items enclosed with this letter. If you have any immediate questions or need additional information, I encourage you to contact your Program Officer for the specific Department program.

Please note that the Department only reviewed information provided in Arizona's consolidated State plan that was responsive to the Revised Template for the Consolidated State Plan that was issued on March 13, 2017. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory requirements. Additionally, the Department can only review and approve complete information. If Arizona indicated that any aspect of its plan may change or is still under development, Arizona may include updated or additional information in its resubmission. Arizona may also propose an amendment to its approved plan when additional data or information are available consistent with ESEA section 1111(a)(6)(B). The Department cannot approve incomplete details within the State plan until the State provides sufficient information.

Thank you for the important work that you and your staff are doing to support the transition to the ESSA. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,

A handwritten signature in black ink, appearing to read "Jason Botel". The signature is fluid and cursive, with the first name "Jason" written in a larger, more prominent script than the last name "Botel".

Jason Botel
Acting Assistant Secretary

Enclosures

cc: Governor
State Title I Director
State Title II Director
State Title III Director
State Title IV Director
State Title V Director
State 21st Century Community Learning Center Director
State Director for McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths Program

Items for Additional Information or Revision in Arizona’s Consolidated State Plan

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)	
<p>A.4.iv.a: Academic Achievement Indicator</p>	<ul style="list-style-type: none"> ● ADE proposes to include performance on science assessments in its Academic Achievement indicator. ESEA section 1111(c)(4)(B)(i)(I) requires that the Academic Achievement indicator only include measures of proficiency on the annual assessments required under ESEA section 1111(b)(2)(B)(v)(I) (i.e., reading/language arts and mathematics); a State may include performance on assessments other than those required under ESEA section 1111(c)(2)(B)(v)(I) (e.g., science) in the indicator for public elementary and secondary schools that are not high schools required under ESEA section 1111(c)(4)(B)(ii) (i.e., the Other Academic indicator) or in the School Quality or Student Success indicator for any schools, including high schools. ● ESEA section 1111(c)(4)(E)(ii) requires that a State calculate the Academic Achievement indicator by including in the denominator the greater of 95 percent of all students (or 95 percent of students in each subgroup, as the case may be) or the number of students participating in the assessments. Although in its State plan ADE notes that participation rate “will be a factor” in school improvement decisions, the information provided implies that ADE may not be meeting the requirement to calculate the Academic Achievement indicator consistent with the statutory requirement. ● In its plan, ADE describes how it will weight points within its Academic Achievement indicator so that “the longer [a school has] taught a student, the more weight the student gets” (i.e. a student who scores proficient on the Academic Achievement indicator and is enrolled in the same school for three years will earn more points for that school than a student who has been enrolled in the school for one or two years). The ESEA requires that each indicator annually measure results for all students and separately for each subgroup of students. ADE has not described how it will calculate the indicator using its proposed student weighting system or how the calculation will measure academic achievement for all students and each subgroup of students.
<p>A.4.iv.e: School Quality or Student Success Indicator(s)</p>	<ul style="list-style-type: none"> ● In its State plan, ADE describes a School Quality or Student Success indicator that it calls a College and Career Readiness indicator (CCRD) for high schools. The State indicates that the indicator will be calculated by permitting each graduating senior to earn up to two points on a variety of different college and career readiness measures and then averaging the scores of all graduating seniors, rather than all seniors. The ESEA requires that each indicator annually

	<p>measure results for all students and separately for each subgroup of students and allow for meaningful differentiation in school performance across the State. Because ADE has not described how it will calculate this indicator to include all students or how the indicator will allow for meaningful differentiation, it is unclear whether ADE meets the statutory requirements.</p>
<p>A.5: Disproportionate Rates of Access to Educators</p>	<p>In its State plan, ADE provides definitions for ineffective, out-of-field, and inexperienced teachers and references a previously approved educator equity plan that addresses disproportionate rates of access to educators generally. However, ADE does not specifically address schools assisted under Title I, Part A. The ESEA requires a State to describe the extent, if any, to which low income and minority children enrolled in schools assisted under Title I, Part A are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>