

Appendix of Preliminary A-F Comments

Inbox Preliminary A-F Comments

From: Megan McWenie
To: [AZSBE Inbox](#)
Cc: ["Amanda Burke"](#)
Subject: A-F Accountability System Feedback
Date: Thursday, November 16, 2017 4:05:25 PM
Attachments: [CFA_2017-18 A-F Accountability Feedback_2017-11-16.pdf](#)

To Whom It May Concern,

In response to the Arizona State Board of Education's recent call to gather public input for potential revisions to final letter grades in upcoming school years, the Center for the Future of Arizona submits the attached letter detailing recommendations for consideration for the 2017-18 A-F School Accountability Plan based on feedback from the network of 30+ Move On When Ready schools across Arizona.

Please don't hesitate to reach out with any questions to myself and Dr. Amanda Burke, Senior Director, Education and Workforce, cc'd on this note.

Megan McWenie
Center for the Future of Arizona
Manager, Education Innovation and Student Success



arizonafuture.org

November 16, 2017

Arizona State Board of Education
1700 W. Washington St.
Phoenix, AZ 85007

Dear President Carter:

In response to the Arizona State Board of Education's recent call to gather public input for potential revisions to final letter grades in upcoming school years, the Center for the Future of Arizona submits the following recommendations for consideration for the 2017-18 A-F School Accountability Plan.

The Center for the Future of Arizona (CFA) has been under contract with the State Board since 2010 to provide operation and administration of the board examination system prescribed in A.R.S. § 15-792.02, known as Move On When Ready. In this capacity CFA staff recently solicited feedback from the network of 30+ Move On When Ready partner school on the types of updates and additions district leaders and principals would like to see in a 2017-18 A-F School Accountability Plan. CFA sought feedback during meetings of our statewide Learning Collaborative, through one-on-one conversations, and by email. The following pages outline recommendations for consideration based on this feedback from Move On When Ready partners.

CFA stands ready to answer any questions about the recommendations that follow. Thank you for the opportunity to provide input on behalf of Move On When Ready schools.

Best,



Amanda Burke, Ed.D.
Senior Director, Education and Workforce
Center for the Future of Arizona

2017-18 A-F School Accountability Recommendations for Consideration On Behalf of Move On When Ready Schools

The Center for the Future of Arizona submits the following three recommendations for consideration for the 2017-18 A-F School Accountability Plan, based on input from Move On When Ready district and school leaders.

Recommendation 1: Add Cambridge Examinations International Education (Cambridge) Primary Checkpoint and Checkpoint Assessment Performance to K-8 Acceleration Measures

Background

As a part of a continuum of K-12 Move On When Ready system designs, many partners have extended board examination systems into K-8 settings. Eleven Move On When Ready schools currently use the Cambridge Primary Programme of Study (Grades K-5) and Cambridge Lower Secondary Programme of Study (Grade 6-8). As a component of these comprehensive, aligned instructional systems, students take the end-of-program Primary Checkpoint (Grade 5) and Checkpoint (Grade) assessments to measure their mastery of mathematics, science, and English knowledge and skills and give valuable feedback on learners' strengths and weaknesses before they progress to the next stage of education. For more information on these assessments, please see:

- <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary-checkpoint/>
- <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-checkpoint/>

Specific Recommendation for Consideration

Leaders from Move On When Ready partner K-8 schools have requested adding student performance on Primary Checkpoint (Grade 5) and Checkpoint (Grade 8) assessments in mathematics, science, and English to the 2017-18 A-F School Accountability Plan's K-8 Acceleration Category. Potential measures could include:

- Increase the percentage of students who take and score on-track for college-readiness from the prior year
- Maintaining a current and prior year percentage of 100% score on-track for college-readiness
- The current year percentage of students who take and score on-track for college-readiness is greater than X%

Recommendation 2: Increase number of Cambridge AS or A Level exams eligible for CCRI points in the CCRI Self-Report Spreadsheet to give parity with AP, IB, and CLEP recognition

Background

As a part of a continuum of K-12 Move On When Ready system designs, many partners have implemented the State Board approved “upper division program of study” Cambridge AS or A Levels, providing university-level coursework in a high school setting. Arizona State University, Northern Arizona University, and the University of Arizona have established credit-by-examination policies for AS or A Level examination. Fifteen Move On When Ready schools currently use the Cambridge AS/A Level program of study.

Specific Recommendation for Consideration

In the 2017 CCRI Self-Report Spreadsheet, schools can self-report up to 4 exams that meet an established college-credit earning cut score per student for AP, CLEP, and IB assessments. Schools were only allowed to report up to 2 exams meeting a cut score for Cambridge AS or A Level exams. As Arizona universities recognize AP, CLEP, IB and Cambridge for credit in similar ways, Cambridge schools request that the Cambridge AS or A Level exam recognition be increased to up to 4 exams to provide parity with other advanced instructional systems.

Recommendation 3: Recognize Cambridge IGCSE fine arts achievement in the High School College and Career Readiness Index (CCRI)

Background

As a part of the program of study designed to prepare students to earn the Arizona Grand Canyon Diploma, several Move On When Ready high schools have implemented the high-quality, performance-based Cambridge IGCSE fine arts courses: IGCSE Art and Design, IGCSE Drama, and IGCSE Music. The State Board of Education approved college and career readiness qualification scores for these board exams in 2013.

Specific Recommendation for Consideration

Add fine arts exams to the list of IGCSE exams awarded points in the CCRI Indicator “Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam.”

From: Diana Asseier
To: [AZSBE Inbox](#)
Cc: [Scott Becker](#); [Diana Asseier](#); [Alan Ward](#); [John Masden](#); [Kathy Cox](#); [Nichole Cohen](#); [Pat Rooney](#); [Terry Fleming](#)
Subject: Information/data for consideration - A - F letter grade TAC
Date: Thursday, November 16, 2017 11:42:31 AM
Attachments: [A-f Letter Grade Issues HS.docx](#)

State Board Members and Technical Advisory Committee members,

This correspondence addresses the impact of the A-F formula for high school letter grades. We greatly appreciate your appreciation of this data and its implications. I have previously submitted recommendations regarding the percentage of the formula that is weighted for growth. The information below, which addresses graduation rate and the CCRI, is also attached in a document.

The grades for high schools are greatly impacted by graduation rate and CCRI.

Recommendations:

- Graduation Rate: A school whose rate is above the state average and who **maintains** or increases its rate should earn all 20 points.
- College and Career Readiness Indicators (CCRI): Schools that serve 9-12 should **not** be exempt from submitting CCRI; this defeats the purpose of comparing success for high school students.

See examples and explanations below.

Graduation Rate				20%	
4-, 5-, 6-, 7-year Graduation Rate				10%	
Current Year	%	Weight	Points Earned		
4	89.85%	5	4.49		
5	87.06%	4	3.48		
6	87.15%	2.5	2.16		
7	85.38%	.50	0.43		
4-, 5-, 6-, 7-year Graduation Rate Points			10.00		
Graduation Rate Total Points				20.00	

4-year Graduation Rate Improvement			10%	
Prior Year	%	Points Earned		
4	85.39%	10.00		
4-year Graduation Rate Improvement Points		10.00		

College and Career Ready - Self-Report Scaled Score			20%	
Metric	Weight	Points Earned		
Self-Report CCR Points	20	10.10		
College and Career Ready - Self-Report Total Scaled Points		13.47		

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade; we only scaled what was submitted to the 20% weighting.

In the above graphic we have received all 20 points possible for our graduation rate. In this

formula the graduation rate total points is broken down in two different areas. The first area where a school can earn up to 10 points is in the 4,5,6,7-year graduation rate. The second area where a school can earn up to 10 points is in the area of 4-year graduation rate improvement. As mentioned we earned all 20 points for this past year. An area of concern in this current format/formula and what that looks like in the upcoming year if in fact we do not improve our graduation rate to 90% or higher. Will schools like ours lose all 10 points for not improving on a graduation rate that ranks above the state and national averages?

School Name	LIMINARY	Efficiency	Perrowth	PoinELL	Pointsuation	Rate Pj	Career R	Bonus Point	I Points	Eal Points	Eli	Charter
Kingman Academy of Learning -	B	17.49	12.43	NR	20	17.33	2	69.26	90	Y		
Lake Havasu High School	C	15.09	12.91	NR	20	13.47	0	61.46	90	N		
Lee Williams High School	C	14.23	13.37	NR	19	11.87	2	60.46	90	N		
Mohave High School	C	11.74	9.87	NR	20	16.80	2	60.41	90	N		
Parker High School	C	9.69	12.07	NR	15	15.47	2	54.23	90	N		
Telesis Preparatory Academy	B	17.02	12.99	NR	20	NR	2	52.01	70	Y		
Kingman High School	D	7.81	9.97	NR	9	15.33	2	44.11	90	N		

The graphic above shows an inequity in how schools were scored and assigned a letter grade. As seen in the graphic all school but one filled out and submitted the College Career Readiness (CCR) spreadsheet. Due to the fact that one of the schools did not fill out the CCR spreadsheet their points possible was reduced to 70. If we take out our reported CCR spreadsheet it appears that we too would have attained enough points to earn a letter grade of a B.

Respectfully,

Diana M. Asseier

Superintendent

Lake Havasu Unified School District #1

2200 Havasupai Blvd., Lake Havasu City, AZ 86403

"To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other members of the public board. Members of the public body may reply to this message, but they should not send a copy of the reply to other members. Emails sent to the governing Board Members could at sometime become a public record."

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

Graduation Rate			20%	
4-, 5-, 6-, 7-year Graduation Rate			10%	
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From: Donovan, Jill
To: [AZSBE Inbox](#)
Cc: [Hill, Scott](#)
Subject: College Board response to Arizona A-F Accountability Plan
Date: Wednesday, November 15, 2017 4:45:02 PM
Attachments: [Accountability Comments - Arizona - 2017-11-15.pdf](#)

Dear State Board of Education Members:

On behalf of the College Board, I'm pleased to submit comments on the Arizona A-F Accountability Plan. Our comments focus on three topics of interest to the State Board: K-8 acceleration measures, college and career readiness measures, and incorporation of the menu of assessments.

Thank you for your continued partnership. We look forward to further discussing how we can support students, families, and educators across the state.

Sincerely,

Scott Hill
Vice President
Western Regional Office



November 15, 2017

Arizona State Board of Education
1700 W. Washington Street
Executive Tower, Suite 300
Phoenix, AZ 85007

Dear State Board of Education Members:

On behalf of the College Board, I'm pleased to submit comments on the Arizona A-F Accountability Plan. Our comments focus on three topics of interest to the State Board: K-8 acceleration measures, college and career readiness measures, and incorporation of the menu of assessments.

Thank you for your continued partnership. We look forward to further discussing how we can support students, families, and educators across the state.

Sincerely,

A handwritten signature in black ink, appearing to read "NSH" followed by a stylized flourish.

Scott Hill
Vice President
Western Regional Office



K-8 Acceleration Measures

We commend Arizona for including K-8 acceleration measures in its accountability system. We would encourage the state to consider adding a high school readiness indicator for middle school students. The PSAT 8/9 could be used in eighth grade for this purpose.

The PSAT 8/9 measures grade-appropriate content and establishes a baseline measurement of students' college and career readiness as they enter high school. This assessment can be used to identify students who are falling behind early, and equip educators with specific information that allows them to intervene to adjust classroom work and engage students in productive practice. Results from the PSAT 8/9 show students and educators where students are doing well and what skills and knowledge they need to improve to be ready for college. Students can also take advantage of free, personalized online practice tools through Khan Academy.

The College Board stands ready to work with Arizona education leaders to answer any questions and develop a plan for measuring middle school student readiness with the PSAT 8/9.

College and Career Readiness Measures

We applaud Arizona for including a robust college and career readiness indicator in the accountability system. This indicator recognizes the importance of preparing every student for college and careers, and gives students a variety of options for demonstrating their readiness. Specifically, we are pleased to see that the state has included participation in college-level coursework, performance on AP and CLEP exams that allow students to earn college credit, and performance on the SAT.

We would encourage the state to focus on college and career readiness indicators that are backed by research and have clear value to students. For example, AP is the strongest indicator of performance in advanced coursework. Research consistently demonstrates the important ways AP can propel students into postsecondary opportunity and success. Students who participate in AP courses and exams are more likely to enroll in a four-year institution, return for a second year at that institution, and persist and graduate on time than students of similar academic ability who did not participate in AP. The AP exam provides a standard means of comparison between AP courses nationwide and external validation of teaching and learning in the classroom.

Now that the College Board offers a more robust set of diagnostic tools specifically for use by K-12 schools through the SAT Suite of Assessments, we wanted to make you aware that ACCUPLACER has become exclusively a higher education solution as of January 2017. ACCUPLACER is an instrument now designed to help college educators advise students about course selection, preparation, and opportunities for success. Therefore, we recommend removing ACCUPLACER from the college and career readiness indicator.



Incorporation of the Menu of Assessments

The College Board stands ready to work with Arizona as the state adopts a menu of assessments for high school. Below we address the three topics of interest to the state: end of course vs. summative assessments, ESSA requirements, and scaling scores across tests.

End of Course Assessments vs. Summative Assessments

Summative assessments provide students, teachers, and administrators with highly researched data across subject areas that can be used to reliably predict student success in college. The SAT, for example, includes information on evidence-based reading and writing, math, science, and history-social science.

Requirements of the Every Student Succeeds Act

As you are aware, under the Every Student Succeeds Act (ESSA), states may allow districts to administer a nationally-recognized assessment in lieu of the current high school assessment for federal accountability purposes. We are pleased to submit information about the SAT, which is a globally recognized college admission test that provides more information to schools than ever before about student readiness and how they can improve. The SAT meets or exceeds every standard set forth in ESSA and may be used as part of a menu of options for districts. In 2017-18, eight states are using the SAT for federal accountability statewide and additionally, at least one—Oklahoma—included the SAT on a menu of options in its submitted ESSA plan.

Aligned with states' academic standards and providing rich information on student performance, the SAT:

- Is a proven measure of the skills and knowledge that evidence shows matter most for college and career success.
- Focuses on the same skills that state standards assess.
- Serves as the anchor of an assessment system that allows teachers to monitor student growth each year in reading, writing, and math.

A valid and reliable test, the SAT objectively measures academic achievement for all students, and:

- Is the most researched and cited educational assessment in the world.
- Maintains a standard of quality that meets — and in many cases exceeds — nationally recognized testing standards.
- Makes appropriate testing accommodations available to students and provides them with a college-reportable score for admissions.
- Meets the federal definition of “nationally recognized,” which is needed if a state wants to allow a menu of assessment options for districts.

The SAT is focused, useful, and clear, and produces diagnostic score reports. The easy-to-use online reporting portal, which provides readily available information to states, enables:

- Students to understand and act on their results.



- Teachers to connect data to instructional planning.
- Administrators to break down results by state, district, school, and student demographics.

Through the SAT, the College Board also connects students to the following opportunities:

- Free, interactive, personalized practice tools through the College Board's partnership with Khan Academy.
- Four college application fee waivers to every income-eligible SAT taker.
- PSAT/NMSQT® score data to help more students enroll in AP courses, with an emphasis on increasing STEM participation.

Scaling Scores Across Tests

To scale scores across tests, the College Board proposes a concordance study that includes the SAT and State of Arizona-identified assessments. This study will provide policy makers, the public, and parents with information about the extent, where, and how the SAT aligns to and reflects the state end of course assessments or other identified tests.

As a long-standing partner, the College Board will support your efforts to meet federal education requirements. We can provide technical expertise for states that allow district choice for accountability, including conducting linking studies between the SAT and other assessments. We recommend that the state moves forward with allowing students the opportunity to take the SAT in lieu of their high school assessment, and we are excited to continue to work with you to deliver opportunities to students, families, and educators across your state.

From: [Alicia Williams](#)
To: [Catcher Baden](#)
Subject: Fw: A-F Feedback
Date: Monday, November 13, 2017 4:54:17 PM
Attachments: [A-F Feedback_SBE Letter_FINAL_11-13-2017.pdf](#)

Alicia Williams
Deputy Director of Policy and Initiatives
Arizona State Board of Education

****Address, Email, and Website****

1700 West Washington Street
Executive Tower, Suite 300
Phoenix, AZ 85007

Email: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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From: Matthew Simon [REDACTED]
Sent: Monday, November 13, 2017 11:25:52 AM
To: Alicia Williams
Cc: Eileen Sigmund; Ildi Laczko-Kerr; Dawn Wallace
Subject: A-F Feedback

Hi Alicia,

Per our conversation last Monday, please see the attached letter to the Board regarding A-F feedback. I think that it also might be helpful to share the feedback with the TAC. Please let me know if you have any questions or if there is anything that you would like to talk about.

Matthew D. Simon
Director of Government Affairs
Arizona Charter Schools Association



November 13, 2017

Arizona State Board of Education
1700 W. Washington Street-Executive Tower #300
Phoenix, AZ 85007

Dear Members of the State Board of Education:

Thank you for your continued work for the students, teachers, schools and people of Arizona to have a public school accountability system that is fair, equitable and accurately measures the achievement and quality of a school. Since the release of the preliminary A-F letter grades, the Arizona Charter Schools Association has received an incredible amount of feedback from our schools. We understand that the State Board of Education (Board) has set out additional timelines to make some revisions to the formula for the A-F letter grading system. As part of the establishment of the Technical Advisory Committee and the additional processes established by the Board, we wanted to provide feedback. If you have any questions regarding our comments or would like to discuss anything further, please do not hesitate to reach out.

1. The formula must be simplified to ensure that school ratings are clear and understandable to families and educators.
2. The formula should be transparent for classroom teachers and school leaders who may want to effectively prepare in advance with known performance and growth annual targets.
3. The letter grades are significantly different from previous years, and schools report they did not have the opportunity to align their practices to these new expectations. Any revisions should contemplate this reality as well as considerations for future policy decisions.
4. Letter grades should reflect a school's strength with its students. By capping a school's ability to earn proficiency points and/or growth points, schools lost the ability to shine through on how they best perform with their students. We recommend either allowing bonus points or impact points within the formula.
5. Any formula should allow for all schools to receive letter grades. The current system fails to award grades for 51% of Arizona's charter sector. Furthermore, any corrections to the formula should account for the specifics of various types of schools, including small schools and rural schools. These considerations should include:
 - a. Understanding and recognizing the difficulty accessing points based on demographics, size and location of the school.
 - b. Addressing the ability for new schools to access all available points based on all available indicators.
 - c. Addressing policy considerations related to N counts.
6. Currently, K-8 schools have two special education targets; one is the target for acceleration and the other is for bonus points. The formula should set one target for schools for its special education students and not penalize schools based on its enrollment.
7. The growth calculation needs to be adjusted as to not diminish the overall academic proficiency of a school. Schools should not be penalized for keeping students at or above proficiency from year to year. This includes:

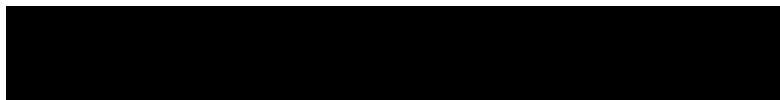


- a. Define what it means to make “one year’s growth” and using relevant and current data from schools that are currently closing the achievement gap.
 - b. Clearly define and layout the growth expectations and streamline the approach based on what method the formula is using.
8. All actions, policies or funding decisions dependent on school performance should not be based on preliminary grades and all schools should have the ability to be rated under any given final system.
9. The State Board of Education should allow schools to appeal based on data, coding challenges and integrity issues. Schools report after reviewing data, they discovered incorrect data. As this can skew a school’s rating, it should be a valid reason for an appeal.
10. The State Board of Education should immediately employ the services of a consultant or expert to model revisions and simplifications to the formula to help with technical challenges and to support the TAC. These services will allow the work of the State Board of Education to be maximized by allowing those with the available time and resources to prepare various options to the Board. Any proposed revisions must be made transparent and public, and impact data must be run for each proposed set of revisions. The consultant must have access to all of the data, including the necessary school identifying data in order to understand the impacts of any modeling.
11. The Association requests any proposed changes to the formula are distributed to a diverse sample of schools before full statewide rollout. A clearly identified process allows schools to respond to various issues, including potential data integrity issues, before public release. Without fully understanding the impact and consequences of various policy decisions, it is hard to know what the overall impact to schools are and how stakeholders can respond to those impacts.

Sincerely,



Matthew D. Simon
Director of Government Affairs
Arizona Charter Schools Association



From: Becky Hill
To: [Catcher Baden](#)
Subject: FW: A-F
Date: Monday, November 13, 2017 4:01:40 PM
Attachments: [A-F Preliminary Grades Revisions Nov 2017.docx](#)

Catcher, apologies. My email auto-filled your old address and I didn't catch it. b

Becky Hill
Owner



From: Becky Hill [REDACTED]
Date: Monday, November 13, 2017 at 3:58 PM
To: Alicia Williams [REDACTED]
Cc: Catcher Baden [REDACTED]
Subject: A-F

Director Williams, in support of the much appreciated effort to collect feedback on the A-F design, please find comments attached from the Arizona Chamber of Commerce and their Chamber partners. We look forward to the discussion on December 4. Please don't hesitate to let us know if and how we can assist.

Becky Hill
Owner





The Honorable Diane Douglas, Superintendent of Public Instruction
State Board of Education President Tim Carter
Esteemed Members of the State Board of Education

November 14, 2017

Overview

Arizona's grading system is meant to provide an indication of school quality by two primary and critical standards: How well all students perform on an absolute scale, and how well the school manages to sustain and advance the achievement of every student, every year.

Despite substantial efforts by all, the principles and aspirations adopted to guide the construction of the new A-F are not yet realized. The major problems have to do with the complexity of the formula, the number of indicators the formula tries to include in the calculation, and weights that penalize highly performing schools by failing to award points for sustaining proficiency. Further, not only does the formula not avoid unnecessary grade curving, it doubles down in the design of Student Growth to Target thus creating irrational results for schools.

As time grew short, the Board was encouraged to adopt the proposed formula, and to revise as needed in the future. Though not ideal, many of us agreed to that approach thinking the most recent amendments from TAC had blunted the largest flaws of the formula. Once the grades were shared statewide, it was clear those adjustments had done little to enhance the honesty and simplicity of the formula.

In brief, some of the immediately obvious challenges include:

- **Grades show inconsistent results.**
- **The formula punishes high performers of all socio-economic backgrounds.**
- **Many small and rural schools are ungraded or unfairly analyzed.**

Moving forward

The Board is to be commended for recognizing many of these flaws and acting to make the grades preliminary, seeking statewide feedback, and amending as needed.

To reach our common goal of a fair rating system that recognizes excellence we suggest the following recommendations be considered:



The formula must be simplified to ensure that:

- a. School Ratings are understandable and have value to families and others reviewing academic outcomes as part of an overall evaluation of a school
- b. Classroom teachers and school leadership know their targets for performance and growth
- c. The public investment in public education can be considered alongside outcomes for students

Complicated formulas cannot mask excellent performance. The formula must ensure that the highest scoring schools and those whose growth and performance combined are at the highest levels are awarded top grades.

Provide clear definitions for “a year’s worth of growth” and credit all schools whose students attain at least a year’s worth of growth including students who are already proficient and remain so.

The growth indicator should be overhauled to:

- d. Eliminate excessive weighting and curving:
- e. Award equal points for the same level of growth across proficiency levels
- f. Use the experience of Arizona schools closing the achievement gap to define an appropriate time frame to grow students to the proficiency target.

Actions, policies or funding decisions dependent on school performance should not be based on actual performance data, and not the rating systems interpretation of that data, until there is clarity that the new grades appropriately confirm quality or the need for improvement.

Clear and valid data on student outcomes, research around what works, and the availability of enhanced tools to graphically present information that matters to consumers in our school report cards all create many options for moving forward. We encourage you to not be tied to what the Board previously adopted. Please let us know how we can assist.

From: Freitas, Halley
To: [AZSBE Inbox](#)
Subject: RE: Suggestion: A-F Letter grade - K-8 Acceleration and Readiness
Date: Wednesday, November 8, 2017 4:10:50 PM

Dear A-F committee,

I would like to suggest that the SGT calculation is removed from the model. In our district, the SGT results correlates strongly (.80) with proficiency results and seems duplicative. Additionally, SGT appears to be penalizing schools for showing average growth, especially in our C and lower schools with high numbers of minimally proficient students. It seems counterintuitive to penalize schools for making a year's growth. Thank you, Halley Freitas

Halley Freitas, Ph.D
Sr. Director, Assessment & Program Evaluation
Curriculum & Instruction
Tucson Unified School District

This is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Tucson Unified



From: Oglesbee, Colin
To: [AZSBE Inbox](#)
Cc: [Freitas, Halley](#)
Subject: Suggestion: A-F Letter grade - K-8 Acceleration and Readiness
Date: Wednesday, November 8, 2017 1:39:40 PM

Good afternoon,

Please consider two adjustments to the A-F Letter Grade – K-8 Acceleration and Readiness scoring system in future years.

1. Grade 3 ELA Minimally Proficient

- Current Methodology:
 1. Decreasing the school's prior year percent minimally proficient
 2. Maintaining a current and prior year percentage of 0%
- Suggested Methodology:
 1. Decreasing the school's prior year percent minimally proficient
 - 2. Maintaining a current and prior year percentage of 15% or less**
 - For a school with any SPED population, it is nearly impossible to maintain this measure at 0%.
 - Like the Grade 5-8 EOC measure, there should be a threshold to show reasonable and acceptable performance that is near zero. This could be 5%, 10%, 15, 20%, etc.
 - For an average or low-performing school, it is very unlikely that a school with 15.00% in the current year will show improvement in this area in the next year. This is due to external limitations such as ELL status, student disabilities, or other factors.
 - For a high-performing school with 5.00% in this area, it is not reasonable to deny points to a school in future years at such an impressive level of achievement (such as 6%).
 - ***At TUSD, no school had below 14% in Grade 3 ELA Minimally Proficient.***

2. Chronic Absenteeism

- Current Methodology:
 1. Decreasing the school's prior year chronic absenteeism percentage
 2. Maintaining a current and prior year percentage of 0%
- Suggested Methodology:
 1. Decreasing the school's prior year chronic absenteeism percentage
 - 2. Maintaining a current and prior year percentage of 5% or less**
 - For any school, it is nearly impossible to maintain this measure at 0%. Children sometimes suffer from chronic illnesses, and schools should not lose points from one year to the next due to one student getting cancer.
 - Like the Grade 5-8 EOC measure, there should be a threshold to show

reasonable and acceptable performance that is near zero. This could be 5%, 10%, or another number near this range (based on statewide data).

- For a school with 5.00% in this area, it is not reasonable to deny points to a school in future years at such an impressive level of achievement (such as 6%).

- ***At TUSD, no school had below 5% chronic absenteeism.***

-Colin

Colin Oglesbee, MPP

Research Project Manager

Assessment & Evaluation

Tucson Unified School District

Phone: [REDACTED]

Email: [REDACTED]

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Wednesday, November 8, 2017 11:22:05 AM

Submitted on Wednesday, 8 November 2017 – 11:21am Submitted by anonymous user:
162.158.59.241 Submitted values are:

First Name: Lao Last Name: Tan Email: [REDACTED] Topic: General Information or
Comments on Proposed Rules Message: It seems that evaluating schools and school districts
in the 21st century should include the number of different world languages offered, the
number of State of Arizona Seals of Biliteracy awarded at graduation, and the percentage of
students studying a second (or third) language (this would include ELLs), yes? To be
monolingual at this time is the world is similar to the experience and understanding of the
world by a frog at the bottom of a well.

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1056>

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Wednesday, November 8, 2017 11:20:34 AM

Submitted on Wednesday, 8 November 2017 – 11:20am Submitted by anonymous user:
108.162.215.61 Submitted values are:

First Name: Lisa Last Name: Berkson Email: [REDACTED] Topic: General
Information or Comments on Proposed Rules Message: I am writing concerning the
framework for school accountability. I strongly feel that world languages should be a non-
negotiable part of that framework. Also I strongly feel that a two year world language
graduation requirement is essential to our College and Career Readiness Standards. Thank you
for your time.

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1055>

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Wednesday, November 8, 2017 11:19:18 AM

Submitted on Wednesday, 8 November 2017 – 11:19am Submitted by anonymous user:
162.158.59.241 Submitted values are:

First Name: Jocelyn Last Name: Raught Email: [REDACTED] Topic: General
Information or Comments on Proposed Rules Message: Dear Board of Ed,

I am writing to you concerning the Framework for the School Accountability rubric. In looking at the College and Career Readiness standards, our Arizona students can only be ready for this global community by being proficient in more than one language. Our state legislature passed our AZ State Seal of Biliteracy and we have had our first class graduate with this honor in 2017. This should be included in the the rubric as it is a true skill which will help our students in many areas in their college years and careers.

Sincerely,

Jocelyn Danielson Raught National Board Certified Teacher, WLOE

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1054>

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Wednesday, November 8, 2017 10:53:18 AM

Submitted on Wednesday, 8 November 2017 – 10:53am Submitted by anonymous user:
162.158.59.241 Submitted values are:

First Name: Margaret Last Name: Fountain Email: [REDACTED] Topic: General
Information or Comments on Proposed Rules Message: I would really like the state to
consider adding the Seal of Biliteracy to the College and Career Readiness Index for the A-F
accountability. The Seal of Biliteracy recognizes students that show proficiency in two
languages. This is absolutely a consideration for College and Career Readiness. Just as we
award points for CTE completers and students taking college course, students that earn the
Seal of Biliteracy should be considered.

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1050>

From: [AZSBE Inbox](#)
To: [AZSBE Inbox](#)
Subject: FW: Revised & New A-F Appeal
Date: Tuesday, November 7, 2017 3:17:16 PM
Attachments: [REVISED SBE A-F Appeal- American Leadership Academy, Inc 4348 #2.docx](#)
[SBE A-F Appeal- American Leadership Academy- Queen Creek.docx](#)
[REVISED SBE A-F Feedback- American Leadership Academy, Inc 4348.docx](#)

From: Chelsey Griess [REDACTED]

Sent: Monday, November 6, 2017 9:16 PM

To: AZSBE Inbox [REDACTED] Stephen Trejo <[REDACTED]>

Subject: Revised & New A-F Appeal

Hello-

Based on my conversation with Alicia today, I wanted to submit a revised as well as a new appeal for American Leadership Academy.

The revised appeal discusses the impact of removing middle school students from the 9-12 math EOC proficiency scores for our charter network. The original appeal discussed the impact of excluding the middle school EOC scores from the K-8 letter grade, however I've since learned that these students are included into the K-8 proficiency scores. After analyzing this further, I continue to see a negative impact on the 9-12 data by excluding 6-8 students from EOC proficiency scores on the HS side. I hope that the SBE will take this into account when finalizing letter grade methodology.

The new appeal that I've attached is the issue that Alicia I discussed today regarding missing Stability Proficiency data for American Leadership Academy- Queen Creek.

I've also attached a revised feedback document to include the information that I learned today with Alicia and after speaking with the Charter Association.

Thank you!



Learn. Lead. Change the World!

Chelsey Griess

Chief Academic Officer

American Leadership Academy

[REDACTED]

19935 E. Chandler Heights Rd,
Queen Creek, AZ 85142

www.alaschools.org



AMERICAN LEADERSHIP ACADEMY

Appeal to the Arizona State Board of Education

November 3rd, 2017

Re: 9th-12th Grade Proficiency Scores & End-of-Course Assessments, American Leadership Academy, Inc (4348)

American Leadership Academy, Inc (ALA) is submitting an appeal regarding the accuracy of the percent passing in mathematics for the 9-12 letter grade at American Leadership Academy- Ironwood (92885) & American Leadership Academy- Queen Creek (90769). Both school sites are currently identified as "Under Review" because of their non-typical grade configurations. American Leadership Academy- Queen Creek (90769) currently serves grades 7-12 and American Leadership Academy- Ironwood (92885) currently serves grades K-12.

ALA is submitting this appeal because a large percentage of our middle school students are not factored into the Algebra 1, Geometry & Algebra 2 proficiency scores used to calculate the 9-12 A-F letter grades. We would request that the SBE to take this into consideration when finalizing letter grades for typical and non-typical grade configurations.

The following percent of middle school grade FAY students who attended ALA in FY17 were not factored into the 9-12 end-of-course proficiency scores that are available for view in ADE Connect:

6th	7th		8th	
.09%	24.5%		56.5%	
92885 (IW)	90769 (QC)	92885 (IW)	9076 (QC)	92885 (IW)
.09%	32%	17%	65%	48%

Until this end-of-course data is included into the proficiency rates Algebra 1, Geometry & Algebra 2, the 9-12 letter grades will not accurately reflect the quality of our programs.

Sincerely,



Chelsey Griess

Chief Academic Officer

American Leadership Academy

AMERICAN LEADERSHIP ACADEMY

Memo to the State Board of Education

November 3rd, 2017

Re: A-F Letter Grade Model Feedback

Background

American Leadership Academy (ALA) is a large public charter school network with six K-6 and three K-12 schools in the East Valley of Arizona. ALA prides itself in serving all students in the community and wants to work with the TAC Committee and the State Board of Education to refine the A-F calculations so that all schools can be accurately labeled. There has been talk of giving more weight to proficiency and while ALA is a strong proponent of a student's ability to pass the state assessment, schools serving students with a wide range of academic ability should not be penalized through the A-F letter grade system. ALA's special education population is 3.35-6.61% higher than the other large networks that are asking for a greater emphasis to be placed on student proficiency. We would ask that the SBE protect the distribution of growth to proficiency that is currently demonstrated in the K-8 and 9-12 letter grade models.

Considerations for the Model

K-12 Student Growth to Target: As a charter network, students come to ALA at many different points in their K-12 experience. Our goal as an organization is to support all students. We have many students attending ALA that were not successful in other schools. We would ask that the SBE consider extending the timeframe that a student may have to reach the growth target if they are far below grade level. ALA recommends reconsidering this component of the growth calculation to ensure all schools receive credit for the work they are doing to increase student achievement.

9-12 Bonus Point: Many of our Seniors pursue church missions or other service opportunities after graduation. This impacts our post-secondary attendance percentage and makes it nearly impossible to earn the bonus point for this category. ALA would request the Board consider that Seniors who choose to engage in a service opportunity after graduation and before college be considered for the 9-12 bonus point.

9-12 Graduation Points: Graduation points were not provided to schools with less than 4 years' worth of graduation data. As a result, one of our high school campuses that had its first graduating class in Spring of 2016 did not get credit for their hard work with this class of Seniors and their graduation rate of 90+%. Without this change, this will be a recurring issue for new schools throughout the state.

9-12 CCRI Points: CCRI points are self-reported and can be inflated to benefit the school. With a desire for data transparency, ALA would request the SBE reconsider how this data is collected and what pieces of data are collected to ensure that accurate information is being used to label AZ schools.

K-8 Chronic Absenteeism: The formulas for chronic absenteeism provided in the A-F business rules are incomplete. ALA would request the complete formula be included into the business rules document to include the number of partial absences that would constitute a student being considered chronically absent as well as the number of hours absent that constitute a partial day absence.

K-8 SPED Bonus Points: We are concerned that the bonus points that are provided based on the number of SPED students enrolled in a school's special education program could promote the over-qualification of Special Education students. We would ask that the SBE consider alternative metrics for these bonus points. One alternative could be based

upon the percentage of Special Education students who achieved a passing score on the state assessment in comparison to the state average for this subgroup.

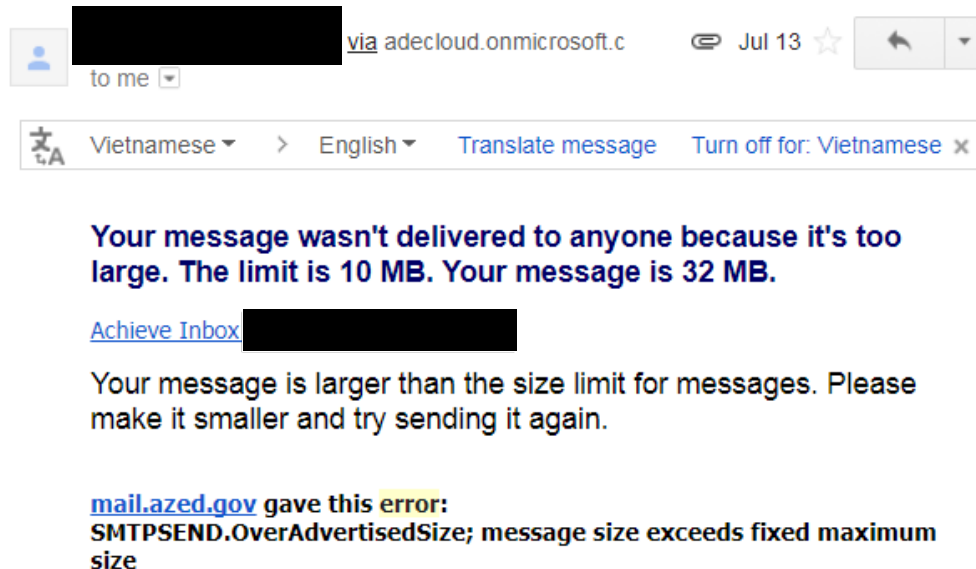
End-of-Course Proficiency: ALA has a large percentage of middle school students that are not factored into the 9-12 EOC proficiency scores (Algebra 1, Geometry, Algebra 2) which are used to calculate the 9-12 A-F letter grades. Consequently, our Algebra 1 & Geometry scores represent the middle to below average mathematic students since our high-achieving students take Algebra 1 and Geometry in middle school. We would request that the SBE to take this into consideration when finalizing letter grades for typical and non-typical grade configurations.

Considerations for the Process

Data Verification: The verification of data and coding issues is much too cumbersome. Our charter system does not have the available funding to hire an assessment & research department that would be necessary to vet A-F data and apply the business rules adopted by the SBE to verify the accuracy of the calculations. ALA urges the SBE to consider simplifying the A-F business rules to provide greater confidence in the formulas and calculations being used to determine letter grades. Additionally, ALA would ask that the SBE include information in the business rules document as to which ADE reports are utilized for calculating each formula.

Data File Submission: The state's email server does not allow for files to be sent that are larger than 10MB. We also found that the state had difficulty opening zipped files (See Exhibit A). ALA would ask that the state consider an alternative method to submit data files for errors.

Exhibit A





Chelsey Griess [redacted]

Jul 14



to Achieve, Laura, Matthew [dropdown]

Caitlin-

I received a Postmaster **error** that the email that I sent to you yesterday was not received because the attachments were larger than 10MB. Is there a different email address that I can send files to for our A-F corrections? Thanks!



Achieve Inbox [redacted]

Jul 14



to me, Laura, Matthew [dropdown]

Good Afternoon,

Not that would allow a larger file. Are you able to "zip" the files to make them smaller?

Caitlin Drake

Program Project Specialist II

Accountability & Research

Arizona Department of Education

Phone: [redacted]

Your feedback is important to us. Please use this [link](#) to tell



Chelsey Griess [redacted]



Jul 14



to Achieve, Laura, Matthew [dropdown]

Hello-

I believe I've zipped the files accurately. Here was my original email that was sent:

Thank you for your fast reply on the ELL corrections. I spoke with my team regarding the ELL students and I've attached a screenshot of our student information system where it shows that these students are identified as ELL in our system. Seeing that their program participation is documented in IC tells me that for some reason IC isn't communicating to the state database or there is an **error** in the state database. How do we correct this from here to include these students in our ELL calculations?

Inline image 3

ALA Immersed K-12 Campus | Calendar | 16-17 ALA Immersed 21 High

Cerna, Adam A | Title 1 | ELL Intermediate

Grade: 07 | ID: 05329 | DOB: 04/16/2004 | Gender: M

EL | EL Assessments | EL Services | EL Accommodations

Save | Delete

Program Status

Identified Date: 07/28/2014

Expected Exit Date: 5/25/2017

Program Exit Date: [dropdown]

First Year Monitoring: [dropdown]

Second Year Monitoring: [dropdown]

Third Year Monitoring: [dropdown]

Fourth Year Monitoring: [dropdown]

Parent Notified: [checkbox]

Parent Declined: [checkbox]

Parent Declined Date: [dropdown]

Comments: [text area]

Modified by: Toul | Date: 12/09/2015 12:02

General Information

Home Primary Language: 00 - English

First Entered US School: No Data Available

Birth Country: United States of America



Achieve Inbox



Jul 14



to me, Laura, Matthew ▾

Good Afternoon,

It's not letting me open the zipped files.

For graduation – although I wasn't able to open the file I should be able to answer this portion. The graduation column will not be used in final calculations. It was only so schools could determine if they met the minimum n-count for CCRI self reporting. Also, we will use lagged graduation rates for accountability purposes so cohort 17 won't be used until next year.

What type of issues were you seeing for chronic absenteeism? Would you be able to send over some sample SAIS IDs?

For SPED - Did you verify these students in SPED07? Are they showing up correctly within that report? The reason some may be showing up in the file while others are not could be because your school had to manually enter data or make some type of correction during the year. If this is the case, we are working to pull the most recent and accurate data on SPED services for final letter grades.

Thank You,

Caitlin Drake
Program Project Specialist II

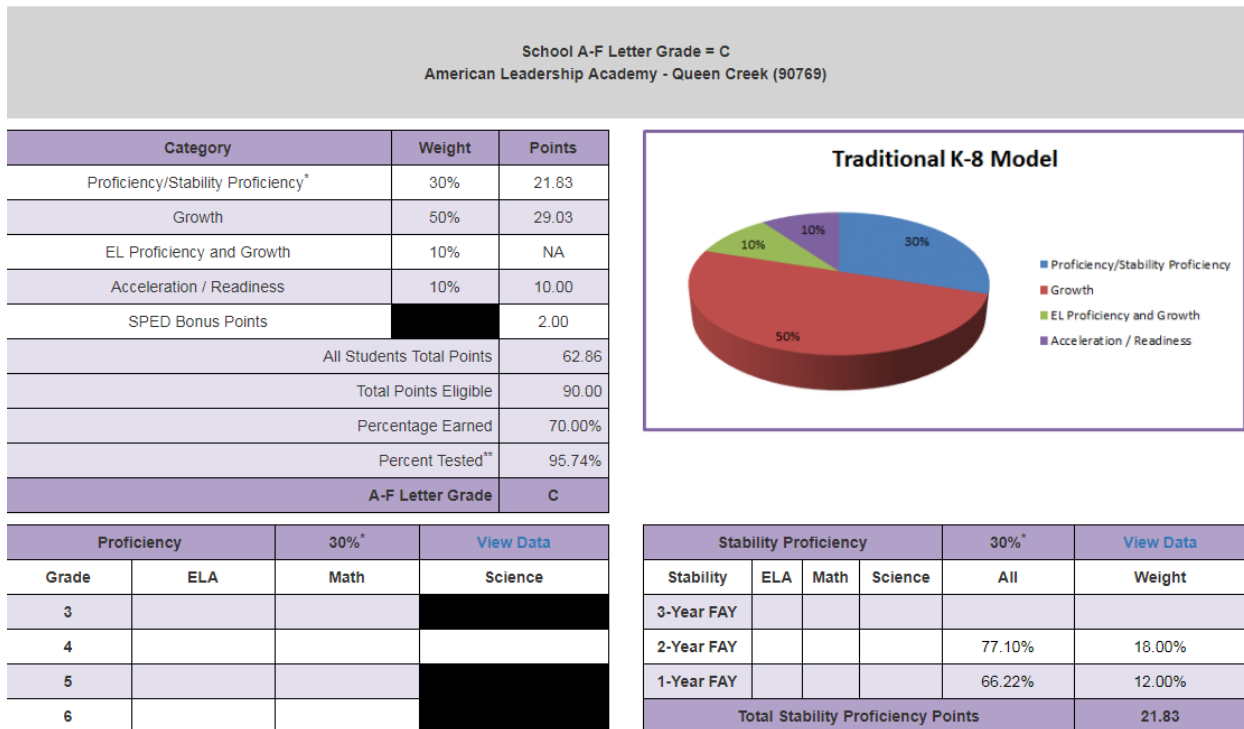
AMERICAN LEADERSHIP ACADEMY

Appeal to the Arizona State Board of Education

November 6th, 2017

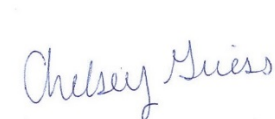
Re: Stability Proficiency Points- American Leadership Academy- Queen Creek (90769)

American Leadership Academy is submitting an appeal for the K-8 letter grade that has been made available for American Leadership Academy- Queen Creek (90769) within ADE Connect. The site currently serves grades 7-12 and was recently given approval by the State Board for Charter Schools to serve grades K-12. The American Leadership Academy- Queen Creek site first opened in July of 2013. ALA is concerned about the validity of the K-8 letter grade because the Stability Proficiency FAY data available to view in ADE Connect for this site is incomplete because the site has been in operations for more than 3 years:



We would ask that the State Board of Education reconsider the accuracy of this letter grade.

Sincerely,



Chelsey Griess

Chief Academic Officer

American Leadership Academy



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From: Richard Condit [REDACTED]
Sent: Wednesday, November 15, 2017 1:08 PM
To: Tim Carter
Subject: A-F

Tim going to send you two emails today the first on the above and the second on the Dual Pathway Diploma. Last night I attended the CTE Commission for the Peoria Unified School District and they and their research and statistician make a presentation on the grades for the elementary and high schools in the District. She was positive about the new system but concerned with the fact that we don't have all the data and much of the CCR is self reported. I piped up that let's be clear on two things. The new system while not without issues is a huge improvement over what we had at both levels. I asked if anyone thought that math and reading scores (growth and proficiency) were the end all for determining what a good school is? No one thought that this was the case. You and your fellow Board members need to not lose sight of the huge improvement that you made to our school grading system. Secondly, I said for the CCR if we could only include indicators that we had valid data on and which could be reported from a third party there would be nothing on the list. Do you think that is a good thing or are these things some of the indicators that should be looked at for college and career readiness? They like the list and I said everyone is for getting valid data as soon as possible and where ever possible having third party reporting. ADE is going to be auditing self reporting to make sure people are doing it correctly but can we for right not assume that most of our schools are honest. Finally, I said the Board is committed to not doing this once and being done. They want to find the right balance between not jacking around schools by changing the components and indicators every year and making sure we have the components and indicators that really do tell parents, business and the community how or schools are performing. As you have indicated we have so many types of schools and grade level configurations that it is difficult to overlay a single system which of course you are not doing with separate measures for JTED's, Accommodations Schools, etc.

SO TIM TO YOU AND THE BOARD I HOPE YOU DON'T LOOSE SIGHT OF THE VAST IMPROVEMENT THIS SYSTEM IS AMONG THE NOISE MUCH OF WHICH IS IN MY OPINION TIED TO RESISTANCE TO CHANGE. There is so much ignorance at play along with the resistance to change and posturing for a good grade and not enough focus on how this improves communicating to a variety of stakeholders the performance of their schools. My one suggestion is the development of documents focused on the audience (parents, educators, business, policy folks) that makes some of the points above starting with we are improving, it is not perfect and it is difficult given the variety of school types to do this job.

From: Vesely, Jan
To: [Ostmeyer, Susie](#)
Cc: [AZSBE Inbox](#); [Bolnick, Rebecca](#)
Subject: Re: A-F Letter Grade System of Accountability Feedback
Date: Monday, November 6, 2017 8:22:58 PM
Attachments: [image002.png](#)

Nice work! You hit all the right recommendations!

Sent from my iPhone

On Nov 6, 2017, at 7:46 PM, Ostmeyer, Susie <[REDACTED]> wrote:

State Board of Education Members;

Thank you for offering an opportunity to share feedback on the A-F Letter Grade Accountability System. I have attached both a letter of recommendations as well as a supporting brief related to the SGP measurement.

Sincerely,
Susie Ostmeyer

.....
Susie Ostmeyer, Ph.D.

Chief Information & Accountability Officer

[REDACTED]
8700 South Kyrene Road, Tempe, AZ 85284

<image001.jpg>

[<image002.png>](#)

"Over 125 years of excellence in education!"

<CEAResearchBrief-16-1_WhyWeShouldAbandonSGPs.pdf>

<A-F Letter Grades, 2017-11-6.pdf>

From: Ostmeyer, Susie
To: [AZSBE Inbox](#)
Cc: [Vesely, Jan](#); [Bolnick, Rebecca](#)
Subject: A-F Letter Grade System of Accountability Feedback
Date: Monday, November 6, 2017 7:47:03 PM
Attachments: [image002.png](#)
[CEAResearchBrief-16-1_WhyWeShouldAbandonSGPs.pdf](#)
[A-F Letter Grades, 2017-11-6.pdf](#)

State Board of Education Members;

Thank you for offering an opportunity to share feedback on the A-F Letter Grade Accountability System. I have attached both a letter of recommendations as well as a supporting brief related to the SGP measurement.

Sincerely,
Susie Ostmeyer

.....
Susie Ostmeyer, Ph.D.

Chief Information & Accountability Officer

p [REDACTED]

8700 South Kyrene Road, Tempe, AZ 85284



"Over 125 years of excellence in education!"



November 6, 2017

Middle Schools

Akimel A-al
Altadeña
Aprende
Centennial
Kyrene
Pueblo

Dear State Board of Education Board Members,

On behalf of the Kyrene Elementary School District, the following considerations are submitted for your review.

Elementary Schools

Brisas
Cerritos
Cielo
Colina
Esperanza
Estrella
Lagos
Lomas
Manitas
Mariposa
Milenio
Mirada
Monte Vista
Niños
Norte
Paloma
Sierra
KTA - Sureño
C.I. Waggoner

Areas of recommendation not only focus on setting clear, criterion-based expectations, and awarding schools for meeting them; but they also balance this with the goal of recognizing schools when growth toward target is achieved. A transparent model that clearly differentiates these values enhances public understanding of school performance and it builds trust. Actionable information allows school staff the ability to act upon results, thereby continuously improving student performance.

Recommendations for consideration:

- **Utilize a report card framework** for letter grade reporting, allowing each measure to be rated separate from one another so that stakeholders can clearly see how schools perform in various areas. A report card framework supports comparability by creating a clear reporting system that allows stakeholders to compare measures in isolation, such as pass rates, graduation rates, or growth rates.
- **Measure pass rates.** A weighted system makes it difficult to discern school performance. By awarding more points to highly proficient performance it masks the numbers in the other performance bands. By awarding points to partially proficient students, it masks the percentage of students passing grade level expectations.
 - Set the cut score for the expected pass rate, potentially creating a changing scale over time that increases the pass rate as students improve proficiency levels.
 - Complement this measure with a rating, possibly a plus/minus, that informs stakeholders of schools that show positive upward trends from proficient to highly proficient performance.
- **Discontinue the use of the SGP and SGT measures.**
 - **Identify a growth measure that identifies the student as the unit of measure.**
 - Attached and as noted by Sireci, Wells, and Kelley in their research brief[1]1, "...There is no validity evidence to support the use of SGPs... Current use of SGPs violates the Standards for Education and Standards for Educational and Psychological Testing, and statements on value-added modeling issued by the American Educational Research Association and the American Statistical Association..."

Sireci, S., Wells, C., Keller, L. (2017). Why we should abandon Student Growth Percentiles. Center for Educational Assessment Research Brief 16-1; Amherst, MA.

Celebrating over 125 years of excellence in education

- **Use the vertical scaling for growth**, as built into the AzMERIT assessment for the express purpose of monitoring academic growth over time.
- **Discontinue the use of weighting based on previous performance levels**, sending a clear message that an expected amount of growth is required of all students.
- **Utilize criterion-based measures**, rather than norm-referenced or comparative relationships. By creating an expected outcome, it increases the transparency of the accountability system and supports eligibility of all schools for award.
 - **Discontinue the use of comparing results to the state average**. A comparative measure, creates a system where by definition, not all schools can succeed. A system that clearly articulates an expected outcome allows students, teachers, and schools an opportunity to work towards those expectations, supporting eligibility and award.
 - **Apply confidence intervals** or some other range approach protecting against normal variance when setting performance criterion. The lack of this parameter was most notable when measuring school award for chronic absenteeism, when variance in enrollment patterns or population size can create an impact on the overall result, specifically when fewer than 10 students impact results.
- **Complement the use of decreasing/increasing measures with a set value of equal award**.
 - By setting a policy expectation for measures for Grade 3 and English Language Arts proficiency, school eligibility for award is based on either (1) meeting the target or (2) showing movement toward meeting this target. (Graduation rate points and the Grade 5-8 HS EOC math points are examples of this type of framework).
- **Award schools across the range of points, differentiating points earned**. Rather than award schools either five (5) points or zero (0), use a rating scale for the assignment of points from x to y.
- **Showcase bonus points as a separate measure**. Similar to plus/minus notations in other measures, this could be an indicator of school performance in areas not defined as expectations but as a variable of interest. As such, the reporting system can note its value by including it in the narrative without it being a part of the overall calculation.

In closing, thank you for supporting this opportunity to collect additional feedback from the field prior to finalizing letter grades.

Respectfully,



Susie Ostmeyer, Ph.D.
Chief Information & Accountability Officer

Enclosure [1]

WHY WE SHOULD ABANDON STUDENT GROWTH PERCENTILES¹

Stephen G. Sireci, Ph.D.

Craig S. Wells, Ph.D.

Lisa A. Keller, Ed.D.

**Center for Educational Assessment
University of Massachusetts Amherst**

Research Brief 16-1

¹ *Center for Educational Assessment Research Brief 16-1.* Amherst, MA: Center for Educational Assessment, University of Massachusetts. All rights reserved.

WHY WE SHOULD ABANDON STUDENT GROWTH PERCENTILES

Educational tests provide useful information for parent, teachers, and policymakers. However, a relatively recent index, called *Student Growth Percentiles* (or SGPs for short) have found their way into score reports sent home to parents and are being used in 22 states for teacher accountability, school improvement plans, and other purposes. The use of this index exploded rapidly before its properties were understood. Only now is there sufficient research on their reliability—and the results are not good. It appears SGPs contain considerable error that prohibits its usefulness as a descriptive index of student progress or as a measure of educator accountability.

In this research brief, we review some recent research in this area, as well as the issues and problems surrounding SGPs. **Only one conclusion is justifiable from the research conducted on SGPs—they should be abandoned and not used in education.**

Based on our review of the research, we have identified 6 reasons why we should abandon SGPs. These reasons are:

- 1) SGPs are not what people think they are.
- 2) SGPs are unreliable.
- 3) Educators do not understand how to use SGPs.
- 4) There is no validity evidence to support the use of SGPs.
- 5) Current use of SGPs violates the *Standards for Educational and Psychological Testing*, and statements on value-added modeling issued by the American Educational Research Association and the American Statistical Association.
- 6) SGPs encourage comparing students to each other, rather than to the knowledge and skill areas they are being taught.

Before discussing each of these six reasons, we first provide a brief history of SGPs.

SGPs: A Brief History

SGPs were introduced as a descriptive index by Betebenner (2009)². As the name suggests, it uses the concept of a *percentile* to describe the percentage of students at or above a certain level. Thus, like percentiles, SGPs range from 1 to 99. SGPs were proposed to solve two problems. First, many statewide tests in reading and math are not on the same scale from grade to grade. Therefore, talking about “how much” a student learned from say 4th grade to 5th grade, is not easily quantifiable. As we describe in the next section, SGPs avoid the “same scale” problem by depicting changes in how students “rank” from year to year. The second problem attempted to be addressed by SGPs is how to give students “credit” for learning if they did not increase according to the achievement levels created in the state. For example, if a

² Betebenner, D.W. (2009). Norm- and criterion-referenced student growth. *Educational Measurement: Issues and Practice*, 28(4), 42-51

child received an achievement classification of “basic” in 4th grade, and also received a classification of “basic” in 5th grade, it is hard to quantify how much “growth” took place, if any, over the course of that year. Again, by ranking students relative to each other, SGPs attempt to link changes in the rankings to change in learning across years.

The logic in computing SGPs appears sensible at first blush, which is why SGPs were approved in Race-to-the-Top applications as a measure of growth. It was this approval that spearheaded the wide acceptance of SGPs. Unfortunately, it was approved as a measure of growth before policymakers really understood what SGPs represented, and before research on their statistical properties was conducted.

In the next sections, we provide further details for the reasons we should abandon SGPs. In discussing the first reason, “SGPs are not what people think they are,” we illustrate how SGPs have been described in public documents, and then we describe what they are from a statistical perspective. This discussion provides a foundation for understanding the other problems inherent in SGPs.

Why We Should Abandon SGPs

Reason #1: SGPs are not what people think they are.

SGPs do not represent growth in terms of how much students have learned in a given subject area. They also are not percentiles as most people think of them. The misconceptions of SGPs can be seen by contrasting how they are described by those who promote them with what they actually are from a mathematical perspective. For example, Shang, VanIwaarden, and Betebenner³ described SGPs as,

A SGP represents the percentile rank of a student’s current score relative to those students at the same grade level who share the same prior score(s) (p. 2).

Similarly, the Massachusetts Department of Elementary and Secondary Education describes SGPs as,

An [SGP] is a measure of student progress that compares changes in a student’s MCAS scores to changes in MCAS scores of other students with similar achievement profiles. The model establishes cohorts of students with “similar performance profiles” by identifying all students with the same (or very similar) MCAS scores in prior years; all MCAS data for a student since 2006 are used (where available) to establish academic peers” (p. 2)⁴

³ Shang, Y., VanIwaarden, A., & Betebenner, D. W. (2015). Covariate measurement error correction for student growth percentiles using the SIMEX method. *Educational Measurement: Issues and Practice*, 34.

⁴Massachusetts Department of Elementary and Secondary Education (2009). *MCAS student growth percentiles: State report*. Malden, MA: Author. Downloaded June 13, 2016 from <http://www.doe.mass.edu/mcas/growth/StateReport.doc>.

From these descriptions, it sounds like the process of computing SGPs involves identifying students who had the same test scores in previous years, and then computing percentile ranks for this “cohort” of students in the current year. In fact, no cohorts are created in computing SGPs. Instead, a complex statistical model, called *quantile regression*, is used.

A complete description of quantile regression is beyond the scope of this brief, and so interested readers are referred to other sources⁵. However, for those familiar with linear regression, which uses a single line to predict future performance, quantile regression can be thought of as an extension, where 99 lines are computed to compute “conditional” or “predicted” percentiles for students. Thus, in a sense, quantile regression is 99 times more complex than linear regression. But the important point is not that the model is complex; the point is quantile regression does *not* create cohorts of students. These conditional, or predicted, percentiles are calculated using the entire population of students. Therefore, the descriptions of SGPs provided by state departments of education and others are not entirely accurate.

In conducting research on the use of SGPs and how they are calculated, Clauser, Keller, and McDermott (2016)⁶ commented, “SGPs are not percentiles as they are commonly understood, but instead likelihood estimates of a particular score pattern [That is, they are] not direct comparisons to a student’s place within a peer group” (p. 12).

Proponents of SGPs sometimes describe them as similar to the height and weight growth charts used by pediatricians. However, given how SGPs are calculated, these descriptions are particularly misleading. Physical growth charts for height and weight do not use quantile regression or any type of regression. They are simply percentiles computed from physical measurements of children at different ages. Unlike pediatric growth charts, the norm group for SGPs changes for each student each year. Several states are using SGPs to classify teachers into effectiveness categories. Can you imagine using pediatric growth charts to classify parents as “ineffective” or “effective” with respect to helping their children grow? That analogy alone should be sufficient for ending the use of SGPs in teacher evaluation.

To summarize our first reason for abandoning SGPs, we agree with Clauser et al. (2016) who commented,

the term “growth” in this context is misleading. To most, the term growth implies that there has been a change in performance, typically positive, relative to some construct of interest. For example, suppose we consider the growth of a student in math

⁵ See for example Betebenner, D.W. (2009). Norm- and criterion-referenced student growth. *Educational Measurement: Issues and Practice*, 28(4), 42-51; or Castellano, K. E., & Ho, A. D. (2013). Contrasting OLS and quantile regression approaches to student “growth” percentiles. *Journal of Educational and Behavioral Statistics*, 38(2), 190–215.

⁶ Clauser, A.L., Keller, L.A., McDermott, K.A. (2016). Principals’ uses and interpretations of student growth percentile data. *Journal of School Leadership*, 26(1), 6-33.

achievement. If the student received a high SGP, it would be assumed that the student gained in his/her math achievement and a smaller number would mean that the student showed small improvements in his/her math achievement. This interpretation of growth is reasonable. However, this is not the proper interpretation of the SGP. The SGP is a norm-referenced rather than a criterion-referenced measure; this means that the value refers to a student's standing within a group rather than standing relative to the information being tested. As a result, the term "growth" as applied in the SGP is not the traditional notion of growth and the potential for misinterpretation is great. (pp. 12-13)

Reason #2: SGPs are not reliable.

There is a growing body of research that illustrates SGPs contain so much error that students would receive very different SGPs if they retok the same tests in the same years. The concept of "margin of error" is important in evaluating the reliability of a statistic. Statistics that are reliable give the same value over repeated measurements. For example, the bathroom scale is reliable because it gives the roughly same reading of our weight when we repeatedly weigh ourselves. Students' scores from standardized tests, such as the ACT, SAT, and statewide assessments also demonstrate good reliability, typically varying only a few points. Estimates of the reliability of SGPs suggest they contain too much error to be useful.

To estimate the amount of error in SGPs, several researchers have used *simulation methods* where the known statistics for statewide assessments are used to simulate actual growth for students across years. These simulations are repeated hundreds or thousands of times, and then the variation in the SGPs assigned to the same "students" is calculated.

The results of this research indicates SGPs are inherently unreliable. For example, if a student is reported to have an SGP of 50, the margin of error is about 30 points on either side, indicating that the "true" SGP for the student could be anywhere from 20 to 80, which is almost the entire SGP scale. This finding has been replicated by researchers from several different institutions⁷.

Research has also been conducted on the margin of error associated with "aggregated" SGPs. That is, SGPs averaged across students within a classroom to infer something about the effectiveness of a teacher. A recent study requested by the Nevada State Department of

⁷ McCaffery, D.F., Castellano, K. E., & Lockwood, J. R. (2015). The impact of measurement error of individual and aggregate SGP. *Educational Measurement: Issues and Practice*, 34, 15-21.

Lash, A., Makkonen, R., Tran, L., & Huang, M. (2016). *Analysis of the stability of teacher-level growth scores from the student growth percentile model* (REL 2016-104). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from: <http://ies.ed.gov/ncee/edlabs>.

Dimmick, J., Lawrence, B., Mooney, F., Quinn, E, Soraci, A., & Yarmalowicz, M. (2016, April). *Student Growth Percentiles as Conditional Probabilities*, Poster presented at the 30th New England Statistics Symposium, Yale School of Public Health, New Haven, CT.

Wells, C.S., Sireci, S.G., & Bahry, L. (2014). Estimating the amount of error in student growth percentiles. *Center for Educational Assessment Research Report No. 869*: Amherst, MA: Center for Educational Assessment.

Education and published as an Institute of Education Sciences found that about half of the variation in teachers' average SGPs was due to error⁸. Using generalizability theory to estimate margins of error at the teacher level, the authors concluded,

the 95 percent confidence interval for a teacher's true score would span 48 points for math, a margin of error that covers nearly half the [99-point SGP] scale, and 44 points for reading. For example, one would be 95 percent confident that the true math score of a teacher who received a score of 50 falls between 26 and 74. (Lash et al., 2016, p. 4)

This conclusion is shocking, given that some states classify teachers with average SGPs below 40 as "ineffective" and those with SGPs above 60 as effective. As the results of the Lash et al. (2016) study illustrate, when a margin of error is placed on teachers' SGP ratings, one might as well flip a coin to decide if they are "ineffective" or "effective." In a separate study, similar results were found⁹.

In summary, five separate studies¹⁰ that investigated the reliability of SGPs came to the same conclusion—they contain way too much error to be valid measures of student progress or teacher effectiveness. In fact, the McCaffery et al. (2015) study concluded SGPs computed for teachers were systematically biased such that the most effective teachers were likely to have SGP scores lower than they should and the least effective teachers were likely to have SGP scores higher than they should—the exact opposite of the intent of teacher evaluation.

Reason #3: Educators do not understand how to use SGPs.

Clauser et al. (2016)¹¹ surveyed over 300 principals in Massachusetts to discover how they used SGPs and to test their interpretations of SGP results. They found over 80% of the principals used SGPs for evaluating the school, over 70% used SGPs to identify students in need of remediation, and almost 60% used SGPs to identify students who achieved exceptional gains. These results suggest SGPs are being used for important purposes, even though they are full of error. The study also found that 70% of the principals misinterpreted what an average SGP referred to, and 70% incorrectly identified students for remediation based on low SGPs, when they actually performed very well on the most recent year's test. Extrapolating from this Massachusetts study, **it is likely SGPs are leading to incorrect decisions and actions in schools across the nation.**

⁸ Lash, A., Makkonen, R., Tran, L., & Huang, M. (2016). *Analysis of the stability of teacher-level growth scores from the student growth percentile model* (REL 2016–104). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from: <http://ies.ed.gov/ncee/edlabs>.

⁹ Marland, J., Wells, C.S., Sireci, S.G., & Castellano, C. (2015). *Investigating the amount of systematic and random error in classroom-level SGPs*. Paper presented at the annual conference of the Northeastern Educational Research Association.

¹⁰ Dimmick, Lawrence, Mooney, Quinn, Soraci, & Yarmalowicz, (2016); Lash, Makkonen, Tran, & Huang, M. (2016); McCaffery, Castellano, & Lockwood, (2015); Marland, Wells, Sireci, & Castellano, (2015); Wells, Sireci, & Bahry, (2014).

¹¹ Clauser, A.L., Keller, L.A., McDermott, K.A. (2016). Principals' uses and interpretations of student growth percentile data. *Journal of School Leadership*, 26(1), 6-33.

Reason #4: There is no validity evidence to support the use of SGPs.

In our review of the literature we did not find any empirical studies (i.e., studies that involved analysis of data) that provided positive results to defend the use of SGPs. It appears SGPs are being used across the country without any data to support their use.

Reason #5: Current use of SGPs violates the *Standards for Educational and Psychological Testing*, and statements on value-added modeling issued by the American Educational Research Association and the American Statistical Association

For over 60 years, the American Educational Research Association (AERA), the American Psychological Association, and the National Council on Measurement in Education have worked together to produce *Standards for Educational and Psychological Testing*, which provide guidance for those who develop, use, and evaluate tests¹². These *Standards* assert that accountability indices based on aggregates of students' test scores "should be subjected to the same validity, reliability, and fairness investigations that are expected for the test scores that underlie the index" (p. 210). They also state,

Users of information from accountability systems might assume that the accountability indices provide valid indicators of the intended outcomes of education..., that the differences among indices can be attributed to differences in the effectiveness of the teacher or school, and that these differences are reasonably stable over time and across students and items. These assumptions must be supported by evidence. (p. 206)

However, as mentioned earlier, there is no empirical evidence to support SGPs for score reporting or accountability purposes.

In addition to the AERA et al. *Standards*, the American Statistical Association also cautioned against the use of SGPs for teacher evaluation¹³. Including SGPs as estimates from value-added models (VAMs), they cautioned,

Estimates from VAMs should always be accompanied by measures of precision and a discussion of the assumptions and possible limitations of the model. These limitations are particularly relevant if VAMs are used for high-stakes purposes. (p. 1)

The AERA also issued a statement on the use of VAMs and SGPs for evaluating teachers¹⁴ and stated the use of SGPs for teacher evaluation should include estimates of error, reliability and validity

¹² American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (2014). *Standards for Educational and Psychological Testing*, Washington, DC: American Educational Research Association.

¹³ American Statistical Association (2014). *ASA statement on using value-added models for educational assessment*. Downloaded June 16, 2016 from http://www.amstat.org/policy/pdfs/asa_vam_statement.pdf

¹⁴ American Educational Research Association (2015). AERA statement on use of value-added models (VAM) for the evaluation of educators and educator preparation programs. *Educational Researcher*. Available for download at <http://www.aera.net/Newsroom/NewsReleasesandStatements/AERAIssuesStatementontheUseofValue-AddedModelsInEvaluationofEducatorsandEducatorPreparationPrograms/tabid/16120/Default.aspx>

evidence to support their use, and ongoing monitoring of reliability and validity evidence. They concluded,

AERA recommends that VAM (which include...student growth percentile models) not be used without sufficient evidence... that support all claims, interpretative arguments, and uses (e.g., rankings, classification decisions). (p. 4)

Reason #6: SGPs encourage comparing students to each other, rather than to the knowledge and skill areas they are being taught

The science of educational testing has made great progress over the last 30 years, including moving away from “norm-referenced” tests that compare students to one another to “criterion-referenced” tests that describe how well students have mastered the subject matter taught at a particular grade level. Percentiles are used in norm-referenced testing to provide statements like “Geraldine performed as well or better than 56% of the 3rd-graders in the state on this test.” While such information may be useful, it does not say how well Geraldine did with respect to the knowledge and skills she was supposed to acquire in 3rd grade. Plus, if all or most of the state did poorly on the test, it is hard to judge how good a percentile of 56 actually is.

In contrast, criterion-referenced tests, such as all statewide tests created since the No Child Left Behind era, set achievement mastery standards such as “basic,” “proficient,” or “advanced” to describe how well students are doing with respect to proficiency standards established in each grade by a state department of education or other agency. Such information is more informative to parents, and to those planning instruction for students.

The use of SGPs on these statewide assessments encourages comparing students to one another, when the tests are actually designed for comparing students to performance standards in a specific subject area (e.g., 3rd-grade mathematics). As one principal who participated in the Clouser et al. (2016) study commented “I have huge concerns about the statistical validity of the student growth percentiles. After claiming for years that we were getting away from norm referenced testing, this seems a huge step backwards.”

Summary

In this research brief, we explained the genesis of SGPs, why they are used, and why they should not be used. Our review of the research discovered a substantial body of research, from several independent sources, that leads to the same conclusion—**SGPs should not be used for reporting “growth” at the student level, or for teacher evaluation purposes.** We found no empirical research to support their use.

SGPs are a new measure proposed for describing student progress and evaluating teachers. Only now are there sufficient data to evaluate their statistical properties. **These data unanimously point to one conclusion—SGPs are too problematic to be used for educational purposes.**

Given these results, we recommend the use of SGPs be abandoned. If states and other organizations continue to use SGPs in light of the results found in the literature, they need to clearly articulate the basis on which they defend such use.

Author contacts:

Stephen G. Sireci, Ph.D. is Professor of Educational Policy, Research, and Administration, and Director, Center for Educational Assessment, University of Massachusetts Amherst. He is a Fellow of AERA and APA. His specialties include **computerized-adaptive testing, assessing students with disabilities and English learners, test development, and test evaluation**. He was a major author on the Congressionally-mandated evaluation of the **National Assessment of Educational Progress (NAEP)** in 2009. sireci@acad.umass.edu; (413)545-0564; Twitter: @stevesireci.

Craig S. Wells, Ph.D. is Associate Professor of Educational Policy, Research, and Administration, and Associate Director, Center for Educational Assessment, University of Massachusetts Amherst. His research areas include non-parametric item response models, detection of differential item functioning, assessment of model fit, and evaluating educational statistics. Csw@educ.umass.edu; (413)577-1726.

Lisa A. Keller, Ed.D. is Associate Professor of Educational Policy, Research, and Administration, and Associate Director, Center for Educational Assessment, University of Massachusetts Amherst. Her specialties include equating tests, evaluating assessments for fairness, and generalizability theory. lkeller@umass.edu; (413)545-1528.

From: Tim Carter
To: [Alicia Williams](#); [Catcher Baden](#); [REDACTED]
Cc: [Cal Baker](#)
Subject: FW: Thanks for the help
Date: Sunday, November 5, 2017 9:23:41 AM

Good morning,

A small school issue.....

Hope your week end is going well.

Enjoy the week ahead.

Tim Carter

Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East
Prescott, Az. 86301
[REDACTED]



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From: ARSA [REDACTED]
Sent: Thursday, November 02, 2017 3:58 PM
To: Aldridge, Robert; Barajas, Monica; Bonn, Christopher; Bradley, M. Sue; Brazel, Shirley; Brown, Danny; Burton, Racquel; Crow, Whitney; Dean, George; Dumon, David; EMulvihi; England, Kevin; Franco, Juan; Gist, Makela; Gonzales, Joetta; Houser, Ed; Jangula, Angela; Johnson, Shanna; Koury, Pat; Laughter, Marjorie; Long, Jeremy; Maynes, Christopher; Miller, Stephanie; Mulligan, Casey; Murtadza,

Tracy; O'Dell, Dr. Linda; Paul, Cheryl; Perey, Michelle; Rogers, Allen; Sadorf, Melissa; Sheldahl, James; Shepard, Sue; Stephen, Rick; Turner, Kristin; Uterhardt, Karl; Van Handel, Jeff; Wade, Mary Ann; Wannemacher, Andrew; Warren, Deb; Warren, John; Williams, Mark; Wood, Kit; Yoder, Steve; [REDACTED] school, owens; Broussard, Jill; Tim Carter; Clay, Jacqui; Glover, Mike; Price, Jacqueline; Sandoval, Roy; Tyree, Tom; U'ren, Barbara; Williams, Barry; gerlich, jalyn
Subject: Fwd: Thanks for the help

More appeals fuel maybe

From: "Sean Rickert" [REDACTED]
Cc: "Kristin Turner" [REDACTED] "Kevin Imes" [REDACTED]
"ARSA" [REDACTED] "Wes Brownfield" [REDACTED] >,
"Patty Horn" <[REDACTED]> "Robbie Koerperich"
[REDACTED] >, "Jacqueline Price" [REDACTED], "Melissa
Sadorf" [REDACTED], "Andy Smith"
[REDACTED] "Karl Uterhardt" [REDACTED]
"John Warren" [REDACTED] "jresta" [REDACTED]
Sent: Thursday, November 2, 2017 3:18:15 PM
Subject: Re: Thanks for the help

I spoke with Mike Wright from Blue Ridge this morning about another approach to a "statistical appeal".

Since some small schools weren't eligible for all of the Acceleration / Readiness points you could make an argument that the Business Rules should apply the same reduction in "Out of total" points approach that is applied with the ELL points. For example, a school that was not eligible for Subgroup growth points and 3rd Grade ELA points wouldn't be eligible for the full 10 A/R points. If they also weren't eligible for ELL points then their grade should be points earned divided by points they were eligible (between 80 and 90). I think you'd still have to accept the "past the post" approach if you were over 10 points.

If you received 50 points and were eligible for 2 A/R points this is the difference between a 55% (D) and a 61% (C). It's worth looking at.

Please forward to anybody who might benefit.

Sean Rickert

Sent from my iPhone

On Nov 2, 2017, at 3:02 PM, Roadrunners24 <[REDACTED]>

Didn't affect mine either but for some it may. Clean data can make a difference!

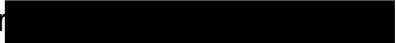
Dr. Melissa Sadorf

Superintendent
Stanfield Elementary School District



SESD ~ Where Our Why Is You

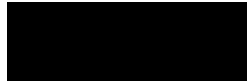
On Nov 2, 2017, at 1:21 PM, Kristin Turner wrote:



Thank you! I never filtered to remove the non-FAY. I am appealing based on other data issues.

Kristin Turner

Superintendent
Paloma Elementary School District #94
38739 W. I-8
Gila Bend, AZ 85337



On Thu, Nov 2, 2017 at 1:12 PM, Roadrunners24 wrote:



Be sure to add a filter to remove Non-FAY students from your results!!

FAY to Filter quadrant under subject.
Click the down arrow on FAY and click multiple, remove check for 0.

Melissa

Dr. Melissa Sadorf
Superintendent
Stanfield Elementary School District



SESD ~ Where Our Why Is You

On Nov 2, 2017, at 12:47 PM, Kevin Imes wrote:



Looks great!

Thanks

C. Kevin Imes

Superintendent

Southwest Technical Education District of Yuma (STEDY)

[291 South Main Street, Suite L, Yuma, AZ. 85364](#)

[www.YumaJTED.org](#)

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From: Kristin Turner [REDACTED]

Sent: Thursday, November 2, 2017 9:03 AM

To: Melissa Sadorf

Cc: Kevin Imes; ARSA; Wes Brownfield; Patty Horn; Robbie Koerperich; Jacqueline Price; Sean Rickert; Melissa Sadorf; Andy Smith; Karl Uterhardt; John Warren; jfesta

Subject: Re: Thanks for the help

I made a revised, more detailed edition of Sean's information for myself. I didn't have a great knowledge of Pivot Tables, so I thought I would make myself some notes so I could follow it again in the future. (I like pictures :) You are welcome to use it if it is okay with Sean.

Kristin Turner

Superintendent

Paloma Elementary School District #94

38739 W. I-8

Gila Bend, AZ 85337

On Wed, Nov 1, 2017 at 11:11 AM, Melissa Sadorf

[REDACTED] wrote:

Kevin, I agree. I fully support the steps that we have taken to set ourselves up as a professional organization that can

offer support and resources for both its members as well as the larger education community as a whole. Things like what you are suggesting can help with the image creation. If Sean is ok, then I certainly am. Keep in mind the timeline is short to put this out – all appeals are due this Friday, and it does take time to put the information together and evaluate it. A knowledge of pivot tables is also important!
Melissa

Dr. Melissa Sadorf
Superintendent, Stanfield Elementary School
District
[515 S. Stanfield Road](#)
[Stanfield, AZ 85172](#)

[REDACTED]

[REDACTED] Fax

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From: Kevin Imes [mailto:[REDACTED]]
Sent: Wednesday, November 1, 2017 10:12 AM
To: ARSA [REDACTED]
Cc: Wes Brownfield

[REDACTED] Patty Horn
[REDACTED]; Robbie Koerperich
[REDACTED]; Jacqueline Price
[REDACTED]; Sean Rickert
[REDACTED]; Melissa Sadorf
<[REDACTED]>; Andy Smith
<[REDACTED]>; Kristin Turner
[REDACTED] Karl Uterhardt
[REDACTED]; John Warren
[REDACTED]; jfesta
[REDACTED]

Subject: Re: Thanks for the help

Don - I am getting ready to meet with my area superintendents. I know you had sent Sean's "How to calculate SGP Value" to the ARSA membership. However, to encourage the benefits of ARSA membership, I thought I could distribute this to non-ARSA districts as an example of the support ARSA has for rural schools.

I have plagiarized (full disclosure) Sean's step-by-step and added the ARSA name and logo (please attachment).

Please let me know your thoughts and if it is OK to add ARSA and the logo to the attached handout.

Thanks

Kevin

C. Kevin Imes

Superintendent

Southwest Technical Education District of Yuma (STEDY)

[291 South Main Street, Suite L, Yuma, AZ. 85364](mailto:291_South_Main_Street_Suite_L_Yuma_AZ_85364@stedy.org)

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From: ARSA <[REDACTED]>

Sent: Monday, October 30, 2017 7:24 AM

To: Kevin Imes

Cc: Wes Brownfield; Patty Horn; Robbie Koerperich; Jacqueline Price; Sean Rickert; Melissa Sadorf; Andy Smith; Kristin Turner; Karl Uterhardt; John Warren; jfesta

Subject: Re: Thanks for the help

Kevin

So far this is the second entity, the other being a small school district, that has done this. The conference is a big deal, but it has always been separate from membership. That is why there is a membership fee and a conference registration fee. I personally feel the advocacy and information distribution are taking over as the key benefits of membership,. Karl asked for some talking points about ARSA membership. Here is the list I emailed to him. I also feel we have been great advocates for rural jteds and advocated hard for the restoration of funds.

Here are some ARSA talking points

1. Collaboration with other rural schools across Arizona
2. Get advice, through our network of Rural schools, on specific questions and needs
3. Annual Conference to further network, see products and services that fit rural school needs, timely professional development, teacher of the year awards banquet and much more in the cool pines of Flagstaff.
4. This year ARSA was the voice for rural schools in the development of the A-F system. ARSA is the only group to specifically be chosen to choose a member of the new Technical Advisory Committee that will look at data from the rural perspective as the A-F accountability system is improved.
5. The weekly email dissemination of information for rural schools from the executive director.
6. Quarterly newsletter featuring information for rural schools
7. Employment service through the ARSA website.
8. Access to member discounts at GCU and other services
9. Constant advocacy with legislators to give the rural schools perspective for upcoming decisions
10. Receive national information from the National Rural Education Association

From: "Kevin Imes" [REDACTED]

To: "ARSA" [REDACTED] >

Sent: Saturday, October 28, 2017 12:17:05 PM

Subject: Re: Thanks for the help

Hi Don - Just a quick follow up on NAVIT. Matt Webber had mentioned that he knew he was not going to make the conference in Flagstaff this year, so he didn't join.

However, he is looking forward to joining back up next year.

Since I am new to the board, that brings up a question: Do you think there are many district's such as NAVIT that know they won't be attending the annual conference and therefore don't join ARSA?

If this a prevalent way of thinking, maybe we need to outreach and suggest attending the annual conference be separate from joining ARSA.

Please advise

Thanks

Kevin

C. Kevin Imes

Superintendent

Southwest Technical Education District of Yuma (STEDY)

[291 South Main Street, Suite L, Yuma, AZ. 85364](mailto:291_South_Main_Street_Suite_L_Yuma_AZ_85364@stedy.org)

www.YumaJTED.org

"Connecting You to Your Future is Our Commitment"

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From: ARSA [REDACTED]
Sent: Wednesday, October 25, 2017 1:04 PM
To: Kevin Imes
Subject: Thanks for the help

Kevin
Sorry we couldn't stay for the rest of the meeting Monday, but we needed to get back to Prescott. How did the rest of the meeting go? Here are the names of the jteds that have not renewed their memberships this year.
CAVIT - Mike Glover
NATIVE - Ron Tsosie
NAVIT - Matt Weber

Thank you for doing this.

--
Don German
Executive Director
Arizona Rural Schools Association
P.O. Box 306
Salome, Arizona 85348
[REDACTED]

cell [REDACTED]
[REDACTED]
[<image001.jpg>](#)

--
Don German
Executive Director
Arizona Rural Schools Association
P.O. Box 306
Salome, Arizona 85348
[REDACTED]
[REDACTED]
[REDACTED]

From: David Batchelder
To: [AZSBE Inbox](#); [Ashley Berg](#)
Cc: [Stephen Batchelder](#); [Paul Grant](#)
Subject: APPEAL OF JAMES MADISON PREPARATORY SCHOOL GRADE
Date: Saturday, November 4, 2017 11:11:25 AM

To the Arizona State Board of Education:

Appeal of James Madison Preparatory School Grade
HS Grade- B- NOT BEING APPEALED
MS Grade- C- GRADE TO APPEAL

As the charter holder of James Madison Preparatory School, I am writing to appeal the grade given to our school, specifically the 'C' grade given to our middle school (grades 7 and 8 last school year). I have no real hope or even an expectation that this appeal will be read or even considered, as it probably doesn't meet your criteria for an appropriate appeal, but I shall submit it to the Arizona State Board of Education and the Arizona State Board for Charter Schools nevertheless. If there is some other method for appeal, please advise so we may prepare that. I plan to share this with our entire school community via our school newsletter and social media once the final grades are announced, and it may be sent to local press as an explanation of your 'findings' about our school.

The Arizona system for grading schools (AZ A-F system) is a hopelessly flawed system for many reasons, including:

- its absolute reliance on an absolutely unreliable testing system and methods (AZ Merit), which, for instance, calls the test an "End of Course" assessment, even though there are over 2 months remaining in our school year after this 'End of Course' assessment is completed;
- for which there is no tangible incentive for students to do their best or even care: let's face it, at least students knew that they HAD to pass AIMS in order to graduate from high school);
- **in which (specifically in the case of our small school) each tested student in a given cohort represents >3% of our school's testing success and so, for the unmotivated student, or those who joined our school community a few months or weeks or even days before the testing, or for the special education students who aren't allowed to test out of level- each underachiever is a -3% 'hit' on our overall score, which is;**
- based on a set of standards which themselves have been in nearly constant flux for this generation of students' entire school careers.
- The AZ A-F system's 'metrics' have been developed to be exceptionally intricately complex to the point of inexplicability to a reasonable person, including parents, students, teachers, and the community at large.
- These metrics are 'self reported' which means that the very real potential for false scoring is almost certainly reflected in the grades that have been released, and schools which 'shoot straight' are institutionally disadvantaged by those who take the dishonest route now, knowing that there will be NO tangible consequence or cost to them later on, so why not 'fudge the numbers?'
- These metrics clearly favor schools which do not serve or have not served underprivileged, historically underserved, special needs students, or unmotivated students.
- There is no mechanism for market surveys or parental satisfaction, which in a system where choice is supposed to be at a high value, leaves no avenue for the expression of choice or quality by the 'customers.'

When the State of Arizona first began its experiment to improve and reform the perennially dismal quality of its public education system through the innovation of charter schools in the mid-1990's, it was the state's direction to provide a market-based system for parents and students to choose their schools. This reform was powerful, and has had a marked effect on Arizona's public education system, for typical public schools and the charters which compete with them for students, and is the single most important reason for the improvements seen in Arizona's public education system over the past 22 years.

We entered this arena in 2000 with an idea for a school that would be yet another choice, and over the past 18 years, parents and students have chosen our school BECAUSE we are different. Our school is not trying to be like other schools in so many ways: we offer a personal educational experience focused on history, unlike anything else currently offered anywhere. This is what we contracted with the State of Arizona to do; to be different, to be a choice for parents and students BECAUSE we are different, to be focused on history (where is THAT test, by the way), to build a community that is intentionally NOT system-based or constantly growing or replicating. Our school is INTENTIONALLY small in order to support this idea of personal experience and small school community and culture. THERE IS NO TEST for so much of what we do here that educates our students within and beyond the classroom. The test, and the results, are in our over 300 graduates and hundreds of former students who took what they experienced at James Madison to achieve great success in college, the military, and the world of work.

The 'C' grade that the AZ A-F system has issued for our school's grade (middle school grades 7 & 8) this past year in no way reflects the reality of the quality of education that our students in grades 7 & 8 received, nor is it even a reflection of what they learned in time for their AZ Merit test.

At James Madison Preparatory School, where does the AZ A-F system account for:

- A small group of unmotivated 8th grade students (n=3), enrolled by their parents at our school under false pretenses in order to grow bigger for football at their home district, and who had no intention of remaining at our school, and whose behavior through the entire school year and during the AZ Merit testing spoke to their lack of motivation and intention to work with our challenging curriculum, who had ALREADY PASSED 8th grade but we didn't feel right about moving into 9th grade because it was almost the 40th day before we received their records from the local district, to which they KNEW they would return after a year of 'growth'... EACH OF WHOM was a -3% hit to our overall testing performance.
- Another small group of 7th and 8th grade special education students (n=6) who, although accommodated based on their IEP or 504 plans during the school year, were not allowed to test out of grade level rather than AT THE GRADE LEVEL that their IEP or 504 teams had determined were appropriate for them... EACH OF WHOM was a -3% hit to our overall testing performance.

These two groups alone impacted our small school's testing performance numbers greatly, and their individual testing performance as reported back to us confirms this excessively negative impact. The testing results as scored by AZ A-F place an inordinate statistical weight on each student at a school as small as ours.

ALL of our 7 and 8 graders were administered an 'End of Course' assessment, even though our school's 189 day academic year doesn't end until mid June. Over the past two years we heard from a number of our students, weeks after the testing had occurred and as they were continuing to learn math and language arts skills, "oh, that was on the AZ Merit test." You have NO IDEA how frustrating that is to have to explain to an 8th grader, or her parent. If you're going to call it an End of Course test, then please test at the END OF THE COURSE!

Thank you for your time.

David M. Batchelder
Director of Community Relations, Co-Founder, Charter Holder
James Madison Preparatory School, Inc.
5815 S. McClintock Drive, Tempe, AZ 85283



www.madisonprep.org

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From: Katryn Goodwin
To: [AZSBE Inbox](#)
Subject: Westland School Brighton Campus Grades 9-12 Data and Coding Validation
Date: Friday, November 3, 2017 4:25:39 PM
Attachments: [Letter Grade Appeal Westland School Brighton Campus Grades 9-12.docx](#)

Westland School Brighton Campus Grades 9-12 appreciates the opportunity to appeal our letter grade.

School Name: Westland School Brighton Campus, Grades 9-12
EntityID number: 92637
Letter Grade Appeal

Westland School Brighton Campus Grades 9-12 appreciates the opportunity to appeal our letter grade.

Arizona's SBE and its advisory committee is working hard to create an equitable, fair, and reliable School Accountability Plan due to the federal Every Student Succeeds Act and understand the need for an appeal process. We are sure this was a daunting task since all schools do not fit in one mold.

The Accountability Plan as it is currently written does not fit all schools because of differences in their population size, sub groups, range in grade levels, demographics and economic status. The plan must be flexible enough to measure effectiveness of both traditional and non-typical schools.

As the SBE and committee is painfully aware, there is no perfect single rubric or plan that will perfectly fit every school. Westland School Brighton Campus is a non-typical school. Our small, K-12 school received two separate grades. Our 9-12 letter grade is what we would like to appeal. We are formally appealing our 9-12 grade on the following grounds:

Westland School Brighton Campus does not have over 20 FAY EL students in grades 9-12. Most of our EL students made growth on the AZELLA assessment, moving from one proficiency level to another. If we had a larger population, we would have received the bonus points. The SBE committee attempted to solve this by lowering the points total for schools that did not have the 20 FAY EL students. This negates all of our hard work with the EL students just because we did not have 20 EL students. This leads to our next grounds for appeal.

Westland School Brighton Campus, due to its size, is not able to factor in sub-groups or the AZELLA and has to rely on a single assessment measure, AZ Merit. It has been widely researched and accepted by experts in education that one measure cannot determine a students' success or growth. Even IDEA states that multiple measures must be used to create a valid and reliable tool to measure a student's success. Based on ESSA, October 24, 2015, the action ESSA plan states that "no single assessment should ever be the sole factor in making an educational decision about a student, an educator, or a school."

In summary, we are appealing based on the following:

- The inability of a non-typical school (FAY students in each sub-group) to earn bonus points, placing a heavier weight on growth and proficiency.
- A-F letter grades are based on only one state assessment, AZ Merit, when best practices indicate that an accurate measure of growth and proficiency can only be obtain through multiple measures.
- Schools who have a high percentage of economic disadvantage students face a higher student mobility rate, leaving fewer FAY students to be calculate for growth and proficiency
- With less than 20 FAY EL students, we were unable EL Proficiency and Growth points

- Being a small school, populating each subgroup to earn additional points in the Acceleration and Readiness improvement category is not possible.
- We did not earn SPED bonus points
- With a 12th grade class of less than 20 students, no points could be earned in the category of College and Career Readiness

From: Nicole McNeil
To: [AZSBE Inbox](#)
Cc: [Michael Robert](#); [Shannon Mann](#); [Jill Crossley](#)
Subject: Osborn Middle School (5280) Data and Coding Validation
Date: Friday, November 3, 2017 4:22:55 PM

o School name: **Osborn Middle School**
o Entity ID number: **5280**
o Description of the specific data or coding issue:
Data and coding using the A-F Model is for K-8 schools and 9-12 schools.

Our school is a 7-8 school and does not get a fair opportunity to qualify for the same points as K-8 schools.

Thank you for allotting time for us to learn the A-F system and submit request for validations.

Respectfully,
Nicole Teyechea McNeil, PhD
Director of Curriculum
Osborn School District #8

From: Katryn Goodwin
To: [AZSBE Inbox](#)
Subject: Westland School K-8 Data and Coding Validation
Date: Friday, November 3, 2017 4:21:21 PM
Attachments: [Letter Grade Appeal Westland School Grades K-8.docx](#)

Westland School Grades K-8 appreciates the opportunity to appeal our letter grade.

School Name: Westland School, Grades K-8
EntityID number: 10801
Letter Grade Appeal

Westland School Grades K-8 appreciates the opportunity to appeal our letter grade.

The Accountability Plan as it is currently written does not fit all schools because of differences in their population size, sub groups, range in grade levels, demographics and economic status. The plan must be flexible enough to measure effectiveness of both traditional and non-typical schools.

As the SBE and committee is painfully aware, there is no perfect single rubric or plan that will perfectly fit every school. Westland School is a non-typical school. Our small, K-12 school received two separate grades. Our K-8 letter grade is what we would like to appeal. We are formally appealing our K-8 grade on the following grounds:

Westland does not have over 20 FAY EL students in grades K-8. Most of our EL students made growth on the AZELLA assessment, moving from one proficiency level to another. If we had a larger population, we would have received the bonus points. The SBE committee attempted to solve this by lowering the points total for schools that did not have the 20 FAY EL students. This negates all of our hard work with the EL students just because we did not have 20 EL students. This leads to our next grounds for appeal.

Westland, due to its size, is not able to factor in sub-groups or the AZELLA and has to rely on a single assessment measure, AZ Merit. It has been widely researched and accepted by experts in education that one measure cannot determine a students' success or growth. Even IDEA states that multiple measures must be used to create a valid and reliable tool to measure a student's success. Based on ESSA, October 24, 2015, the action ESSA plan states that "no single assessment should ever be the sole factor in making an educational decision about a student, an educator, or a school."

In summary, we are appealing based on the following:

- The inability of a non-typical school (FAY students in each sub-group) to earn bonus points, placing a heavier weight on growth and proficiency.
- A-F letter grades are based on only one state assessment, AZ Merit, when best practices indicate that an accurate measure of growth and proficiency can only be obtain through multiple measures.
- Schools who have a high percentage of economic disadvantage students face a higher student mobility rate, leaving fewer FAY students to be calculated for growth and proficiency
- With less than 20 FAY EL students, we were unable EL Proficiency and Growth points
- Requiring a FAY of at least 20 students puts small schools at a disadvantage in the ability of subgroups to earn additional points in the Acceleration and Readiness category

From: Nicole McNeil
To: [AZSBE Inbox](#)
Cc: [Michael Robert](#); [Benjamin Smith](#); [Jill Crossley](#)
Subject: Longview School (5282) Data and Coding Validation
Date: Friday, November 3, 2017 4:18:47 PM

o School name: **Longview School**
o Entity ID number: **5282**
o Description of the specific data or coding issue:
Data and coding using the A-F Model is for K-8 schools and 9-12 schools.

Our school is a K-6 school and does not get a fair opportunity to qualify for the same points as K-8 schools.

Thank you for allotting time for us to learn the A-F system and submit request for validations.

Respectfully,

Nicole Teyechea McNeil, PhD
Director of Curriculum
Osborn School District #8

From: Nicole McNeil
To: [AZSBE Inbox](#)
Cc: [Michael Robert](#); [Renee Hamill](#); [Jill Crossley](#)
Subject: Solano School (5280) Data and Coding Validation
Date: Friday, November 3, 2017 4:17:04 PM

o School name: **Solano School**
o Entity ID number: **5280**
o Description of the specific data or coding issue:
Data and coding using the A-F Model is for K-8 schools and 9-12 schools.

Our school is a K-6 school and does not get an opportunity to qualify for the same points as K-8 schools.

Thank you for allotting time for us to learn the A-F system and submit request for validations.

Respectfully,

Nicole Teyechea McNeil, PhD
Director of Curriculum
Osborn School District #8

From: Betsy Hargrove
To: [AZSBE Inbox](#)
Subject: Appeal Eliseo C. Felix #5348
Date: Friday, November 3, 2017 4:14:43 PM
Attachments: [image.png](#)
[Eliseo C \(2\).docx](#)

To Whom It May Concern:

Avondale Elementary School Disitrct is appealing data and coding issues for Eliseo C. Felix Elementary School. The grounds for this appeal is per the Arizona Board of Education Memorandum dated, October 24, 2017.

Eliseo C. Felix School Appeal

Entity Number: 5348

Eliseo C. Felix had a disadvantage in achieving additional points in the Acceleration/Readiness category by not being able to earn five points in the Grades 5-8 HS EOC. Avondale Elementary School District had students participating in a high school Algebra I course. If we had known this would be included in the criteria and that Eliseo C. Felix School would be negatively impacted by not having the 5th grade students participate, we would have ensured their inclusion. Not knowing the state criteria until September of the 17-18 school year created a disadvantage for this school.

In addition, the fact that Eliseo C. Felix is a 2nd - 5th grade school limited them to be eligible with only two grade levels of growth points and not able to earn points in the EOC HS option. Due to this factor, they should be able to earn more points above the capped six points in the Subgroup Improvement under the Acceleration/Readiness section (see attached). Schools, if they improve in every subgroup, could receive a total of 20 points (two points per subgroup) in just one subject. Eliseo C. Felix displayed improvement in several subgroups receiving a total of 14 points (limited to six earned) in Subgroup Improvement.

Eliseo C. Felix

Acceleration/Readiness

Eliseo C. Felix
Acceleration/Readiness

Acceleration / Readiness	10%	View Data
Metric	Points Earned	
Grades 5-8 HS EOC		
Grade 3 ELA Minimally Proficient	0.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	8.00	

Acceleration / Readiness	10%	View Data
Metric	Points Earned	
Grades 5-8 HS EOC		
Grade 3 ELA Minimally Proficient	0.00	
Chronic Absenteeism	0.00	
Subgroup Improvement	6.00	
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	8.00	

Without knowing that Grades 5-8 HS EOC category was included in the measure until September 2017, Eliseo C. Felix School was only eligible to earn 10 of the 15 possible points in this category.

Since they were ineligible to earn five points by having students in the EOC section, and limited to two grade levels of SGP and SGT, an adjustment to the capping of the other subgroup in which they were eligible is warranted. Removing the capping and/or adjusting for the reduction of possible points earned would bring Eliseo C. Felix the necessary points for a C label.

The preliminary A-F label assigned does not represent the points Eliseo C. Felix was eligible to earn. Furthermore, the negative perception and significant financial implications of the school population eligibility for vouchers, compounds the need to resolve the data and coding concerns presented.

Attached documentation.

Sincerely,

Dr. Betsy Hargrove

Superintendent

Avondale Elementary School District

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From: Colleen O'Toole
To: [AZSBE Inbox](#)
Cc: [Amy Bradshaw](#); [Mandi Bilyou](#)
Subject: Barcelona Middle School Data and Coding Validation
Date: Friday, November 3, 2017 3:49:56 PM

School Name: Barcelona Middle School

Entity ID: 5384

Issue: Student performance in grade 5 was negatively impacted due to the AIR connectivity issue that occurred on April 21, 2017. All of fifth grade in this school was participating in Reading Part 2 on this day. Cohort data for that group of students prior year performance dropped from 21% proficiency to 12% proficiency. We feel the technical difficulties beyond our control impacted student performance and should be considered.

--

Colleen O'Toole
Data/Assessment Specialist
Alhambra Elementary School District

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From: Chelsey Griess
To: [AZSBE Inbox](#); [Brent McArthur](#); [Stephen Trejo](#); [Tommy Roberts](#)
Subject: American Leadership Academy, Inc (4348) A-F Letter Grade Feedback
Date: Friday, November 3, 2017 3:38:12 PM
Attachments: [SBE A-F Feedback- American Leadership Academy, Inc 4348.docx](#)

To Whom it May Concern:

Please find the attached A-F letter grade feedback from American Leadership Academy, Inc (4348). Please let me know if you have any questions. I would be happy to discuss our concerns in greater depth if needed.

Sincerely,



Learn.
Lead. Change the
World!

Chelsey Griess

Chief Academic Officer
American Leadership Academy

19935 E. Chandler Heights Rd,
Queen Creek, AZ 85142

www.alaschools.org



AMERICAN LEADERSHIP ACADEMY

Memo to the State Board of Education

November 3rd, 2017

Re: A-F Letter Grade Model Feedback

Background

American Leadership Academy (ALA) is a large public charter school network with six K-6 and three K-12 schools in the East Valley of Arizona. ALA prides itself in serving all students in the community and wants to work with the TAC Committee and the State Board of Education to refine the A-F calculations so that all schools can be accurately labeled. There has been talk of giving more weight to proficiency and while ALA is a strong proponent of a student's ability to pass the state assessment, schools serving students with a wide range of academic ability should not be penalized through the A-F letter grade system. ALA's special education population is 3.35-6.61% higher than the other large networks that are asking for a greater emphasis to be placed on student proficiency.

Considerations for the Model

K-12 Student Growth to Target: As a charter network, students come to ALA at many different points in their K-12 experience. Our goal as an organization is to support all students. We have many students attending ALA that were not successful in other schools. ALA's mission is to provide the best educational experience for these students and this work should be rewarded. The Growth to Target methodology makes the student's path to success unrealistic. ALA recommends reconsidering the growth calculations to ensure all schools receive credit for the work they are doing to increase student achievement, regardless of the student's educational experience prior to coming to ALA.

9-12 Bonus Point: Many of our Seniors pursue church missions or other service opportunities after graduation. This impacts our post-secondary attendance percentage and makes it nearly impossible to earn the bonus point for this category. ALA would request the Board consider that Seniors who choose to engage in a service opportunity after graduation and before college be considered for the 9-12 bonus point.

9-12 Graduation Points: Graduation points were not provided to schools with less than 4 years' worth of graduation data. As a result, one of our high school campuses that had its first graduating class in Spring of 2016 did not get credit for their hard work with this class of Seniors and their graduation rate of 90+%. Without this change, this will be a recurring issue for new schools throughout the state.

9-12 CCRI Points: CCRI points are self-reported and can be inflated to benefit the school. With a desire for data transparency, ALA would request the SBE reconsider how this data is collected and what pieces of data are collected to ensure that accurate information is being used to label AZ schools.

K-8 Chronic Absenteeism: The formulas for chronic absenteeism provided in the A-F business rules are incomplete. ALA would request the complete formula be included into the business rules document to include the number of partial absences that would constitute a student being considered chronically absent as well as the number of hours absent that constitute a partial day absence.

K-8 SPED Bonus Points: We are concerned that the bonus points that are provided based on the number of SPED students enrolled in a school's special education program could promote the over-qualification of Special Education students. We would ask that the SBE consider alternative metrics for these bonus points. One alternative could be based

upon the percentage of Special Education students who achieved a passing score on the state assessment in comparison to the state average for this subgroup.

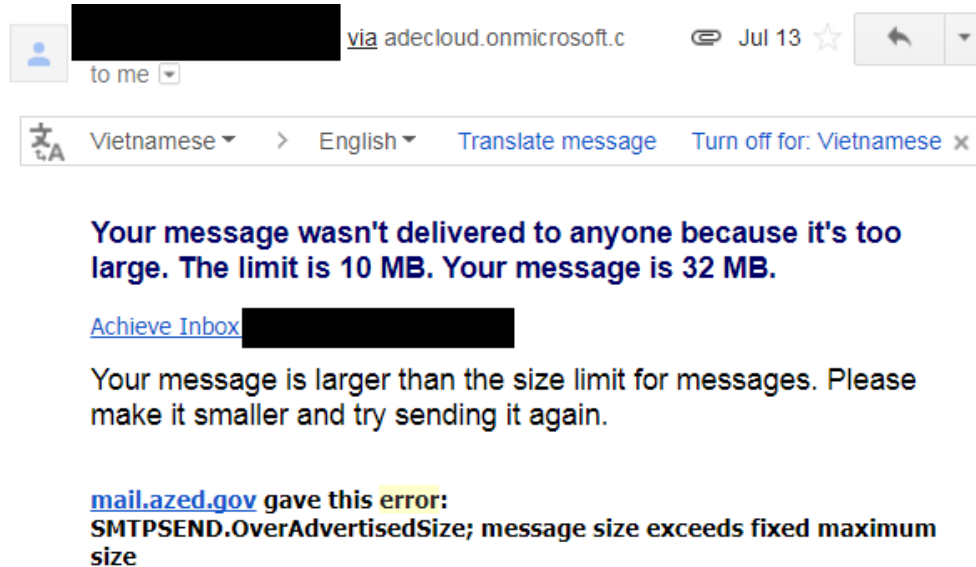
Middle School Math Proficiency: ALA has a large percentage of middle school students that are not factored into the grade level mathematic proficiency scores used to calculate the K-8 A-F letter grades. ALA does not believe that our charter school system should be penalized for the fact that many of our students take advanced math courses. We would request that the SBE to take this into consideration when finalizing letter grades for typical and non-typical grade configurations.

Considerations for the Process

Data Verification: The verification of data and coding issues is much too cumbersome. Our charter system does not have the available funding to hire an assessment & research department that would be necessary to vet A-F data and apply the business rules adopted by the SBE to verify the accuracy of the calculations. ALA urges the SBE to consider simplifying the A-F business rules to provide greater confidence in the formulas and calculations being used to determine letter grades. Additionally, ALA would ask that the SBE include information in the business rules document as to which ADE reports are utilized for calculating each formula.

Data File Submission: The state's email server does not allow for files to be sent that are larger than 10MB. We also found that the state had difficulty opening zipped files (See Exhibit A). ALA would ask that the state consider an alternative method to submit data files for errors.

Exhibit A





Chelsey Griess [REDACTED]

Jul 14



to Achieve, Laura, Matthew ▾

Caitlin-

I received a Postmaster **error** that the email that I sent to you yesterday was not received because the attachments were larger than 10MB. Is there a different email address that I can send files to for our A-F corrections? Thanks!



Achieve Inbox [REDACTED]

Jul 14



to me, Laura, Matthew ▾

Good Afternoon,

Not that would allow a larger file. Are you able to "zip" the files to make them smaller?

Caitlin Drake

Program Project Specialist II

Accountability & Research

Arizona Department of Education

Phone: [REDACTED]

Your feedback is important to us. Please use this [link](#) to tell



Chelsey Griess [REDACTED]



Jul 14



to Achieve, Laura, Matthew ▾

Hello-

I believe I've zipped the files accurately. Here was my original email that was sent:

Thank you for your fast reply on the ELL corrections. I spoke with my team regarding the ELL students and I've attached a screenshot of our student information system where it shows that these students are identified as ELL in our system. Seeing that their program participation is documented in IC tells me that for some reason IC isn't communicating to the state database or there is an **error** in the state database. How do we correct this from here to include these students in our ELL calculations?

Inline image 3

ALA Immersed K-12 Campus | Calendar | 16-17 ALA Immersed 21 High

Cerna, Adam A | Title 1 | ELL Intermediate

Grade: 07 | ID: 825329 | DOB: 04/16/2004 | Gender: M

EL | EL Assessments | EL Services | EL Accommodations

Save | Delete

Identified Date: 07/28/2014
Expected Exit Date: 5/25/2017
Program Exit Date: [blank]
First Year Monitoring: [blank]
Second Year Monitoring: [blank]
Third Year Monitoring: [blank]
Fourth Year Monitoring: [blank]
Parent Notified: [blank]
Parent Declined: [blank]
Parent Declined Date: [blank]
Comments: [blank]
Modified by: Toul, Brad | 12/09/2015 12:02

Home Primary Language: 00 - English
First Entered US School: No Data Available
Birth Country: United States of America



Achieve Inbox



Jul 14



to me, Laura, Matthew ▾

Good Afternoon,

It's not letting me open the zipped files.

For graduation – although I wasn't able to open the file I should be able to answer this portion. The graduation column will not be used in final calculations. It was only so schools could determine if they met the minimum n-count for CCRI self reporting. Also, we will use lagged graduation rates for accountability purposes so cohort 17 won't be used until next year.

What type of issues were you seeing for chronic absenteeism? Would you be able to send over some sample SAIS IDs?

For SPED - Did you verify these students in SPED07? Are they showing up correctly within that report? The reason some may be showing up in the file while others are not could be because your school had to manually enter data or make some type of correction during the year. If this is the case, we are working to pull the most recent and accurate data on SPED services for final letter grades.

Thank You,

Caitlin Drake
Program Project Specialist II

From: Edwin Dawson
To: [AZSBE Inbox](#)
Cc: [Steve Holmes](#); [Eugenia Favela](#); [REDACTED]; [Pam Betten](#); [Ana Gallegos](#); [Hans Schot](#)
Subject: Sunnyside USD#12 Data and Coding Validation
Date: Friday, November 3, 2017 3:25:23 PM
Attachments: [FY2017 A-F Appeal-Sunnyside USD.pdf](#)

Good Afternoon:

Please see attached for an Appeal of a portion of the letter grades received for the 2016-2017 academic year. Feel free to contact me if you have any questions.

Respectfully,

Dr. Ed Dawson, Executive Director
Federal Programs & Research Division
Sunnyside USD #12
2238 E. Ginter Rd.
Tucson, AZ 85706
[REDACTED]

"We are what we repeatedly do. Excellence, then, is not an act but a habit."
Aristotle



Dr. Ed Dawson, Executive Director
Research and Federal Programs Department
2238 East Ginter Road
Tucson, Arizona 85706

November 3, 2017

Arizona State Board of Education:

This letter is a Sunnyside USD #12 formal appeal of a portion of the letter grades received for the 2016-2017 academic year. The following school grades are not equitable providing the K-8 formula adopted by the AZ Board.

Gallego Intermediate. Grade D. This school spans grades 4-8 and the K-8 formula contains points and weights awarded based on all "tested" grades to obtain points for the total score. Without a third grade Gallego Intermediate was not able to receive points for third grade proficiency growth nor growth between third and fourth grade. Entity ID: 92770

Craycroft Elementary. Grade C. This school spans grades K-4 and therefore is unable to garner points for sustainability of students as well as third grade proficiency and growth. In addition, with only two tested grades Craycroft is unable to meet the required N of 20 to gain points for subgroup improvement. Entity ID: 5810

Apollo Middle School. Grade D. This middle school only spans grades 7 and 8 and therefore is not able to have the highly weighted proficiency points for three years of sustained enrollment. Entity ID: 5809

Billy Lane Lauffer Middle School. Grade D. This middle school only spans grades 7 and 8 and therefore is not able to have the highly weighted proficiency points for three years of sustained enrollment. Entity ID: 87532

Note: We are awaiting both the model of A-F accountability for Gallego Primary (Grades K-3) and STAR Academic High School (Alternative).

It is for these reasons that Sunnyside USD# 12 appeals the A-F grades received for these schools for academic year 2016- 2017.

Sincerely,

Ed Dawson

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Friday, November 3, 2017 3:08:31 PM

Submitted on Friday, 3 November 2017 – 3:08pm Submitted by anonymous user:
162.158.142.115 Submitted values are:

First Name: Adam Last Name: Schwartz Email: [REDACTED] Topic: General Information or Comments on Proposed Rules Message: We all know that charter schools have different rules regarding enrollment, teacher certification, etc. Why does our state insist on grading public and charter schools using the same criteria? In the long run, it hurts public schools to be compared to schools like Basis or University High (a magnet school). Let's be honest, in general, education in Arizona is poor. Why would we want to handicap our schools anymore than they already are. Moving forward, can we please compare apples to apples and oranges to oranges.

Thank you, Adam Schwartz, Ed. D

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1041>

From: LEAD Network
To: [AZSBE Inbox](#)
Subject: Leading Edge Academy East Mesa Data and Coding Validation
Date: Friday, November 3, 2017 3:03:10 PM
Attachments: [EM Appeal Subgroups.xlsx](#)

School Name: Leading Edge Academy East Mesa

Entity ID number: 89616

Description of the specific data or coding issue: Data not included in letter grade

This appeal was previously submitted during the embargo period. However, since there was no way to express these concerns as a data issue we felt it best to submit again as instructed for data appeals request.

Attached to this email is the Acceleration Readiness data for Leading Edge Academy East Mesa's A-F Letter Grade report that was downloaded through ADEConnect. The Subgroup Improvement data is incomplete. Because the N count = 20 for subgroups the A-F Formula for Acceleration and Readiness is prohibitive for small schools such as Leading Edge Academy East Mesa to attain an A rating. In essence we are being penalized because we don't have a predetermined number of students in those subgroups.

The data clearly shows that the students we do have in those subgroups have the growth required for an "A" letter grade. We are doing the work with these students in a manner worthy of an "A" but cannot achieve that letter grade using the current formula.

We have done A work regardless of whether we have 20 or ten within a subgroup.

We respectfully request that all data be included in the Acceleration Readiness portion of the A-F Letter Grades or the scale be adjusted to take into consideration the lack of N count numbers (as done with the ELL).

Attached: Leading Edge Academy East Mesa Static data for subgroups

From: Frank Lomeli
To: [AZSBE Inbox](#)
Subject: A-F Review Information
Date: Friday, November 3, 2017 2:59:33 PM
Attachments: [image001.png](#)
[image002.png](#)

School Name: **Friendly House Academia del Pueblo School**

Entity ID: **4303**

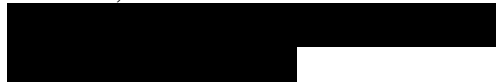
Description of Issue: **Consideration information for the A-F Technical Advisory and Appeals Committee**

Can adjustments be made to the Student Growth Target (SGT) for schools with an ELL population of 25% or greater? With the current model, Minimally Proficient (MP) students who achieve growth in reading and math account of Zero points if they are not within the range set for them in the current SGT. If the SGT were modified for schools with an ELL population of 25% or greater, it would allow for a much fairer weighted scoring model. Currently, Academia del Pueblo School has the highest ELL population for all K-8 charter schools in Phoenix with a 30% ELL student population.

Can the issue of “rounding up” percentage points per each category row, instead of in the “total points category” be looked into? I believe the old scoring method under the old model allowed for rounding up per each category and having that consistency in rounding up the scores per category row will better serve Arizona schools.

Thank you for taking the time to review these concerns and thank you for your consideration.

Frank Lomeli, M.Ed. - Principal
[Academia del Pueblo School](#)
201 E Durango Street
Phoenix, AZ 85009



Kids At Hope School
Home of the Fighting Eagles!



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Yavapai Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:52:24 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Yavapai Elementary School
 Entity ID: 5052

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.52 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

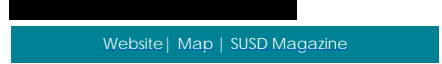
SGP Data	MP	PP	P	HP	Grand Total
Yavapai Elementary School	79	57	59	21	216
ELA	40	25	31	12	108
Low Growth	18	7	10	10	45
Average Growth	9	9	14	1	33
High Growth	13	9	7	1	30
Math	39	32	28	9	108
Low Growth	10	6	9	1	26
Average Growth	6	9	11	5	31
High Growth	23	17	8	3	51
Grand Total	79	57	59	21	216

SGT Data	MP	PP	P	HP	Grand Total
Yavapai Elementary School	79	57	59	21	216
ELA	40	25	31	12	108
Below Target	28	11	12	11	62
At or Near Target	5	5	7	1	18
Exceeds Target	7	9	12		28
Math	39	32	28	9	108
Below Target	18	11	9	1	39
At or Near Target	13	5	7	1	26
Exceeds Target	8	16	12	7	43
Grand Total	79	57	59	21	216

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St., Scottsdale, AZ 85251



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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Tonalea K-8 Data and Coding Validation
Date: Friday, November 3, 2017 2:51:13 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Tonalea K-8
 Entity ID: 5047

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.23 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Tonalea K-8	614	329	256	47	1246
ELA	309	137	147	31	624
Low Growth	94	45	46	10	195
Average Growth	97	43	47	12	199
High Growth	118	49	54	9	230
Math	305	192	109	16	622
Low Growth	118	80	61	13	272
Average Growth	96	64	30	2	192
High Growth	91	48	18	1	158
Grand Total	614	329	256	47	1246

SGT Data	MP	PP	P	HP	Grand Total
Tonalea K-8	614	329	256	47	1246
ELA	309	137	147	31	624
Below Target	219	73	53	19	364
At or Near Target	58	30	30	6	124
Exceeds Target	32	34	64	6	136
Math	305	192	109	16	622
Below Target	239	117	62	12	430
At or Near Target	52	40	18	3	113
Exceeds Target	14	35	29	1	79
Grand Total	614	329	256	47	1246

Thank you for your consideration,



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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Tavan Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:49:28 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Tavan Elementary School
 Entity ID: 5044

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 7.87 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Tavan Elementary School	152	103	165	48	468
ELA	90	36	86	23	235
Low Growth	29	15	30	7	81
Average Growth	33	14	29	9	85
High Growth	28	7	27	7	69
Math	62	67	79	25	233
Low Growth	23	33	29	14	99
Average Growth	25	22	25	9	81
High Growth	14	12	25	2	53
Grand Total	152	103	165	48	468

SGT Data	MP	PP	P	HP	Grand Total
Tavan Elementary School	152	103	165	48	468
ELA	90	36	86	23	235
Below Target	58	18	27	13	116
At or Near Target	23	7	21	5	56
Exceeds Target	9	11	38	5	63
Math	62	67	79	25	233
Below Target	51	49	28	15	143
At or Near Target	6	8	18	5	37
Exceeds Target	5	10	33	5	53
Grand Total	152	103	165	48	468

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Sequoia Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:48:10 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Sequoia Elementary School
 Entity ID: 5056

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 4.21 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Sequoia Elementary School	35	27	136	87	285
ELA	28	10	64	41	143
Low Growth	8	3	9	9	29
Average Growth	7	1	10	11	29
High Growth	13	6	45	21	85
Math	7	17	72	46	142
Low Growth	1	3	12	6	22
Average Growth	3	6	26	14	49
High Growth	3	8	34	26	71
Grand Total	35	27	136	87	285

SGT Data	MP	PP	P	HP	Grand Total
Sequoia Elementary School	35	27	136	87	285
ELA	28	10	64	41	143
Below Target	11	3	7	13	34
At or Near Target	6	1	10	10	27
Exceeds Target	11	6	47	18	82
Math	7	17	72	46	142
Below Target	4	7	11	7	29
At or Near Target	2	4	11	10	27
Exceeds Target	1	6	50	29	86
Grand Total	35	27	136	87	285

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Redfield Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:46:16 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Redfield Elementary School
Entity ID: 5057

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 7.03 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Redfield Elementary School	46	44	90	70	250
ELA	30	16	47	32	125
Low Growth	7	5	5	6	23
Average Growth	10	1	20	9	40
High Growth	13	10	22	17	62
Math	16	28	43	38	125
Low Growth	3	8	9	9	29
Average Growth	8	13	13	10	44
High Growth	5	7	21	19	52
Grand Total	46	44	90	70	250

SGT Data	MP	PP	P	HP	Grand Total
Redfield Elementary School	46	44	90	70	250
ELA	30	16	47	32	125
Below Target	16	5	4	14	39
At or Near Target	6	1	9	6	22
Exceeds Target	8	10	34	12	64
Math	16	28	43	38	125
Below Target	13	16	9	8	46
At or Near Target	2	5	7	8	22
Exceeds Target	1	7	27	22	57
Grand Total	46	44	90	70	250

Thank you for your consideration,



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Accountability and Instruction
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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Pueblo Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:44:08 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
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[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Pueblo Elementary School
Entity ID: 5053

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.5 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Pueblo Elementary School	47	58	111	72	288
ELA	22	23	52	47	144
Low Growth	7	6	12	7	32
Average Growth	7	7	20	18	52
High Growth	8	10	20	22	60
Math	25	35	59	25	144
Low Growth		6	10	9	25
Average Growth	5	9	15	7	36
High Growth	20	20	34	9	83
Grand Total	47	58	111	72	288

SGT Data	MP	PP	P	HP	Grand Total
Pueblo Elementary School	47	58	111	72	288
ELA	22	23	52	47	144
Below Target	10	6	12	17	45
At or Near Target	5	5	9	12	31
Exceeds Target	7	12	31	18	68
Math	25	35	59	25	144
Below Target	6	9	9	5	29
At or Near Target	13	10	10	9	42
Exceeds Target	6	16	40	11	73
Grand Total	47	58	111	72	288

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Pima Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:42:32 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
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[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Pima Elementary School
Entity ID: 5048

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 6.18 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Pima Elementary School	102	72	120	59	353
ELA	53	27	68	29	177
Low Growth	15	7	25	6	53
Average Growth	19	11	17	10	57
High Growth	19	9	26	13	67
Math	49	45	52	30	176
Low Growth	11	6	8	5	30
Average Growth	13	18	18	13	62
High Growth	25	21	26	12	84
Grand Total	102	72	120	59	353

SGT Data	MP	PP	P	HP	Grand Total
Pima Elementary School	102	72	120	59	353
ELA	53	27	68	29	177
Below Target	30	6	18	10	64
At or Near Target	15	10	14	6	45
Exceeds Target	8	11	36	13	68
Math	49	45	52	30	176
Below Target	28	14	9	5	56
At or Near Target	12	12	6	12	42
Exceeds Target	9	19	37	13	78
Grand Total	102	72	120	59	353

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Navajo Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:41:40 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Navajo Elementary School
Entity ID: 5050

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.87 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Navajo Elementary School	100	46	70	20	236
ELA	61	12	35	10	118
Low Growth	14	5	8	4	31
Average Growth	19	2	8	3	32
High Growth	28	5	19	3	55
Math	39	34	35	10	118
Low Growth	8	5	7		20
Average Growth	13	16	9	1	39
High Growth	18	13	19	9	59
Grand Total	100	46	70	20	236

SGT Data	MP	PP	P	HP	Grand Total
Navajo Elementary School	100	46	70	20	236
ELA	61	12	35	10	118
Below Target	31	5	6	6	48
At or Near Target	14	1	6	2	23
Exceeds Target	16	6	23	2	47
Math	39	34	35	10	118
Below Target	25	16	7		48
At or Near Target	7	5	5	2	19
Exceeds Target	7	13	23	8	51
Grand Total	100	46	70	20	236

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Mountainside Middle School Data and Coding Validation
Date: Friday, November 3, 2017 2:39:07 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Mountainside Middle School
Entity ID: 5063

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 9.92 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Mountainside Middle School	147	222	538	254	1161
ELA	60	93	320	128	601
Low Growth	19	23	91	32	165
Average Growth	13	23	102	39	177
High Growth	28	47	127	57	259
Math	87	129	218	126	560
Low Growth	20	26	49	56	151
Average Growth	25	48	76	31	180
High Growth	42	55	93	39	229
Grand Total	147	222	538	254	1161

SGT Data	MP	PP	P	HP	Grand Total
Mountainside Middle School	147	222	538	254	1161
ELA	60	93	320	128	601
Below Target	37	34	100	58	229
At or Near Target	15	18	53	29	115
Exceeds Target	8	41	167	41	257
Math	87	129	218	126	560
Below Target	48	55	49	64	216
At or Near Target	21	21	47	18	107
Exceeds Target	18	53	122	44	237
Grand Total	147	222	538	254	1161

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District



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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Mohave Middle School Data and Coding Validation
Date: Friday, November 3, 2017 2:38:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Mohave Middle School
Entity ID: 5064

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 8.55 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Mohave Middle School	326	392	510	211	1439
ELA	164	169	301	105	739
Low Growth	36	54	89	39	218
Average Growth	65	58	100	42	265
High Growth	63	57	112	24	256
Math	162	223	209	106	700
Low Growth	50	71	76	47	244
Average Growth	48	66	75	34	223
High Growth	64	86	58	25	233
Grand Total	326	392	510	211	1439

SGT Data	MP	PP	P	HP	Grand Total
Mohave Middle School	326	392	510	211	1439
ELA	164	169	301	105	739
Below Target	103	81	95	69	348
At or Near Target	44	33	62	18	157
Exceeds Target	17	55	144	18	234
Math	162	223	209	106	700
Below Target	105	104	75	53	337
At or Near Target	38	47	44	19	148
Exceeds Target	19	72	90	34	215
Grand Total	326	392	510	211	1439

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Laguna Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:35:37 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Laguna Elementary School
Entity ID: 5055

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 1.11 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Laguna Elementary School	45	48	129	83	305
ELA	33	13	63	43	152
Low Growth	7	1	7	5	20
Average Growth	7	3	15	9	34
High Growth	19	9	41	29	98
Math	12	35	66	40	153
Low Growth	2	4	13	8	27
Average Growth	2	9	20	19	50
High Growth	8	22	33	13	76
Grand Total	45	48	129	83	305

SGT Data	MP	PP	P	HP	Grand Total
Laguna Elementary School	45	48	129	83	305
ELA	33	13	63	43	152
Below Target	12	1	7	12	32
At or Near Target	11	2	8	7	28
Exceeds Target	10	10	48	24	92
Math	12	35	66	40	153
Below Target	5	5	11	6	27
At or Near Target	6	11	12	11	40
Exceeds Target	1	19	43	23	86
Grand Total	45	48	129	83	305

Thank you for your consideration,



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Scottsdale Unified School District
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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Kiva Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:33:35 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Kiva Elementary School
Entity ID: 5045

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 2.71 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Kiva Elementary School	31	55	126	86	298
ELA	22	18	67	42	149
Low Growth	3	4	17	13	37
Average Growth	6	3	22	14	45
High Growth	13	11	28	15	67
Math	9	37	59	44	149
Low Growth		4	4	6	14
Average Growth	4	7	14	15	40
High Growth	5	26	41	23	95
Grand Total	31	55	126	86	298

SGT Data	MP	PP	P	HP	Grand Total
Kiva Elementary School	31	55	126	86	298
ELA	22	18	67	42	149
Below Target	8	4	16	21	49
At or Near Target	1	3	13	8	25
Exceeds Target	13	11	38	13	75
Math	9	37	59	44	149
Below Target	3	6	3	5	17
At or Near Target	3	5	7	9	24
Exceeds Target	3	26	49	30	108
Grand Total	31	55	126	86	298

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St. Scottsdale, AZ 85251



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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Ingleside Middle School Data and Coding Validation
Date: Friday, November 3, 2017 2:32:27 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Ingleside Middle School
Entity ID: 5062

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 7.72 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

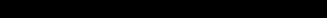
SGP Data	MP	PP	P	HP	Grand Total
Ingleside Middle School	463	322	499	208	1492
ELA	227	146	306	86	765
Low Growth	67	58	90	21	236
Average Growth	83	42	105	35	265
High Growth	77	46	111	30	264
Math	236	176	193	122	727
Low Growth	54	41	36	24	155
Average Growth	87	59	73	39	258
High Growth	95	76	84	59	314
Grand Total	463	322	499	208	1492

SGT Data	MP	PP	P	HP	Grand Total
Ingleside Middle School	463	322	499	208	1492
ELA	227	146	306	86	765
Below Target	160	77	100	42	379
At or Near Target	52	30	68	19	169
Exceeds Target	15	39	138	25	217
Math	236	176	193	122	727
Below Target	157	71	44	36	308
At or Near Target	59	38	35	30	162
Exceeds Target	20	67	114	56	257
Grand Total	463	322	499	208	1492

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251



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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Hopi Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:29:28 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Hopi Elementary School
Entity ID: 5049

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 5.47 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

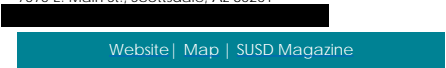
SGP Data	MP	PP	P	HP	Grand Total
Hopi Elementary School	43	89	225	139	496
ELA	27	32	110	79	248
Low Growth	4	10	23	23	60
Average Growth	10	7	44	31	92
High Growth	13	15	43	25	96
Math	16	57	115	60	248
Low Growth	1	11	14	7	33
Average Growth	6	18	49	20	93
High Growth	9	28	52	33	122
Grand Total	43	89	225	139	496

SGT Data	MP	PP	P	HP	Grand Total
Hopi Elementary School	43	89	225	139	496
ELA	27	32	110	79	248
Below Target	9	11	18	35	73
At or Near Target	9	5	30	20	64
Exceeds Target	9	16	62	24	111
Math	16	57	115	60	248
Below Target	7	17	19	13	56
At or Near Target	5	19	23	6	53
Exceeds Target	4	21	73	41	139
Grand Total	43	89	225	139	496

Thank you,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Hohokam Traditional School Data and Coding Validation
Date: Friday, November 3, 2017 2:28:16 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Hohokam Traditional School (Newly named Hohokam Elementary School)
 Entity ID: 5051

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 11.97 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Hohokam Traditional School	57	42	121	55	275
ELA	37	14	70	16	137
Low Growth	7	5	24	5	41
Average Growth	18	6	27	7	58
High Growth	12	3	19	4	38
Math	20	28	51	39	138
Low Growth	8	9	15	13	45
Average Growth	10	7	15	17	49
High Growth	2	12	21	9	44
Grand Total	57	42	121	55	275

SGT Data	MP	PP	P	HP	Grand Total
Hohokam Traditional School	57	42	121	55	275
ELA	37	14	70	16	137
Below Target	22	5	19	9	55
At or Near Target	10	5	21	3	39
Exceeds Target	5	4	30	4	43
Math	20	28	51	39	138
Below Target	18	12	15	18	63
At or Near Target	6	7	9	22	44
Exceeds Target	2	10	29	12	53
Grand Total	57	42	121	55	275

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Desert Canyon Middle School Data and Coding Validation
Date: Friday, November 3, 2017 2:26:41 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Desert Canyon Middle School
Entity ID: 5061

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 11.42 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

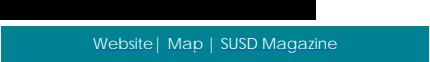
SGP Data	MP	PP	P	HP	Grand Total
Desert Canyon Middle School	159	177	383	199	918
ELA	75	93	220	90	478
Low Growth	16	24	74	28	142
Average Growth	34	30	78	30	172
High Growth	25	39	68	32	164
Math	84	84	163	109	440
Low Growth	28	20	50	42	140
Average Growth	29	26	44	28	127
High Growth	27	38	69	39	173
Grand Total	159	177	383	199	918

SGT Data	MP	PP	P	HP	Grand Total
Desert Canyon Middle School	159	177	383	199	918
ELA	75	93	220	90	478
Below Target	51	40	73	46	210
At or Near Target	14	21	51	22	108
Exceeds Target	10	32	96	22	160
Math	84	84	163	109	440
Below Target	61	35	52	40	188
At or Near Target	12	16	26	25	79
Exceeds Target	11	33	85	44	173
Grand Total	159	177	383	199	918

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Desert Canyon Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:24:25 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Desert Canyon Elementary School
Entity ID: 6010

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 2.5 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Desert Canyon Elementary	22	29	119	82	252
ELA	15	10	63	38	126
Low Growth	3	3	8	7	21
Average Growth	4	2	30	15	51
High Growth	8	5	25	16	54
Math	7	19	56	44	126
Low Growth	1		6	5	12
Average Growth	3	1	21	15	40
High Growth	3	18	29	24	74
Grand Total	22	29	119	82	252

SGT Data	MP	PP	P	HP	Grand Total
Desert Canyon Elementary	22	29	119	82	252
ELA	15	10	63	38	126
Below Target	7	4	8	16	35
At or Near Target	1	1	15	9	26
Exceeds Target	7	5	40	13	65
Math	7	19	56	44	126
Below Target	4		7	3	14
At or Near Target	1	2	12	10	25
Exceeds Target	2	17	37	31	87
Grand Total	22	29	119	82	252

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Copper Ridge School Data and Coding Validation
Date: Friday, November 3, 2017 2:23:21 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Copper Ridge School
Entity ID: 79639

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 11.73 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

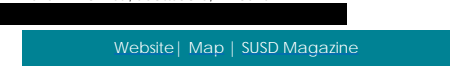
SGP Data	MP	PP	P	HP	Grand Total
Copper Ridge School	150	263	475	291	1179
ELA	81	114	277	132	604
Low Growth	21	36	88	45	190
Average Growth	26	32	102	43	203
High Growth	34	46	87	44	211
Math	69	149	198	159	575
Low Growth	18	32	58	63	171
Average Growth	21	52	72	55	200
High Growth	30	65	68	41	204
Grand Total	150	263	475	291	1179

SGT Data	MP	PP	P	HP	Grand Total
Copper Ridge School	150	263	475	291	1179
ELA	81	114	277	132	604
Below Target	49	44	84	64	241
At or Near Target	19	26	66	24	135
Exceeds Target	13	44	127	44	228
Math	69	149	198	159	575
Below Target	39	54	52	64	209
At or Near Target	20	38	46	39	143
Exceeds Target	10	57	100	56	223
Grand Total	150	263	475	291	1179

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Cocopah Middle School Data and Coding Validation
Date: Friday, November 3, 2017 2:22:19 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Cocopah Middle School
Entity ID: 5065

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 8.67 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Cocopah Middle School	251	304	623	383	1561
ELA	117	136	380	196	829
Low Growth	25	37	100	56	218
Average Growth	35	39	124	62	260
High Growth	57	60	156	78	351
Math	134	168	243	187	732
Low Growth	35	41	56	63	195
Average Growth	42	47	90	68	247
High Growth	57	80	97	56	290
Grand Total	251	304	623	383	1561

SGT Data	MP	PP	P	HP	Grand Total
Cocopah Middle School	251	304	623	383	1561
ELA	117	136	380	196	829
Below Target	65	48	105	86	304
At or Near Target	33	28	66	37	164
Exceeds Target	19	60	209	73	361
Math	134	168	243	187	732
Below Target	78	58	55	69	260
At or Near Target	36	35	53	41	165
Exceeds Target	20	75	135	77	307
Grand Total	251	304	623	383	1561

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Cochise Elementary Data and Coding Validation
Date: Friday, November 3, 2017 2:18:58 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Cochise Elementary School
Entity ID: 5043

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.66 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Cochise Elementary School	33	45	158	122	358
ELA	25	18	76	60	179
Low Growth	3	2	13	11	29
Average Growth	5	6	28	22	61
High Growth	17	10	35	27	89
Math	8	27	82	62	179
Low Growth	3	6	11	9	29
Average Growth	1	5	28	24	58
High Growth	4	16	43	29	92
Grand Total	33	45	158	122	358

SGT Data	MP	PP	P	HP	Grand Total
Cochise Elementary School	33	45	158	122	358
ELA	25	18	76	60	179
Below Target	6	4	11	20	41
At or Near Target	9	2	15	18	44
Exceeds Target	10	12	50	22	94
Math	8	27	82	62	179
Below Target	5	7	14	10	36
At or Near Target	3	9	10	11	33
Exceeds Target		11	58	41	110
Grand Total	33	45	158	122	358

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St. Scottsdale, AZ 85251



[Website](#) | [Map](#) | [SUSD Magazine](#)



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Cheyenne Traditional School Data and Coding Validation
Date: Friday, November 3, 2017 2:14:20 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Cheyenne Traditional School
 Entity ID: 5059

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 5.58 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Cheyenne Traditional School	77	142	421	292	932
ELA	48	74	243	128	493
Low Growth	5	12	44	24	85
Average Growth	13	17	76	43	149
High Growth	30	45	123	61	259
Math	29	68	178	164	439
Low Growth	5	12	44	50	111
Average Growth	6	21	63	57	147
High Growth	18	35	71	57	181
Grand Total	77	142	421	292	932

SGT Data	MP	PP	P	HP	Grand Total
Cheyenne Traditional School	77	142	421	292	932
ELA	48	74	243	128	493
Below Target	16	13	45	50	124
At or Near Target	10	13	35	23	81
Exceeds Target	22	48	163	55	288
Math	29	68	178	164	439
Below Target	13	21	45	50	129
At or Near Target	11	14	35	40	100
Exceeds Target	5	33	98	74	210
Grand Total	77	142	421	292	932

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St. Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Cherokee Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 2:12:15 PM
Attachments: [image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[image002.png](#)
[image003.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Cherokee Elementary School
Entity ID: 5054

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 4.76 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Cherokee Elementary School	29	54	117	124	324
ELA	21	20	61	60	162
Low Growth	5	3	11	9	28
Average Growth	6	5	19	20	50
High Growth	10	12	31	31	84
Math	8	34	56	64	162
Low Growth	2	6	15	12	35
Average Growth	2	11	14	18	45
High Growth	4	17	27	34	82
Grand Total	29	54	117	124	324

SGT Data	MP	PP	P	HP	Grand Total
Cherokee Elementary School	29	54	117	124	324
ELA	21	20	61	60	162
Below Target	8	4	9	18	39
At or Near Target	4	3	11	13	31
Exceeds Target	9	13	41	29	92
Math	8	34	56	64	162
Below Target	4	11	13	15	43
At or Near Target	1	6	9	10	26
Exceeds Target	3	17	34	39	93
Grand Total	29	54	117	124	324

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District



[Website](#) | [Map](#) | [SUSD Magazine](#)



From: Sean Smith
To: [AZSBE Inbox](#)
Cc: [Tamee Gressett](#)
Subject: Millennium High School Data and Coding Validation
Date: Friday, November 3, 2017 1:56:08 PM
Attachments: [Millennium A-F Letter Grade Appeal 2017-11-03.docx](#)

School Name:

Millennium High School, Agua Fria Union High School District

14802 W. Wigwam Blvd.

Goodyear, AZ 85395

Tamee Gressett, Principal

November 3, 2017

Entity ID Number: 78926

Description of Data/Coding Issue:

We have attached the full description of our data/coding issue.

Thank you,
Sean Smith

Director of Assessment and Data
Agua Fria Union High School District

School Name: Millennium High School, Agua Fria Union High School District
14802 W. Wigwam Blvd.
Goodyear, AZ 85395

[REDACTED]

[REDACTED]

November 3, 2017

Entity ID Number: 78926

Description of Data/Coding Issue:

Millennium High School requests an adjustment of the school letter grade from “C” to a “B”. 88.27% of Millennium students graduate in 4 years. A graduation rate of 88.30% would have resulted in a B grade. A difference of three hundredths of a percentage point does not accurately reflect the accomplishments of our students. The graduation rate for students in the 2017 cohort improved Millennium’s graduation to 92%.

We appreciate the effort, hard work, and thinking that has gone into creating the new A-F accountability process, and feel that the new system can provide useful insights to parents, students, and communities.

However, as we reviewed the A-F letter grade for Millennium High School, we noticed two factors that didn’t seem to accurately reflect the work and achievements of the students and staff. As we examined them further, it seemed that a few small adjustments to graduation rate measurements would make a difference to Millennium High School’s grade and could benefit the whole grading system.

First, the business rules state that current year graduation rates were based on the 2016 cohort and not the current year cohort of 2017. We found this a little perplexing since the CCR data corresponds to the class of 2017. We understand that there may be some logistics that make it difficult to process the graduation data for the current cohort; or there may be other considerations of which we’re not aware. Matching the graduation and CCR data would provide a clearer picture of what a given class had accomplished.

Additionally, a slight adjustment to the graduation rate improvement points would provide more clarity to stakeholders regarding growth. The current tiered approach with a “mastery” component is a good foundation for measuring improvement. But it would also be beneficial to offer intermediate points between the 5 and 10 point thresholds.

Currently, a school whose graduation rate fell by 1% would receive the same 5 points as a school whose graduation rate increased by 1%. In the case of Millennium High School, the graduation rate increased by 1.97%. We would not argue that Millennium should not receive the full 10 points awarded to schools who increased their graduation rate by over 2%; but we feel that few would argue that Millennium should receive the same 5 points as a school whose

School Name: Millennium High School, Agua Fria Union High School District
Entity ID Number: 78926

graduation rate fell by 2%. A scaled point solution would more accurately reflect the graduates' achievement. The scale could look something like this:

Graduation Rate	Points
> 2%	10 points
> 1%	8 points
> 0 %	7 points
> -1%	6 points
> -2%	5 points

This could only positively affect any school's current grade, encouraging schools to make every effort to help their students graduate, even if those efforts will only affect a small number of students. The change would also make sense intuitively to parents and community members. It makes perfect sense that, within a range, schools with comparatively higher graduation rates will receive correspondingly higher points toward their letter grades.

In light of these considerations, we are appealing Millennium High School's grade of C, and requesting a letter grade of B. We received valuable information from the letter grading process that points out areas for improvement, and there were many areas that highlight the work and achievement of our students and staff. Our students truly have continued to improve and we feel that there should be some recognition of that continued growth.

Thank you for your consideration.



Tamee Gressett
Principal

Millennium High School
14802 W. Wigwam Blvd.
Goodyear, AZ 85395



From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Arcadia Neighborhood Learning Center Data and Coding Validation
Date: Friday, November 3, 2017 1:30:20 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Arcadia Neighborhood Learning Center (Newly named Echo Canyon Elementary School)
Entity ID: 5046

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 3.769 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Arcadia Neighborhood Learning Center	204	124	118	33	479
ELA	101	53	72	20	246
Low Growth	34	18	23	3	78
Average Growth	26	9	28	10	73
High Growth	41	26	21	7	95
Math	103	71	46	13	233
Low Growth	30	14	13	3	60
Average Growth	31	25	12	6	74
High Growth	42	32	21	4	99
Grand Total	204	124	118	33	479

SGT Data	MP	PP	P	HP	Grand Total
Arcadia Neighborhood Learning Center	204	124	118	33	479
ELA	101	53	72	20	246
Below Target	64	23	31	11	129
At or Near Target	21	9	12	5	47
Exceeds Target	16	21	29	4	70
Math	103	71	46	13	233
Below Target	65	25	13	3	106
At or Near Target	26	20	9	5	60
Exceeds Target	12	26	24	5	67
Grand Total	204	124	118	33	479

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
Accountability and Instruction
Scottsdale Unified School District
7575 E. Main St., Scottsdale, AZ 85251

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From: Anna McCauley
To: [AZSBE Inbox](#)
Subject: Anasazi Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 1:25:26 PM
Attachments: [image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)
[image010.png](#)
[image011.png](#)

To Whom it May Concern:

We are requesting a data appeal on behalf of:

Anasazi Elementary School
 Entity ID: 6009

The school had a high proportion of the students score above Minimally Proficient in the prior year (see data table below). We believe the weighting of growth components within the A-F system cost the school a total of approximately 10.44 points. We believe this type of weighting structure is punitive to students who are achieving above minimally proficient levels who are also growing at or above average and/or who are achieving progress toward the target at or above what is expected. Consequently, we request that the State Board of Education consider removing the punitive weighting based on prior year proficiency levels and apply the same weights used for students who scored minimally proficient in the prior year (1.0 for average SGP growth/at or near target SGT and 2.0 for high SGP growth/exceeds target SGT) to all students demonstrating average and high SGP growth and to those achieving at or near or above expected growth targets.

SGP Data	MP	PP	P	HP	Grand Total
Anasazi Elementary	19	56	162	136	373
ELA	12	24	90	60	186
Low Growth	4	6	29	18	57
Average Growth	3	7	33	17	60
High Growth	5	11	28	25	69
Math	7	32	72	76	187
Low Growth	1	4	19	20	44
Average Growth	3	15	22	27	67
High Growth	3	13	31	29	76
Grand Total	19	56	162	136	373

SGT Data	MP	PP	P	HP	Grand Total
Anasazi Elementary	19	56	162	136	373
ELA	12	24	90	60	186
Below Target	4	8	22	28	62
At or Near Target	5	5	23	17	50
Exceeds Target	3	11	45	15	74
Math	7	32	72	76	187
Below Target	4	14	21	19	58
At or Near Target	1	5	10	17	33
Exceeds Target	2	13	41	40	96
Grand Total	19	56	162	136	373

Thank you for your consideration,



Dr. Anna McCauley | Assistant Superintendent
 Accountability and Instruction
 Scottsdale Unified School District
 7575 E. Main St., Scottsdale, AZ 85251

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From: John Barney
To: [AZSBE Inbox](#)
Subject: Topock Elementary School Data and Coding Validation
Date: Friday, November 3, 2017 12:52:19 PM

* Topock Elementary School

* Entity ID Number 5581

* Topock Elementary School is a K-6 school with a current and past enrollment of approximately 100 students. It is located in rural Western Arizona in Mohave County and has a free and reduced lunch rate of 90%+

Because of factors out of the school's control, class sizes vary and are usually quite small. In the case of the 2016-17 fourth grade group enrollment was less than 10 students. It is unfair to not include the scores of these students in the A-F Letter Grade formula as these students did the work and deserve to be recognized for it. Furthermore, it would be egregious to find that this situation has not been corrected and this group is unfairly penalized again in 2017-18.

From: Spurlock, Kassandra
To: [AZSBE Inbox](#)
Cc: [Stephenson, Lynette](#); [Esther Omogbehin](#); [Dr. Dino Coronado](#); [El-Afandi, Hamed1](#)
Subject: Amy L. Houston Academy Data and Coding Validation
Date: Friday, November 3, 2017 12:09:45 PM

Dear Arizona School Board,

In reviewing the current preliminary Letter Grades assigned to our schools, the Roosevelt School District (4279) would like to file an appeal of the Letter Grade assigned to Amy L. Houston Academy (5375). Amy L. Houston Academy is an alternative school in the Roosevelt School District. Houston services students who have significant academic or behavioral needs that impact their ability to be successful on a general education campus. Houston is an approved EDP program by ADE.

We are requesting that Amy L. Houston Academy be classified as an alternative school. In previous years Amy Houston has been classified as an alternative school and thus received letter grades from the alternate score calculations.

Due to our failure to submit the alternative school application by the deadline, Amy Houston was incorrectly coded as a traditional school. The District recognizes that the application for the proper classification for Amy Houston was not submitted in time. The District did experience some turnover in personnel. As a result, certain items were not communicated to the new personnel, which in turn resulted in our missing the deadline for the Alternative School Application.

We have put in place procedures and a checks and balance system to ensure that these types of deadlines are not lost in future transitions of personnel.

We humbly ask that you grant Amy L. Houston Academy the Alternate School status that they have historically held.

We thank you for your time and consideration in this matter.

Thank you,
Kassandra Spurlock



Kassandra Spurlock
Principal, Amy Houston Academy

7139 S 10th St, Phoenix, AZ 85042



From: Ben Armstrong
To: [AZSBE Inbox](#)
Subject: West Elementary Data and Coding Validation
Date: Friday, November 3, 2017 11:25:07 AM

School: West Elementary

Entity: 5911

Description:

3rd Grade

One of the three of our third grade teachers (Dawna Webb) fought what could have been a terminal disease and therefore missed days of instruction with her children as well as various data and planning meetings.

4th Grade

One of the three of our fourth grade (Patricia Worden) teachers lost her father and was out on bereavement for an extended period of time causing her to miss days of instruction with her children as well as various data and planning meetings.

5th Grade


A long term substitute teacher was placed into one of our four fifth grade classrooms due to illness to the HQ teacher (Sharon Thompson) that was in place prior to the year. The long term substitute had an emergency credential and put forth great effort but doesn't have formal training in best teaching practice(s).

6th Grade

One of the three of our sixth grade teachers (David Taylor) had a disease that caused his hearing to deteriorate and impacted his ability to teach his students to the level he had in previous years.

Should you need further documentation to support these claims, please feel free to let me know.

Ben Armstrong
Principal, West Elementary K-6



From: Sam Elam
To: [AZSBE Inbox](#)
Subject: Bravo for providing the public current Arizona A-F Letter Grades
Date: Friday, November 3, 2017 8:49:58 AM
Attachments: [image011.png](#)

Hello,

Just wanted to praise the Arizona Department of Education for being the objective, authoritative source of data about how our Arizona schools are performing. Homebuyers crave this information before making the most expensive purchase they have ever made and they want and need to know where their children will be given the best opportunity for a successful, fulfilling and productive life as a result of having a good education.

You are taking the right course of action. The public deserves to know with confidence the performance rating of the schools serving their neighborhood. Without this knowledge it is difficult to imagine gaining public support for improvement in the academic performance of our schools.

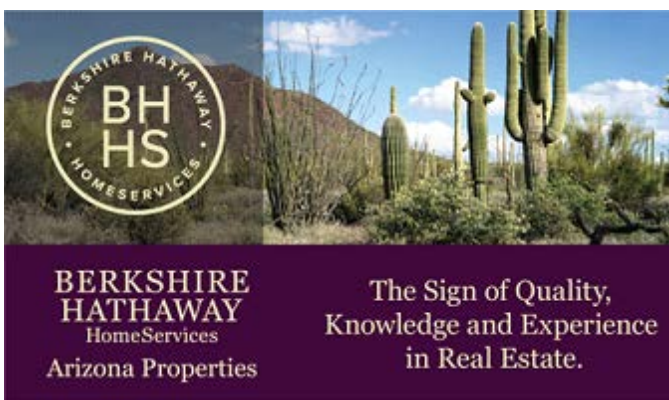
Well done!

Sincerely,

Sam Elam

Associate Broker, GRI, CRS, e-PRO

Berkshire Hathaway HomeServices | Arizona Properties



From: Reidy, Kristin
To: [AZSBE Inbox](#)
Cc: [Scott, Rex](#); [Dickson, Lerona](#); [Reidy, Kristin](#)
Subject: Feedback for TAC Regarding AZ A-F Accountability Framework
Date: Thursday, November 2, 2017 1:01:05 PM

Dear Technical Advisory Committee Members-

We are writing to you on behalf of the two middle schools in the Marana Unified School District, both of which enroll only 7th and 8th graders, to express our concerns about how the Student Growth Target described in the A-F Accountability Plan impacts our schools. We feel that writing to you is appropriate given the responsibilities for your committee, as outlined in an October 24th public memorandum from the State Board of Education:

Review of the A-F Accountability Plan - The Board has appointed a Technical Advisory Committee (TAC) and directed the TAC to: 1) review the A-F Accountability Plan, business rules and impact data; 2) identify any problematic issues found; and 3) comprehensively report on its findings at the December 4, 2017 meeting.

Non-typical school configurations - Under the Board's direction, the TAC will also meet to review methodologies on single letter grades for schools with non-typical school configurations, model data, and discuss options for the Board to consider at its December 4, 2017 meeting.

Given that the normal configuration for a middle school is for three grades (6-8), we feel that our structure makes us "non-typical." More importantly, we ask that you consider this language from the Student Growth Target formula as it is applied to our schools:

To determine the Student Growth Target, students are assigned a target scale score needed to reach proficiency within 3 years or eighth grade, whichever comes first.

Given this criterion, both our middle schools have only one year to get any 7th grader who scores at a *Minimally Proficient* or *Partially Proficient* level to proficiency. 8th grade scores are also weighted more heavily than 7th grade scores in the formula, which is even more significant for our schools.

To our way of thinking, the formula needs to be applied to two-year middle schools in a manner that takes into account the unique challenges we face. This is especially critical given that AzMERIT student performance determines at least 80% of any school's letter grade. The formula should be adjusted or weighted in some manner that takes into account the fact that two-year middle schools have two years to get our 8th grade students to score at a *Proficient* level regardless of the academic gaps they exhibit entering our middle schools.

Please take these facts and the impact they have on our school letter grades into consideration when you are preparing your report to the State Board of Education.

Thank you for the opportunity to provide feedback and hearing our concerns.

Kristin Reidy, Assistant Superintendent

Lerona Dickson, Principal, Marana Middle School
Rex Scott, Principal, Tortolita Middle School

Kristin Reidy

Assistant Superintendent

Marana Unified School District

Inspiring students to learn today and lead tomorrow.

11290 W. Grier Rd. Suite 121C

Marana, AZ 85653



From: The Montessori Schoolhouse of Tucson
To: [AZSBE Inbox](#)
Subject: The Montessori Schoolhouse, Entity ID #108703000, Appeal
Date: Thursday, November 2, 2017 12:49:20 PM
Attachments: [Montessori Schoolhouse Appeal.pdf](#)

Please see the attached appeal letter and supporting documentation.

Rosemary Smith
The Montessori Schoolhouse of Tucson



THE MONTESSORI SCHOOLHOUSE
1301 E. FORT LOWELL ROAD
TUCSON, AZ 85719

www.themontessorischoolhouse.com

November 1, 2017

Dear Board Members:

We are writing to discuss the way the new A-F rating system has affected our school, **The Montessori Schoolhouse of Tucson**, and respectfully ask for an appeal.

Our school earned a 91% AzMERIT passing rate for the 2016/2017 school year while the state average was less than 50%. As you can see on the enclosed chart, our school has a tradition of performance well above the state average. Even our AIMS Science scores are outstanding every year: 73% Exceeding the standard in 2017.

- In Pima County, our school earned the **highest passing rate for the county**.
- Statewide, our school earned the 6th highest passing rate.

The Montessori Schoolhouse has been negatively affected by the new rating system in two significant ways:

“Not Rated” due to Small Population: In the past, The Montessori Schoolhouse has been an “A” rated school. Under the new rating, our school is “Not Rated” due to new n-count requirements. We have a mixed age classroom with 40 students total in 3rd-5th grades. We logistically cannot accommodate 20 students in each of the 3rd, 4th, and 5th grades. The change from “A” rated to “Not Rated” has a negative connotation and excludes our school from quantitative data that would empower school choice. **Listing the school with the highest passing rate in the county as “Not Rated” seems unjust.**

Growth Weighted Over Achievement: Furthermore, even if rated, the new A-F rating system unfairly penalizes our small high-performing school. Our school has a majority percentage of “Highly Proficient” and “Proficient” students. Several of our students earn 100% on the AzMERIT tests. The new SGP and SGT calculations prevent our student body from earning weighted points for growth. If rated, under the new point system, our school may no longer receive an “A” rating, even though it is one of the highest-achieving schools in the state. **There must be change implemented to award achievement.**

The Montessori Schoolhouse of Tucson respectfully requests an appeal to our “Not Rated” designation and reconsideration of the points awarded for growth and achievement. We respectfully ask the Board to consider awarding points for achievement for high-performing school.

Any school with a passing rate like ours, 90% and above, should be awarded an “A” rating.

Sincerely,

Regine Ebner

Owner/Director/Head Teacher

LEARNING FOR A LIFETIME

Three Year Score Results: The Montessori Schoolhouse of Tucson Comparison to Statewide Passing Averages

2015 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (16 students)	75%	69%
4 (8 students)	88%	100%
5 (7 students)	71%	86%
31 Students		
Percent Passing: Our Students	77%	80%

Overall Passing Rate, Our Students: 79%

Statewide Passing Rate: 39%

2016 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (13 students)	77%	100%
4 (13 students)	85%	92%
5 (7 students)	71%	100%
33 Students		
Percent Passing: Our Students	79%	97%

Overall Passing Rate, Our Students: 88%

Statewide Passing Rate: 44%

2017 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (14 students)	79%	93%
4 (11 students)	91%	100%
5 (7 students)	86%	100%
32 Students		
Percent Passing: Our Students	84%	97%

Overall Passing Rate, Our Students: 91%

Statewide Passing Rate: less than 50%

From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Thursday, November 2, 2017 11:47:05 AM

Submitted on Thursday, 2 November 2017 – 11:46am Submitted by anonymous user:
162.158.142.7 Submitted values are:

First Name: Melodee Last Name: Olson Email: [REDACTED] Topic: General Information or Comments on Proposed Rules Message: November 2, 2017: Re: Appeals to A-F Labels AS an FYI, I want to make you aware that the AZMerit online reporting module is currently unavailable until November 6th for checking/verifying actual testing rates from the Spring 2017 test cycle. It is imperative that schools be allowed to compare the data reported by the state to the actual test rates registered in AIR for verification purposes. This statement will also be part of my narrative on the label appeal, however, I wanted to make you aware that this puts schools at a disadvantage for double checking the accuracy of state reported data.


The results of this submission may be viewed at:

<https://azsbe.az.gov/node/35/submission/1038>

From: BOBLETT, BELINDA
To: [AZSBE Inbox](#)
Cc: [BOBLETT, BELINDA](#)
Subject: Rio Colorado Elementary Data and Coding Validation
Date: Wednesday, November 1, 2017 3:39:33 PM
Attachments: [Rio Colorado Elementary.pdf](#)

Please see attachment.

Belinda Boblett
School Improvement/PD Director
Gadsden School District #32
P.O. Box 6870
San Luis, Az 85349



GADSDEN ELEMENTARY SCHOOL DISTRICT NO. 32

1350 E. Juan Sanchez Blvd.

P.O. Box 6870

San Luis, AZ 85349

Dr. Raymond V. Aguilera, Superintendent

**"STUDENT-CENTERED LEARNING IN
AN ENGLISH LEARNING COMMUNITY"**

Governing Board
Luis Marquez, President
Tadeo De la Hoya, Clerk
Guillermina Fuentes
Gloria Torres
Rosa Varela

October 31, 2017

Dear Appeals Committee,

We received a copy of the letter that the Kyrene School District sent to your committee and we found that our school, Rio Colorado Elementary School, is affected by the same situation that affects Kyrene Middle School and other schools mentioned in that document. Our school obtained 72 points which would have been enough to earn our school a grade of 'B' if the bonus points were excluded from the calculation of the standard deviation used to determine the letter grades.

There is also another situation which affects not only our school but the entire Gadsden Elementary School District #32. The Free and Reduced Lunch subgroup was not taken into consideration when our subgroups were calculated. In the case of our school, we only received 8 points out of the 10 possible points for Acceleration and Readiness. If the FRL subgroup had been taken into consideration, our school would have obtained the complete 10 points. Our school demographic shows that our FRL subgroup is 97% of our student population and our Hispanic subgroup is 100% of our student population. Given the huge overlap between the FRL subgroup and the Hispanic subgroup, and given that we received the 2 points for the Hispanic subgroup, one can see how the FRL group more than likely would have helped us to achieve those 2 points. We have tried to submit the demographics for the FRL students to get counted, but the response we received from the Achieve department was that it was too late for those corrections.

Please consider the above points in your committee, and also, please consider that our school received all the information about the rubric for the letter grade when it was too late to correct any of the problems with the data.

Respectfully,



Alma Castillo

Principal

Rio Colorado Elementary School

"From Wild West to Nation's Best"

Johns Hopkins University

From: Oglesbee, Colin
To: [A-ZDE Inbox](#)
Subject: SGT Growth and Proficiency at Tucson Unified School District
Date: Wednesday, November 1, 2017 1:38:59 PM
Attachments: [imgae002.png](#)

Hello,

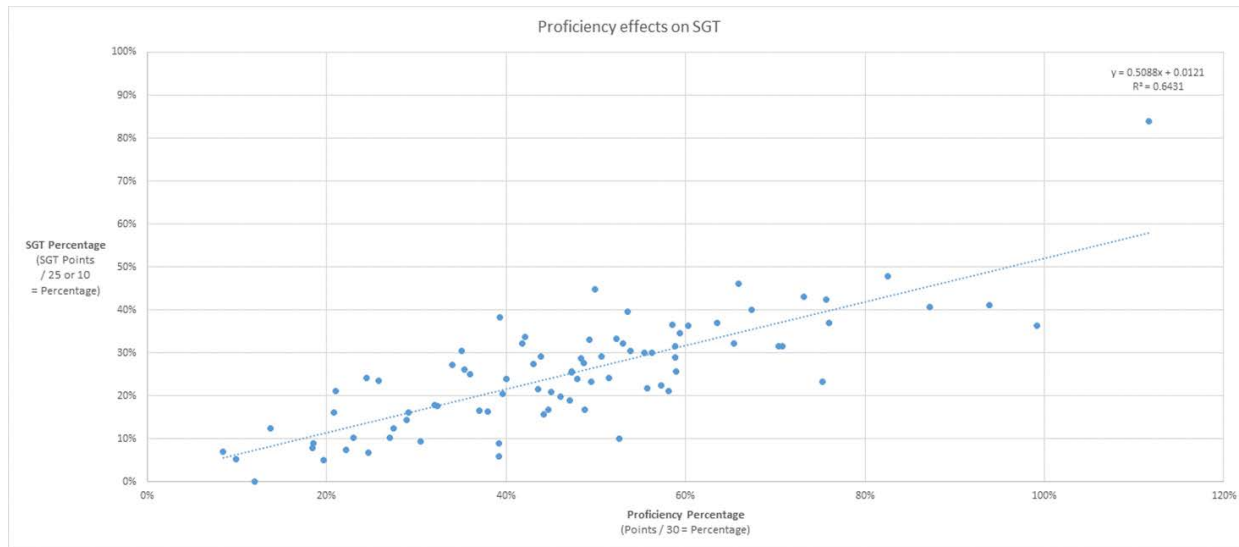
Please consider the strong correlation between SGT Growth and Proficiency when formulating revisions to the A-F Letter Grade model.

At Tucson Unified, there is a significant correlation between SGT Growth and Proficiency. This suggests that Proficiency is being counted twice, once in Proficiency and once in SGT Growth. In theory, this makes sense, because SGT Growth is growth in relation to proficiency, and therefore SGT can be derived from Proficiency scores.

As such, it appears that Proficiency is up to 55% of the K-8 model (30% Proficiency + 25% SGT), and that true growth is only measured in SGP Growth (25%). Of course, statute requires that growth comprises at least 50% of the total points awarded to these schools.

A solution may be to give more weighting to SGP schools; however, this may have negative effects on higher proficiency schools.

The graph below shows the relationship between Proficiency and SGT. Please feel free to contact me for further information on this observation at Tucson Unified.



-Colin

Colin Oglesbee, MPP
Research Project Manager
Assessment & Evaluation
Tucson Unified School District
Phone: [REDACTED]
Email: [REDACTED]

From: [AZSBE Inbox](#)
To: [Catcher Baden](#)
Subject: FW: Letter Grade Appeal
Date: Wednesday, November 1, 2017 8:32:43 AM
Attachments: [AZMERIT Appeal.pdf](#)

From: Virginia Coleman [mailto: [REDACTED]]
Sent: Tuesday, October 31, 2017 7:47 AM
To: AZSBE Inbox < [REDACTED]>
Subject: Letter Grade Appeal

I think that I am too late to appeal the grade for our middle school. However, I was told to send in our statement because there are a lot of schools that are unhappy with their "grades".

If we are too late to appeal, please disregard.

Thank you,

Virginia Coleman
Director of Educational Support Services
PO Box 250
Sanders, AZ 86512
[REDACTED]

Application for Appeal of A-F Letter Grade

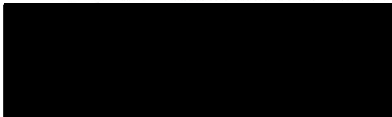
Please email this completed form as an attachment and attach any supporting evidence to inbox@azsbe.az.gov with "A-F Appeal" in the subject line by 5:00pm on the last Friday of the embargo period.

Date: Oct. 30, 2017

Name of Person Submitting This Form: Virginia Coleman

Job Title: Director of Educational Support Services

Contact Email (Must Be Associated with School/Entity ID):



Alternate Phone: _____

Name of School: Sanders Middle School

School Entity ID (Not CTDS): 4723

LEA Name: Sanders Unified School District #18

2014 -2015 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2015-2016 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2016-2017 AzMERIT Scores:

- English Language Arts: Writing test
- Mathematics: _____

Type of Appeal – Please Choose One:

☒ NON EXPEDITED REVIEW ☐ EXPEDITED REVIEW

(Non-expedited review involves paper documents, and in-person presentation.
Expedited review involves paper documents only)

Final Letter Grade Request – Please Identify: c

Check the following mitigating factors as appropriate, which may be discussed more fully below:

☐ Environmental Issues or Events

☒ Adverse Testing Conditions

☐ School or Community Emergency

☐ School Tragedy

☐ Other: _____

Were the items above, which may be discussed more fully below?

☐ Unrelated to school/student performance

☒ Outside the school's control

☐ Timing reasonably related to student performance

☐ Substantial cause of overall school performance

Did the school take reasonable steps to minimize the situation's impact on assessment outcomes? Discuss more fully below.

☒ Yes

☐ No

☐ The opportunity did not exist for the school/LEA to minimize impact on students.

Please explain reasoning for appeal using NO personally identifiable student information (SAIS ID numbers only may be used). Please include longitudinal data related to school performance and longitudinal data related to student performance, documentation relevant to school improvement plan and/or any other official documentation in support of appeal if applicable and relevant.

On March 28, 2017, while the Sanders Middle school students were taking the AZMERIT Writing tests (6, 7, and 8th grades) the state testing system went down and kicked a lot of our students out of the testing system. After an hour of trying

to trace the source of the problem, which included communications with the state, the district tech people and the Apache county tech people, it was determined that the problem was on the state side, not ours. When it was fixed we were advised to resume testing, however most of our students were unable to complete their tests as their tests had been submitted because they were offline for too long. We advised the state testing coordinator of this issue at that time. When we got their scores many of the tests had been rated as "non-scorable" because they were incomplete.

From: [AZSBE Inbox](#)
To: [Catcher Baden](#)
Subject: FW: Thunderbolt Middle School Data and Coding Validation with data
Date: Wednesday, November 1, 2017 8:09:35 AM
Attachments: [Letter grade appeal.11.01.17.docx](#)
[Copy of merged grades and percent passing.xlsx](#)
[Copy of CSI List.xlsx](#)
[Copy of azschl_schl.combined passing rate.1.xlsx](#)

From: Diana Asseier [mailto: [REDACTED]]
Sent: Tuesday, October 31, 2017 4:49 PM
To: AZSBE Inbox <inbox@azsbe.az.gov>
Subject: Thunderbolt Middle School Data and Coding Validation with data

5560 Thunderbolt Middle School; 4368 Lake Havasu Unified School District.

I apologize that I did not include the files referenced in the memo. They are attached.

Diana M. Asseier
Superintendent
Lake Havasu Unified School District #1
2200 Havasupai Blvd., Lake Havasu City, AZ 86403
[REDACTED]

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Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

From: Diana Asseier
Sent: Tuesday, October 31, 2017 4:47 PM
To: 'inbox@azsbe.az.gov'
Subject: Thunderbolt Middle School Data and Coding Validation

5560 Thunderbolt Middle School; 4368 Lake Havasu Unified School District.

Please accept the attached correspondence as an official appeal of the letter grade assigned to Thunderbolt Middle School.

We would also like this information shared with the newly formed Technical Advisory Committee.

Respectfully,

5560 – Thunderbolt Middle School; 4368 – Lake Havasu Unified School District

Please accept this correspondence as an official appeal of the letter grade for Thunderbolt Middle School, Lake Havasu Unified School District #1. This is based upon the following:

1. Formula inaccurately describes school quality
2. Inaccurate calculation of Chronic Absentee rate

Based upon all of the information described below, we believe we should be rated at minimum a “C”.

Formula inaccurately describes school quality:

As a common point of comparison, I began with the Comprehensive Support and Intervention (CSI) list, which I received after a request for public records (attached). In order to be identified for Intervention as required by ESSA, schools in the bottom 5% of the state are identified. The criteria used to identify the bottom 5% is the combined total percentage of students passing. Based upon the 2017 results, total combined pass rates at 13% and below are identified as the bottom 5%.

After reviewing the CSI list, I requested via public record request the Arizona Schools list with the combined passing rates (attached). I was curious to see how the total passing rates compared to the letter grades assigned. One of our staff members worked to combine the two lists and correlate the grades. That list is also attached.

Below is a table based upon our combined list. This table shows the **range** of combined percent passing for each school in each letter grade. On the state list, our “F” middle school has a combined passing rate of 34%. The state average for middle school is just over 35%. In order to see the comparisons, I noted the total number of schools in each grade that scored 33% or below and the number of middle schools that scored 33% or below.

Grade	Range % Passing LOW	Range % Passing HIGH	# Schools Pass rates 33% or lower	# Middle/Jr High Pass rates 33% or lower
A	21	97	5	0
B	15	91	94	6
C	2	75	315	31
D	4	77	143	44
F	0	38	33	6

There are several questions that arise just from the table above.

How can a school with a combined pass rate of 21% get an “A”?

How can a school with a combined pass rate of 15% get a “B”?

How can a school with a combined pass rate of 2% get a “C”?

How can a school with a combined pass rate of 77% get a “D”?

How can a school with a combined pass rate of 34% get an “F”?

Letter grades are used because they have meaning to the public, just like student report cards. By issuing the grades using the current formula, the public have been deceived as to the quality of their schools- both inflated and deflated- by the grades assigned. Our community perception is that if a school is an F, it is failing our students. In other cases, schools that really are failing students are receiving what the public considers “passing” grades.

While the formula initially appeared to be positive, we have observed some unintended consequences for schools, particularly for rural schools and those with a middle school/junior high configuration.

One major issue is the emphasis given to growth. The second major issue is including the middle school/ junior high school configuration in the same grade span as K – 5/6.

Our middle school, Thunderbolt, is a perfect example. As noted above, the total percentage of students passing AzMERIT is 34%. At grades 7/8, the state average passing is 35.3%. Schools performing in the bottom 5% of schools in the state have 13% passing or less.

At middle school, advanced or honors courses help prepare students for college prep classes in high school. One fourth of the 8th grade students at Thunderbolt take Algebra I. 96% of those students score proficient. Those students as 7th graders scored proficient or highly proficient. As 8th graders they scored proficient in Algebra, a completely different and more challenging curriculum than 8th grad math. Yet none of those students showed growth. Some, who were highly proficient in 7th grade math and then proficient in algebra I as 8th graders, actually declined for the growth component but will be going into advanced math at the high school, having successfully mastered the Algebra 1 requirement at 8th grade. The same issue arose in ELA for students moving from 7th grade ELA to a much more challenging curriculum in 8th grade advanced ELA. Some may have maintained their proficiency level which gathers no points for growth.

Our daily attendance rate hovers at 95%, which is very high for that grade span. Stability points do not assist, as we are only a 2 year school.

Our school received an **F** letter grade. We believe we need to improve; we do not believe we are an “F” school.

Our current K – 8 formula, heavily based on AzMERIT, focuses 50% on growth and 30% on Proficiency. The nuances of growth are often lost on non-educators; at the elementary school, it is very obvious that students are learning to read and compute and are growing their skills every year. Growth is easily measured and valued. However, by the end of 5th grade, students are now expected to apply their skills to increasingly difficult texts in length, complexity, and readability. In math, problem solving and algebraic thinking are challenging students who have mastered their basic math skills. To expect those students to show growth as the major determiner for success is less appropriate than to measure proficiency as the major variable.

Growth also is an issue at the high school level. High school students move from Algebra 1 to Geometry to Algebra 2. Yet they are expected to show growth on their level of proficiency, while the subject matter is very different. At the high school level, we believe that growth should be adjusted to 10%.

At the middle school, particularly 7th and 8th grade, we believe that the formula should be adjusted to align more with the current high school percentages, having a greater emphasis on proficiency than on growth. Also, early college and career indicators should be considered; e.g., the number of students taking electives vs. intervention courses in reading or mathematics; the number of electives aligned with the high school CTE course sequences; the number of advanced courses offered and the percent of students completing advanced work, etc.

Inaccurate calculation of Chronic Absentee rate

Chronic Absenteeism	
Current Year Percent	14.42%
Prior Year Percent	3.11%
Points Earned	0.00

Our attendance averages 95%, which caused us to review the number shown in our letter grade documentation. Following is correspondence that I received from our data tech, who is the liaison with the ADE and Synergy for our district. We believe our chronic absentee rate for 16-17 is 2.13%. We request the opportunity to correct this data prior to final letter grades being determined.

Is the Current Year Percent for the 16-17 school year and the Prior Year Percent for the 15-16 school year? If that is the case then the issue is that Synergy was not sending the middle school attendance correct last year. Instead of being sent in .50 increments the attendance was sent up like period attendance in .25 increments. Heidi created a case with "Support" but it was toward the end of the year and it was not resolved. I followed up this year and it was still an issue at the beginning of the year but there was an update to Synergy that corrected the issue. So this year the Tbolt attendance is going to AZEDS correctly in .50 increments.

I took the reports out of ADE for 16-17 and removed any of that attendance that should not have been counted. I pulled only the full year students and I get a much different percent. There were 18 out of 847 students that missed 18 or more days which is 2.13%.

Diana M. Asseier

Superintendent

Lake Havasu Unified School District #1

2200 Havasupai Blvd., Lake Havasu City, AZ 86403



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From: [AZSBE Inbox](#)
To: [Catcher Baden](#)
Subject: FW: Empower College Prep Data and Coding Validation
Date: Wednesday, November 1, 2017 7:31:49 AM

From: Brian Holman [mailto: [REDACTED]]
Sent: Tuesday, October 31, 2017 12:30 PM
To: AZSBE Inbox <inbox@azsbe.az.gov>
Subject: Empower College Prep Data and Coding Validation

Empower College Prep's entity id number is 91277.

Our specific data issue is that the students who have been in our school the longest were not included in our letter grade calculation.

Our academic model has led our students--over 90% of whom qualify for free/reduced lunch--to grow more than one grade level every year and progress toward their goal of going to college. ECP 9th graders had an ELA pass rate of 38%, out-performing the state average of 36%. More importantly, 9th graders who had been with ECP for at least 4 years achieved an ELA pass rate of 59%, and 97% earned proficiency points (38% were Partially Proficient). Our 8th graders equaled the state average pass rate of 28%. (Note* our 9th graders are taking a combined math program and will not take the AZMerit assessment until November).

This is especially remarkable given that most arrive at Empower two to three years below grade level, as evident by our diagnostic screeners and pre-tests, and the AzMERIT data in younger grades.

While the progress is slow, the data clearly shows ECP is closing the achievement gap, and our students will be college ready by 12th grade. And yet, our elementary school has been rated a D, and our high school was not rated. To see how poorly the state measured our effectiveness as a school was truly a shock. The ramifications of these ratings are serious and misleading as to the true efficacy of our academic model.

It is my hope that these ratings were an unintended consequence of the complex task of assessing school performance. I understand that serious effort was made to prevent student demographics from impacting results, but in our case that is exactly what has occurred. Below are a few observations that I request you to please consider as you refine the model and finalize letter grades.

1. Schools with combined elementary and high school grades should be graded as a single entity until both schools qualify for letter grades independently. Empower's elementary grades (3-8) and high school grades (9) were graded separately. Because of this, our ninth graders, those who have made the greatest progress and outperformed state averages, were not even counted.
2. Among high poverty schools where students start at extremely low proficiency levels, it is more accurate to assess where the students progress to, not where they start. The current model gives equal weight to the performance of 3rd graders as it does 8th and 9th graders.
3. Clearly accelerated growth is critical for low-income student to catch up. However growth assumptions must be realistic. The SGT growth factor allows students 3 years to reach proficiency. This assumption is unrealistic for students who start 2 – 4 years behind and does not appear to be evidence-based. Our experience has been that it can take 5 years.

4. The Acceleration Readiness category measures Minimally Proficiency in ELA starting in 3rd grade. Yet when a school starts in 3rd grade, as does ECP, the proficiency levels of incoming students can vary significantly from year to year.

5. One more final note. It is a fundamental of classroom instruction that teachers clearly inform students what expectations he/she has and what students will be tested on. Twenty percent of the points in this year's model were tied to factors that schools were not informed in advance would be rated. Quite simply this is unfair, and it is especially egregious when losing points in these categories lowers the letter grade.

Given the damaging impact that a low grade can have on enrollment, expansion of grades, teacher morale and fundraising, it is critical that the State Board of Education implement a model that accurately evaluates the effectiveness of schools' academic models. There needs to be complete confidence in the methodology used to accurately measure academic progress while minimizing socioeconomic impact. At Empower we strongly support high standards and rigorous accountability for all students and schools. However, if we are ever to shrink the achievement gap in Arizona we must ensure that schools that take on this daunting task are evaluated more for what they accomplish in the end, which is where their students finish, and not where they start. I urge you to re-evaluate how the present model can penalize schools simply for starting with students who begin school far behind their more affluent peers.

Sincerely,

Brian Holman
Executive Director
Empower College Prep



From: Elvira Silago
To: [AZSBE Inbox](#)
Subject: Appeals Question
Date: Wednesday, November 1, 2017 7:12:17 AM

Good morning,

Our district is not sure if the following is considered something appealable. But, our district would like to know if the College Career Readiness indicators can be uploaded to hopefully improve the points received for the district High School. We are currently, working on updating and completing information that is related to seniors who graduated in May 2017. Thank you.

Elvira M. Silago, Multiple Programs Coordinator

Academics Department

Window Rock Unified School District #8

Post Office Box 559

Fort Defiance, Arizona 86504



From: Accelerated Learning Laboratory
To: [AZSBE Inbox](#)
Subject: Accelerated Elementary and Secondary Schools Data and Coding Validation
Date: Tuesday, October 31, 2017 7:39:36 PM
Attachments: [Signed Appeal Letter.pdf](#)

Hello.

I've attached a letter requesting an appeal of the A-F Letter Grade for Accelerated Elementary and Secondary Schools. Please see attached letter.

School Name: [Accelerated Elementary and Secondary Schools](#)

Entity ID Number: [108767000](#)

Description of the specific data or coding issue: [Please see attached letter](#)

Supporting Documentation, if appropriate:

To Whom It May Concern:

The following represents some, but not all, of the factors causing ALL to believe the A-F Letter Grade calculations to be in error and do not reflect the overall performance of our students. In addition, we have serious concerns as to why ALL's high school was not evaluated. For many years ALL, has been ranked among the top ten highest performing high schools in America by the Washington Post. Graduating students from ALL are regularly admitted to schools such as: Duke, MIT, Stanford, Princeton, US Air Force Academy, Georgetown, Dartmouth, Brown, U Penn, Columbia, U of A and many others. Although over 40% of ALL's students live in poverty and ALL has an open admissions policy, there are few, if any, other schools in Arizona that can boast of as many admissions to highly selective universities per capita. In ALL's curriculum, geometry is integrated into ALL's proprietary instructional materials beginning in kindergarten. The majority of students at ALL are studying content area well above their grade level. In addition to the following, there are calculation errors and inclusion-exclusion issues that appear to be without merit.

Below is a sampling of concerns and questions about School Letter Grades for Accelerated Learning Laboratory.

1. Grades 3-8

1. Are we hurt by the fact that "EL Proficiency and Growth" score is NA?

In other words, is the maximum possible number of points lowered?

2. In the "Proficiency" section

1. The "Percent Proficient" calculation seems to use a weighted average, but the weights are not clear.
For example, in Grade 8 ELA,
 1. 22 students took the exam
 2. 20 students were PP, P, or HP
 3. $20/22 = 90.91\%$ whereas the result given is 93.64%

2. Grades 9-12

Accelerated Learning Laboratory

Accelerated Elementary and Secondary Schools

Accelerated Learning Preschool
5245 N Camino de Oeste • Tucson, AZ 85745

Website: [h](#)

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1. Grades 3-8

- a. Are we hurt by the fact that "EL Proficiency and Growth" score is NA?
In other words, is the maximum possible number of points lowered?
- b. In the "Proficiency" section
 - i. The "Percent Proficient" calculation seems to use a weighted average, but the weights are not clear.
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 3. $20/22 = 90.91\%$ whereas the result given is 93.64%

2. Grades 9-12

- a. In the "Proficiency" section
 - i. The "Percent Proficient" calculation seems to use a weighted average, but the weights are not clear.
For example, in Grade 11 ELA,
 1. 10 students took the exam
 2. All 10 were either P or HP
 3. $10/10 = 100.0\%$ whereas the result given is 121.0%
- b. Why are the following groups NA?
 - i. Growth
 - ii. EL Proficiency and Growth
 - iii. College and Career Ready - Self-Report Scaled Score
- c. Is the Graduation Rate NA because we had fewer than 20 graduating?
100% of them were accepted into a 4-year school.

3. There is a ceiling effect with our EOC courses.

- a. In math, for example, it is not unusual for an 8th grader (or even lower) to be in calculus.
This means that some of our best students are not being included in the calculations because they have already taken and passed the Algebra II EOC.
- b. The situation is similar for English.

Sincerely:


Serei Kay



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 2. The situation is similar for English.

Sincerely:

Serei Kay

From: Diana Asseier
To: [AZSBE Inbox](#)
Subject: Letter Grade Technical Advisory Committee
Date: Tuesday, October 31, 2017 5:07:10 PM

As the committee reconsiders the formula for assigning letter grades, I would request the following be considered:

In the area of K-8 acceleration, sub group growth is calculated. This growth takes the current year performance compared to the prior year state average for that subgroup.

The most points that can be gained in this area is six. For schools that are closing the gap, I believe they should be able to earn all of their 10 points in this area. This seems appropriate, as growth is a major factor at the elementary.

Respectfully,

Diana

Diana M. Asseier

Superintendent

Lake Havasu Unified School District #1

2200 Havasupai Blvd., Lake Havasu City, AZ 86403

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From: Barbara Dalicandro
To: [AZSBE Inbox](#)
Subject: Deer Valley Academy
Date: Tuesday, October 31, 2017 4:12:04 PM

we would like to have our label reviewed.

Deer Valley Academy
79506

What do we need to do to get a rating instead of NR?

Thank you

Barbara Dalicandro
Executive Director
Deer Valley Academy

From: Jonathan Rohloff
To: [AZSBE Inbox](#)
Cc: [Marvene Lobato](#); [Marco Ruiz](#)
Subject: Western Valley Middle School Data and Coding Validation
Date: Tuesday, October 31, 2017 3:47:07 PM
Attachments: [WVM Appeal FY17.docx](#)
[SBE A-F Appeals.doc](#)

Good afternoon,

We are submitting an appeal for the 2017 letter grade for Western Valley Middle School based on rounding practices. Thank you for your consideration.

- Western Valley Middle School
- Entity ID 80916
- Data issue— The new rounding practices applied adversely affected the letter grade.
- There are 2 supporting documents attached that explain the appeal

Jonathan Rohloff

Director of Research and Data Analysis

Fowler Elementary School District #45



FOWLER ELEMENTARY SCHOOL DISTRICT NO. 45

1617 S. 67th Avenue, Phoenix, AZ 85043

Phone: [REDACTED]
www.fesd.org

Fax: [REDACTED]

Peggy Eastburn
Governing Board
President

Memorandum

TO: Arizona State Board of Education
A-F Appeals Committee

Ignacio Fernandez
Governing Board
Clerk

FROM: Jonathan Rohloff
Research and Data Analysis Director

Francisca Montoya
Governing Board
Member

DATE: Tuesday, October 31, 2017

Marvene Lobato
Superintendent

RE: A-F Appeal for Western Valley Middle School
Entity ID Number - 80916

Nora Ulloa
Asst. Supt. for
Business Services

Specific Data issue:

Cindy Bradley
Academic Services

Karen Watkins
Curriculum

Jim Chesnik
Facilities

Cheryl Miller
Finance

Vince Medina
Head Start

I have reviewed the following; data scores; policy decisions from the Arizona State Board of Education; and the business rules for the new A-F accountability system for FY17. There appears to be a data change which has negatively impacted one of the Fowler Elementary School District schools. The issue for Western Valley Middle School (WVMS) is when the rounding rules changed on the new model without a policy decision to change them. The rounding issue negatively impacted WVMS a letter grade. In creating the data modeling system, someone made the decision to round at the end of the calculation instead of keeping the rule of rounding each category and tallying a whole number at the end. This caused WVMS to miss a C letter grade by .03 at a 61.47 and to be rounded down to a "D" instead of receiving a "C" letter grade. Please see the attached word document for the exact breakdown on how changing the rounding, without changing the business rules, affected the grade for WVMS, and could potentially have a negative impact (difference in letter grades) on other schools in the state.

Jonathan Rohloff
Research &
Data Analysis

cc: Document

Rose Ann Wastjer
Special Education

Lane Blake
Technology

Leticia Valenzuela
Transportation

Here is a screenshot of Western Valley Middle School's A-F calculation for FY2017:

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	12.61
Growth	50%	31.86
EL Proficiency and Growth	10%	5.00
Acceleration / Readiness	10%	10.00
SPED Bonus Points		2.00
All Students Total Points		61.47
Total Points Eligible		100.00
Percentage Earned		61.00%
Percent Tested**		97.49%
A-F Letter Grade		D

The chart below shows the actual score with rounding at the end vs. if the categories would be individually rounded as they were in the past since there was no policy change:

Category	Weight	Points	Points with maintaining rounding rules since there was not a policy change
Proficiency	30%	12.61	13
Growth	50%	31.86	32
ELD	10%	5	5
Acceleration	10%	10	10
SPED Bonus		2	2
All Student Points		61.47	62
Total Points Eligible		100	100
Percentage Earned		61	62
Percent Tested		97.49%	97.49%
A-F Letter Grade		D	C

As evidence in the table above, if the rounding Calculation had not been changed, WVMS would be a full letter grade higher. This decision was made to change the mode of rounding without a change in policy or business rules, so we believe this appeal is substantive to have the grade changed at Western Valley Middle School from a preliminary grade of a "D" to the grade of a "C." If there are any questions about this appeal, please feel free to contact Mr. Jonathan Rohloff, Director of Research and Data Analysis for the Fowler Elementary School District.

From: Nelson, Monica
To: [AZSBE Inbox](#)
Subject: Feedback on A-F Accountability formula
Date: Tuesday, October 31, 2017 10:54:52 AM

First, thank you for the effort and time you put into the development of an A-F accountability system. However, I would wonder if the “average” Arizonan could understand all that goes into creating a letter grade. The formula is complex and challenging.

Second, I applaud your efforts to include more than just proficiency on one test in the formula.

Now, though, that we’ve had a chance to examine the formula as it applies to our schools, I do have some things I’d like you to take into consideration as we move forward:

Recommendation:

Align the Minimally Proficient points in the K-8 Acceleration portion of the A-F model to the MOWR (Move on When Reading) law requirements in 3rd grade.

Rationale:

In the K-8 model, there are points available based on improving the percentages of students scoring above the Minimally Proficient level on the AzMERIT 3rd grade reading test. Why not make this section align with the MOWR law. In other words, since the A-F model already has components that address growth targets (in three years, by the end of 8th grade, or by the end of 11th grade, whichever comes first), it seems strange to penalize a school the very first year students take the AzMERIT if the percentage of students who score in the Minimally Proficient level does not go down. Remember, this component of the model does not address cohorts, but a different group of students each year.

MOWR allows time (which for many children is the key factor in learning) for children in Special Education and receiving ELL services to improve their reading skills. Under MOWR, as you know, some students are exempt from retention. Why not use these same standards for this portion of the A-F formula?

-
-

Recommendation:

Eliminate the stability points.

Rationale:

Some schools’ configurations make this impossible. Also mobility is a significant factor beyond the control of schools. Poverty drives mobility in our district; an inability to pay the coming month’s rent forces people to move. Many of our highest poverty level schools will never get points in this area. It unfairly provides points in the model based on higher SES areas in the community.

-
-

Recommendation:

Add components to the Student Growth Percent model for true comparison of students.

-

Rationale:

While I support the growth components of the model, the factors used to compare students' growth are lacking in the SGP portion. Currently, the model includes students:

- who are enrolled in Arizona public schools
- who are in the same grade level
- who tested on the same subject
- who have the same number of prior year tests
- who have the same academic performance history

Using only those factors still does not, however, truly allow comparisons that are accurate. The factors I believe should also be included are

- special education services in the areas measured on AzMERIT
- poverty
- ELL services provided for less than two full years
- mobility rates

Adding these is truly the only way to compare "apples to apples". Our district has had considerable experience with this model as a result of our Teacher Incentive Fund implementation.

-

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Recommendation:

Remove the cap on the possible points a school can earn and either reconfigure a way to calculate for a letter grade OR work with the legislature to eliminate the need for a letter grade (not required under ESSA) and create a dashboard instead to provide information for parents and community members.

Rationale:

In the K-8 model, schools are capped at 10 points in Acceleration and CCR portion of the model.

In the 9-12 model, individual students can earn at most 17 points on the CCRI.

There are problems with both.

The factors included in the K-8 model are extremely important to measuring school success. Many of our schools earned 20 points in this area, but were capped at 10. For example, working to eliminate chronic absenteeism, addressing special education inclusion, and closing achievement gaps are critical.

Likewise, the 9-12 model caps the number of points students can earn despite their work to become College or Career Ready. I recognize the difficulties in dealing with the impacts a few highly accelerated students could have on this CCRI, but to limit them to 17 points (and then only if they accumulate one full point in both the RED and the BLUE areas) truly does not represent the College and Career Readiness work schools provide and support students in.

Maybe the true problem is trying to create an Accountability A-F Letter Grade system that is

contained in 100 points maximum.

-
-

Recommendation:

Do not count the RALEP students' scores in math until year three like we do in ELA.

Rationale:

I have never actually seen the AzMERIT test because of the state requirements. However, I have looked at the online practice tests. Much of what is measured on the math portion of the AzMERIT is based on a student's literacy skills. Our Recently Arrived Limited English Proficient students are often arriving as refugees. Some are coming directly from refugee camps with little or no education. Thinking that "it's math" and "numbers are alike" isn't all that is measured when a student sits for the math portion of the AzMERIT. Have them take the test. However, treat both their ELA and their Math scores as part of the equation only once they have been here for three years and have been receiving services.

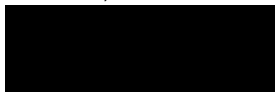
Finally, I would encourage you to include more educators on the Technical Advisory Committee. Statisticians have one perspective in creating a model, but educators can bring other important perspectives to the discussion as well.

Thank you for your consideration.

Sincerely,

Monica Nelson

Monica Nelson
Associate Superintendent
Amphitheater Public Schools
701 W. Wetmore Rd.
Tucson, AZ 85705



From: Kristin Turner
To: [AZSBE Inbox](#)
Subject: A-F Issue for our School
Date: Tuesday, October 31, 2017 8:53:48 AM

Hello,

My name is Kristin Turner and I am the superintendent for Paloma School District. Our district, is a small, one-school district in the outskirts of Maricopa County. Since the start of AzMerit, we have increased our percent proficient from by 8% in ELA and 14% in math. We are still working on our growth. However, our school was not eligible for all of the acceleration points and those points directly affected our A-F letter grade.

In 2017, we received a grade of a "C" and were only 1.56 points away from a "B." Though we decreased our minimally proficient 3rd grade ELA scores, we did not receive the 2 points because our N-count was below 20. In fact, our school was only eligible for 6 acceleration points. We received all six points, but that counts as only 60% of the acceleration score. It is impossible for us to receive the full points no matter how much we improve at the school.

This system is not fair for schools like ours. If we get the full acceleration points available to us, we should receive 100% of the acceleration points. Additionally, this flaw in the letter grading system was the difference between a "C" and a "B" for our school. I sincerely hope you make changes to make the system more fair for small schools.

Sincerely,

Kristin Turner

Superintendent
Paloma Elementary School District #94
38739 W. I-8
Gila Bend, AZ 85337



From: Van Zile, Anna
To: [AZSBE Inbox](#)
Cc: [Woodall, David](#); [Van Zile, Anna](#)
Subject: Fairbanks Middle School Data and Coding Validation
Date: Monday, October 30, 2017 5:07:24 PM
Attachments: [AVG Certification.txt](#)

To Whom It May Concern:

Dr. David Woodall, Superintendent of Morenci USD, has asked me to request that our preliminary letter grade be reconsidered due to our unique grade level configuration.

Fairbanks Middle School, (Entity ID Number 092081) services grades 5 through 8, with our fifth graders remaining in self-contained classrooms for all but one period of the day.

Additionally, our SpED population numbered 26 last year of 338 FAY, representing 7.7% of our entire student population. According to Jennifer Fletcher, AZ Dept. of Education Chief Accountability Officer, the state average percentages vary depending on model. However, the models provided never isolate the middle grades. Qualification for bonus points required that schools service 80 percent of the state averages as determined in each of four models:

K-8: 11.1% state average (8.9%=80%).

K-9: 11.0% state average (8.8%=80%).

8-12: 10.3% state average (8.3% = 80%).

9-12: 10.7% state average (8.6% = 80%).

In looking just at these numbers we have been provided, the state average for grades 8-12 versus 9-12 demonstrate a drop of 0.4 percent (10.3 versus 10.7%). That is achieved just by adding eighth grade to one model. So, what happens when we look at just the 5-8 configuration? In Morenci USD our teachers all work toward the goal of exiting our SpED students from the program upon demonstrating that students have met and/or exceeded the goals identified in each child's IEP. As it turns out, in fact, by the end of last year, we had exited three students from our sped total of 26 students. By identifying students early in their elementary years, we have been successful in providing students the support they need to address their individual disabilities and progress to success. Rather than lumping Fairbanks in with K-8 or K-9 schools, we believe we should be compared according to the grade levels we service. What are the state averages for grades 5, 6, 7, and 8?

Currently, I have a group of 28 seventh and eighth graders reading four or more levels below their grade. These are non-sped students who persevere despite this deficit. To assist them, we have created an RTI reading intervention class, new this year, for which each has voluntarily given up an elective class. Since August, 23 of the 28 have increased one or more levels. We have put our SpED students on the same program used in RTI, but they are not making the same progress. So, rather than qualifying more students for SpED, we identify weaknesses and improve those areas through intervention. By following a RTI model, we minimize the number of students referred to for SpED services; at the same time, we would like to see how our population compares to those in the same grade levels as those at Fairbanks.

From: Mari Jo Mulligan
To: [AZSBE Inbox](#)
Cc: [Alicia Williams](#)
Subject: Re: Thank You for Your Time Today
Date: Monday, October 30, 2017 2:02:26 PM

Final thought I forgot...

Option of growth OR proficiency. This would meet the needs of high scoring schools as well as those who don't hit proficiency but do show growth.

Thank you, again,

Mari Jo Mulligan
Principal
Thunderbolt Middle School

On Oct 30, 2017, at 12:21 PM, AZSBE Inbox <inbox@azsbe.az.gov> wrote:

Hello Mari Jo,

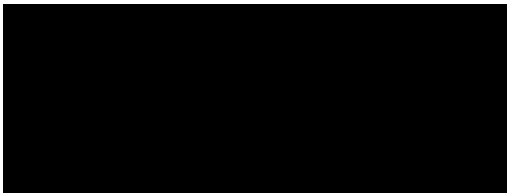
Thank you for taking the time to attend the Open House and sharing your thoughts, concerns and questions. We will log and account for the documents you provided as well as notes from our conversation as part of the review and revision process.

It was a pleasure speaking with you today and we appreciate the time.

Thank you and have a great day,

Catcher Baden

Deputy Director – Government Relations and Communications
Arizona State Board of Education



<image001.jpg>

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From: Mari Jo Mulligan [REDACTED]

Sent: Monday, October 30, 2017 11:44 AM

To: AZSBE Inbox <inbox@azsbe.az.gov>

Subject: Thank You for Your Time Today

Thank you, both, for taking so much of your time with me today. I appreciate your understanding of our concerns as well as my passion (AKA tears:).

I have attached the documents we spoke of today as well as the document showing our local county schools and where we ranked. We are the only F grade of these schools.

Have a great day and I'll see you at the board meeting in December.

*Mari Jo Mulligan
Principal
Thunderbolt Middle School
695 Thunderbolt Ave.
Lake Havasu City, AZ*

[REDACTED]

From: [Catcher Baden](#)
To: [AZSBE Inbox](#)
Subject: FW: A-F Feedback
Date: Monday, October 30, 2017 1:47:52 PM
Attachments: [image001.png](#)

From: Alicia Williams
Sent: Monday, October 30, 2017 12:03 PM
To: Catcher Baden [REDACTED]
Subject: FW: A-F Feedback

From: Daniel Streeter [REDACTED]
Sent: Monday, October 30, 2017 12:02 PM
To: [REDACTED] Alicia Williams <[REDACTED]>; Dawn Wallace [REDACTED]
Subject: A-F Feedback

Good morning,

I wanted to take an opportunity to thank you for your hard work on the A-F system and share with you the Humboldt Unified School District's reflections in regards to the new A-F Grades. While I do believe that a simple A-F system minimizes what school success is and what schools do, I do believe that the system in place provides as clear a picture as possible.

As a district with a diverse student population we are excited about the opportunity to measure and demonstrate student growth and progress through multiple measures. After all, growing kids is what the focus should be for all educational agencies. The new formula allows us to not only demonstrate the number of students we have moved towards proficiency and beyond, it will also allow us to demonstrate that the instructional practices, strategies and interventions are also successfully assisting all students to grow.

The growth component of the formula provides an opportunity for schools across Arizona to focus on the growth and proficiency of every child, not allowing ourselves to become complacent or content with demonstrating growth for a narrow group of students. The new system challenges us to ensure our bright students continue to advance, the struggling students receive interventions and support to grow and our schools focus on every child regardless of socioeconomic status, learning a second language, overcoming the limitations of a disability or dealing with social emotional challenges or trauma.

I want to thank you all for your commitment to implementing a letter grade system that offers not only equity for all schools but a measure that will improve outcomes for the students of Arizona.

Please note, we also urge you to carefully look at changes and adjustments as schools across

Arizona are currently making programmatic changes and implementations based on the fair system in place.

Dan Streeter

Superintendent

Humboldt Unified School District #22

[REDACTED]

[REDACTED]



To ensure compliance with the Open Meeting Law, recipients of this message who are members of a public body should not forward it to other members of the public body. Members of the public body may reply to this message, but they should not send a copy of the reply to other members.

From: [Catcher Baden](#)
To: [AZSBE Inbox](#)
Subject: FW: Meeting today
Date: Monday, October 30, 2017 12:19:42 PM

From: Metcalf, Matt [REDACTED]
Sent: Monday, October 30, 2017 10:31 AM
To: Catcher Baden [REDACTED]
Subject: Meeting today

Thank you for taking your time to sit down and meet with me today about my concerns for our little school. I truly appreciate how difficult your position is and how much time you are losing from your normal duties.

Matt Metcalf
Principal Sequoia Lehi
2331 N Horne
Mesa, AZ 85203
[REDACTED]

From: Mari Jo Mulligan
To: [AZSBE Inbox](#)
Subject: Thank You for Your Time Today
Date: Monday, October 30, 2017 11:51:52 AM
Attachments: [2016-2017 Preliminary Letter Grades 0.xlsx](#)
[Copy of CSI List High to Low.xlsx](#)
[Copy of azschl_schl combined passing rate 1.xlsx](#)
[merged grades and percent passing.xlsx](#)
[Local Comp % Proficient.pdf](#)

Thank you, both, for taking so much of your time with me today. I appreciate your understanding of our concerns as well as my passion (AKA tears:).

I have attached the documents we spoke of today as well as the document showing our local county schools and where we ranked. We are the only F grade of these schools.

Have a great day and I'll see you at the board meeting in December.

*Mari Jo Mulligan
Principal
Thunderbolt Middle School
695 Thunderbolt Ave.
Lake Havasu City, AZ*

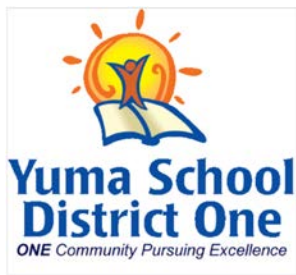


From: Christopher Averett
To: [AZSBE Inbox](#)
Subject: A-F Technical Advisory Committee
Date: Wednesday, October 25, 2017 3:15:46 PM
Attachments: [Yuma D1-Fourth Avenue Jr. High-A-F Appeal.docx](#)
[Yuma D1-Pecan Grove A-F Appeal.docx](#)

I would like to appeal to the A-F Technical Advisory Committee regarding a policy recommendation regarding the calculation of the A-F letter grade point calculation method in which all 102 possible points was used in determining the cut scores. There are two schools in Yuma Elementary District One whose grades are negatively impacted by this policy decision and I would request that this concern be addressed and corrected such that only the 100 points possible are included in the calculation to establish the cut score. I have attached a letter detailing each school's recommendation.

--

Chris Averett
Assessment Coordinator
Yuma School District ONE

Yuma School District ONE
450 West Sixth Street, Yuma, AZ 85364

James Sheldahl, Superintendent
Chris Averett, Assessment Coordinator

October 24, 2017

Dear Arizona State Board of Education: A-F Technical Advisory Committee,

By utilizing the mean and standard deviation of the total possible points earned by schools in 2017, it essentially removes the bonus effect of earning those bonus points. Since the bonus points are intended to be above and beyond the scores, the letter grade cut scores should not have been calculated with the bonus points included. By utilizing the cut scores based only on the points available, Fourth Avenue Jr. High would earn 61 points thus earning a "C" rather than being penalized with the negative connotations associated with the "D" letter grade that it has been issued preliminarily.

The method that the Accountability Advisory Group recommended to the Arizona school board for approval was based on the standard deviation cut point method. The average total points reported were 74 percent of the eligible points, ranging from 16 to 102 with a standard deviation of 12.4. Using these figures, the Arizona State board approved the recommendation for the score of a "B" letter grade to be set at the average of 74 points. An "A" letter grade was established using the standard deviation of one above. Following the same principle, a letter grade of "C" was determined to be one standard deviation below at 62 points. Likewise, for a "D" letter grade, two standard deviations were utilized with a minimum point value of 50 points.

The issue at hand is that the bonus points were included as possible points, and should not have been else they lose their denotation of bonus points. Using the dataset of only 100 points rather than the 102 points that were used, yields the intention of the bonus points as well as cut points that are not inclusive of the bonus points. The cut scores listed below in the table correctly assign the cut scores based on the points possible utilizing the same methods that were used to establish the cut scores that were inclusive of the bonus points.

Letter Grade	102 points available	100 Points available
A (+1 Standard Deviation)	102-86	100-84
B (Average)	85-74	83-72
C (-1 Standard Deviation)	73-62	71-60
D (-2 Standard Deviation)	61-50	59-48
F (-3 Standard Deviation)	49 and below	47 and below

We ask that this subtle but impactful question be addressed and that the bonus points are restored to their true intent and the cut point assignment process only be inclusive of the 100 possible points.

Respectfully,

Chris Averett, Assessment Coordinator YESD#1

GOVERNING BOARD

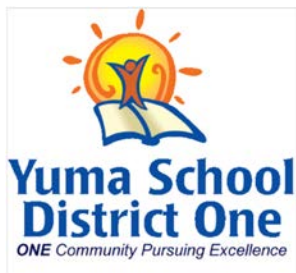
Barbara Foote

Karen Griffin

Cory Mayrant

Irene Montoya

Jamie Walden



Yuma School District ONE
450 West Sixth Street, Yuma, AZ 85364

James Sheldahl, Superintendent
Chris Averett, Assessment Coordinator

October 24, 2017

Dear Arizona State Board of Education: A-F Technical Advisory Committee,

By utilizing the mean and standard deviation of the total possible points earned by schools in 2017 A-F letter grades, it essentially removes the bonus effect of earning those bonus points. Since the bonus points are intended to be above and beyond the scores, the letter grade cut scores should not have been calculated with the bonus points included. By utilizing the cut scores based only on the points available, Pecan Grove Elementary School would earn 72 points thus earning a "B" rather than the "C" letter grade that it has been issued preliminarily.

The method that the Accountability Advisory Group recommended to the Arizona school board for approval was based on the standard deviation cut point method. The average total points reported were 74 percent of the eligible points, ranging from 16 to 102 with a standard deviation of 12.4. Using these figures, the Arizona State board approved the recommendation for the score of a "B" letter grade to be set at the average of 74 points. An "A" letter grade was established using the standard deviation of one above. Following the same principle, a letter grade of "C" was determined to be one standard deviation below at 62 points. Likewise, for a "D" letter grade, two standard deviations were utilized with a minimum point value of 50 points.

The issue at hand is that the bonus points were included as possible points, and should not have been, else they lose their denotation of bonus points. Using the dataset of only 100 points rather than the 102 points that were used, yields the intention of the bonus points as well as cut points that are not inclusive of the bonus points. The cut scores listed below in the table correctly assign the cut scores based on the points possible utilizing the same methods that were used to establish the cut scores that were inclusive of the bonus points.

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C (-1 Standard Deviation)	73-62	71-60
D (-2 Standard Deviation)	61-50	59-48
F (-3 Standard Deviation)	49 and below	47 and below

We ask that this subtle but impactful question be addressed and that the bonus points are restored to their true intent and the cut point assignment process only be inclusive of the 100 possible points.

Respectfully,

Chris Averett, Assessment Coordinator YESD#1

GOVERNING BOARD

Barbara Foote

Karen Griffin

Cory Mayrant

Irene Montoya

Jamie Walden

From: Mark Plitzuweit
To: [AZSBE Inbox](#)
Cc: [Becker, Tamara](#); [Rhineheart, Tony](#); [Lewis, Jerry](#); [Greer, Patric](#)
Subject: Edkey Inc. A-F documentation
Date: Tuesday, October 24, 2017 7:21:32 PM
Attachments: [SBE A-F.docx](#)
[A-F Stat Summary.docx](#)
Importance: High

Good Evening,

Thank you for requesting documentation from Edkey Inc. with regard to our A-F letter grade concerns. Please find our response attached, along with the associated data for our schools.

We believe that Edkey Inc. is the perfect representation of true diversity contained within educational institutions from across the State of Arizona. Please do not hesitate to reach out if you have any additional questions, or if there is anything else we can do to assist in this process.

Thank you,

Mark Plitzuweit
President/CEO
Edkey Inc./Sequoia Schools



Our Journey through education is not measured by perfection, but by progress

A-F Stat Summary

ACAA Elementary K -5

Total Tested: 142

Proficiency: ELA - 64% Math – 64%

Growth: SGP ELA – 9.12/12.5 SGP Math – 12.3/12.5
 SGT ELA – 8.41/12.5 SGT Math – 9.59/12.5

Sub-groups: White, Hispanic, ED (8pts/6pts)

Readiness: 8/10 10/10 SPED (2 pts)

Letter Grade: B 78% (74% - 85%)

ACAA MS 6 - 8

Total Tested: 172

Proficiency: ELA - 67% Math – 74%

Growth: SGP ELA – 8.87/12.5 SGP Math – 10.87/12.5
 SGT ELA – 7.46/12.5 SGT Math – 9.68/12.5

Sub-groups: White, Hispanic, ED (6pts/6pts)

Readiness: 10/10 12/10 EOC (5pts); Sped (2pts)

Letter Grade: B 81% (74% - 85%)

ACAA HS

Total Tested: 126

Proficiency: ELA - 79% Math – 77%

Growth: SGP ELA – 4.09/5 SGP Math – 5.13/5
 SGT ELA – 3.38/5 SGT Math – 3.3/5

Grad Rate: 20

CCRI: 10.67

Letter Grade: B 78% (71% - 85%)

AHA Camp Verde K- 8

Total Tested: 94

Proficiency: ELA - 42% Math – 32%

Growth: SGP ELA – 8.89/12.5 SGP Math – 8.56/12.5
 SGT ELA – 5.33/12.5 SGT Math – 3.64/12.5

Sub-groups: White, ED (2pts/6pts)

Readiness: 6/10 6/10 Attendance (2pts); SPED (2pts)

Letter Grade: D 53% (50% - 61%)

AHA Cottonwood K-8

Total Tested: 130

Proficiency: ELA - 50% Math – 46%

Growth: SGP ELA – 9.66/12.5 SGP Math – 7.33/12.5
 SGT ELA – 4.74/12.5 SGT Math – 3.94/12.5

Sub-groups: White, Hispanic, ED (2pts/6pts)

Readiness: 9/10 9/10 MOWR (5pts); SPED (2pts)

Letter Grade: D 58% (50% - 61%)

AHA Cottonwood HS

Total Tested: 56

Proficiency: ELA - 29% Math – 34%

Growth: SGP ELA – 2.42/5 SGP Math – 3.06/5
 SGT ELA – 1.9/5 SGT Math – 1.58/5

Grad Rate: 0

CCRI: 0

Letter Grade: B 41% (41% - 55%)

A-F Stat Summary

Charter Elementary K-8

Total Tested: 468

Proficiency: ELA - 29% Math – 31%

Growth: SGP ELA – 9.25/12.5 SGP Math – 9.68/12.5
 SGT ELA – 4.58/12.5 SGT Math – 4.55/12.5

ELL: 9/10

Sub-groups: White, Black, ELL, SPED, Hispanic, ED (8pts/6pts)

Readiness: 8/10 10/10 SPED (2pts)

Letter Grade: D 59% (50% - 61%)

Charter Secondary HS

Total Tested: 151

Proficiency: ELA - 23% Math – 24%

Growth: SGP ELA – 5.03/5 SGP Math – 5.57/5
 SGT ELA – 1.83/5 SGT Math – 1.58/5

Grad Rate: 0

CCRI: 2 Given this rating but no grad points

Letter Grade: F 37% (<41%)

CFLA K-8

Total Tested: 116

Proficiency: ELA - 14% Math – 9%

Growth: SGP ELA – 10.75/12.5 SGP Math – 8.78/12.5
 SGT ELA – 4.11/12.5 SGT Math – 3.11/12.5

Sub-groups: Black, SPED, Hispanic, ED (10pts/6pts)

Readiness: 8/10 12/10 SPED (2pts)

Letter Grade: F 46% (<50%)

Eastmark K-8

Total Tested: 147

Proficiency: ELA - 80% Math – 80%

Growth: SGP ELA – 10.49/12.5 SGP Math – 13.19/12.5
 SGT ELA – 10.9/12.5 SGT Math – 12.49/12.5

Sub-groups: White, Hispanic, SPED, ED (12pts/6pts)

Readiness: 10/10 16/10 Attendance (2pts); SPED (2pts)

Letter Grade: A 94% (86% - 100%)

GWA K-8

Total Tested: 69

Proficiency: ELA - 32% Math – 32%

Growth: SGP ELA – 4.42/12.5 SGP Math – 5.97/12.5
 SGT ELA – 2.73/12.5 SGT Math – 1.91/12.5

Sub-groups: White, ED (6pts/6pts)

Readiness: 8/10 8/10 SPED (2pts)

Letter Grade: F 41% (<50%)

A-F Stat Summary

Lehi K-6

Total Tested: 48

Proficiency: ELA - 51% Math – 59%

Growth: SGP ELA – 10.71/12.5 SGP Math – 14.24/12.5
SGT ELA – 7.56/12.5 SGT Math – 9.36/12.5

Sub-groups: White, ED (0pts/6pts)

Readiness: 2/10 2/10 SPED (2pts)

Letter Grade: C 70% (62% - 73%)

Pathway K-8

Total Tested: 498

Proficiency: ELA - 60% Math – 65%

Growth: SGP ELA – 8.85/12.5 SGP Math – 10.51/12.5
SGT ELA – 6.64/12.5 SGT Math – 7.4/12.5

Sub-groups: White, Black, Hispanic, SPED, ED (20pts/6pts)

Readiness: 10/10 29/10 EOC (5pts); Atten (2pts); SPED (2pts)

Letter Grade: C 73% (62% - 73%)

Pathway HS

Total Tested: 192

Proficiency: ELA - 45% Math – 47%

Growth: SGP ELA – 4.78/5 SGP Math – 4.8/5
SGT ELA – 2.66/5 SGT Math – 2.96/5

Grad Rate: 20

CCRI: 8.27

Letter Grade: C 64% (56% - 70%)

Pathfinder K-8

Total Tested: 179

Proficiency: ELA - 79% Math – 87%

Growth: SGP ELA – 7.44/12.5 SGP Math – 9.95/12.5
SGT ELA – 8.06/12.5 SGT Math – 10.95/12.5

Sub-groups: White, ED (4pts/6pts)

Readiness: 4/10 4/10

Letter Grade: B 74% (74% - 85%)

Village K-8

Total Tested: 155

Proficiency: ELA - 36% Math – 35%

Growth: SGP ELA – 10.55/12.5 SGP Math – 8.88/12.5
SGT ELA – 5.95/12.5 SGT Math – 4.2/12.5

Sub-groups: White, SPED, ED (4pts/6pts)

Readiness: 10/10 **11/10** EOC (5pts); SPED (2pts)

Letter Grade: D 61% (50% - 61%)

Village HS

Total Tested: 34

Proficiency: ELA - 37% Math – 44%

Growth: SGP ELA – 6.94/5 SGP Math – 6.63/5
SGT ELA – 3.56/5 SGT Math – 2.36/5

Grad Rate: 0

CCRI: 0

Letter Grade: C 66% (56% - 70%)

Members and staff of the Arizona State Board of Education,

Edkey Inc. is supportive of holding schools accountable for their outcomes in various measurable areas. While we appreciate the State's efforts in creating a one size fits all model of accountability, we feel it in the best interest of all schools to identify areas of improvement in the current A-F letter grade model.

Edkey Inc. is arguably the most diverse Charter School organization in the entire nation. Unlike other charter networks, we do not replicate a set instructional model across all of our schools. Rather, each school is driven by their individual missions, based on the needs of the communities that they serve. For example, we have schools that specialize in serving the Deaf and Hard of Hearing, Homeless, and Emotionally Disabled, along with traditional models, online schools, and rural community schools. We believe that an understanding of our diverse network will help in identifying the shortcomings of the current A-F letter grade model and the difficulty that this model will have in identifying the true success stories of our schools, and others like us.

Proficiency Rates and Correlation to A-F Letter Grades

In this section, we will compare two of our campuses that vary in demographics, mission, and population. As you will see, proficiency scores of the school receiving the "F" letter grade, exceed those of a school with a higher letter grade in 7 out of the 12 grade level proficiency areas.

George Washington Academy (F) is a small rural K-8 (now K-6) school located in Snowflake, AZ. The population of Snowflake is roughly 5,700. The GWA campus reported just under 150 students (K-8) for the 2016-2017 school year. 69 students in grades 3-8 were tested on the AzMerit exams. It should be noted that since parents do not have the option to opt-out of the standardized testing, many at our rural locations are vocal about the federal over-reach of this testing and keep them home during the testing and make-up periods. GWA's curricular focus is based on the Founding Fathers and a classical education approach.

Sequoia Charter Elementary (D, Under Review) is a large K-6 (based on the SBE A-F Model currently showing as a K-8) located in Mesa, AZ. The population of Mesa is roughly 439,000. The Sequoia Charter Elementary campus reported just under 650 students (K-8) for the 2016-2017 school year. 468 students in grade 3-8 were tested on the AzMerit exams. It should be noted that this campus has a very large ELL population (19%). Sequoia Charter has a curricular focus that is more traditional.

As you can see in the charts below, our small rural school, performed better overall on AzMerit testing than the larger urban school, yet was unable to earn a higher grade than an "F" because of the student "N" count and higher growth weighting. Based on the demographic make up for rural communities, these schools are at a disadvantage and unable to earn points in sub group performance categories, reducing their opportunities to earn additional points using the current A-F model.

GWA			
Proficiency			30%*
Grade	ELA	Math	Science
3	50.59%	80.00%	
4	41.54%	24.29%	67.69%
5	24.74%	22.11%	
6	41.67%	36.67%	
7	40.00%	31.67%	
8	0.00%	0.00%	0.00%
Total Proficiency Points			11.85

Charter			
Proficiency			30%*
Grade	ELA	Math	Science
3	27.13%	40.69%	
4	29.69%	30.62%	72.40%
5	31.97%	40.26%	
6	30.56%	30.00%	
7	30.69%	21.76%	
8	29.55%	30.76%	59.10%
Total Proficiency Points			10.92

N Counts and Rural Schools

The required N count of 20 makes it virtually impossible for small rural schools to have an equitable and fair assessment when compared with larger urban schools. American Heritage Academy in Cottonwood is a small high school that does not graduate 20 students per year. Their entire A-F calculation is centered on proficiency and growth only. When this system was being developed it focused on providing more than just these 2 targets yet, when the N count is not sufficient these measures are all that is factored in to the equation. Yet they reported CCRI and should have earned graduation rate points for any and all students they graduate.

AHA Cottonwood HS

Total Tested: 56

Proficiency: ELA - 29% Math – 34%

Growth: SGP ELA – 2.42/5 SGP Math – 3.06/5

SGT ELA – 1.9/5 SGT Math – 1.58/5

Grad Rate: 0

CCRI: 0

Letter Grade: B 41% (41% - 55%)

No Grad Points due to LEA Changes

During the 2015-2016 school Sequoia Charter, 6446, included the following schools:

Sequoia Charter Elementary K-6 Entity ID: 79697

Sequoia Charter Secondary 7 – 12 Entity ID: 10849

The charter was modified prior to the start of the 2016-2017 school year to reflect the following schools:

Sequoia Charter School K-12 Entity ID: 79697

KELLY K-12 Entity ID: 10849

The charter was again modified at the start of the 2017-2018, as the KELLY school, Edkey Inc's day school for emotionally handicapped students(ED-P) was moved under Sequoia School for the Deaf and Hard of Hearing, 81050. This was approved by the State Board for Charter Schools in August 2017. These changes were made in order to have schools serving all special needs students under one charter. KELLY was moved under this charter and ADE was updated.

Sequoia Charter Elementary K-6 Entity ID: 79697

Sequoia Charter Secondary 7 – 12 Entity ID: 10849

Based on these changes during the 2016-2017, ADE defined Sequoia Charter as a K-12, and a new school. In calculating the letter grade for 9 – 12, this school did not receive any graduation points, yet the CCRI was counted. This oversight resulted in this school "earning an F". The data below shows that if this school was given the 20 points for graduation rate, they would have been a "D".

Without Grad Rate Points

Total Tested: 151

Proficiency: ELA - 23% Math – 24% Total: 7.44

Growth: SGP ELA – 5.03/5 SGP Math – 5.57/5 Total: 14.24

SGT ELA – 1.83/5 SGT Math – 1.58/5

Grad Rate: 0

CCRI: 2

SPED Bonus: 2

Letter Grade: F 37% (<41%)

With Grad Rate Points

Total Tested: 151

Proficiency: ELA - 23% Math – 24% Total: 7.44

Growth: SGP ELA – 5.03/5 SGP Math – 5.57/5 Total: 14.24

SGT ELA – 1.83/5 SGT Math – 1.58/5

Grad Rate: 20

CCRI: 2

SPED Bonus: 2

Letter Grade: D 51% (41% - 55%)

Acceleration/Readiness Points

During our review we have found that some of our schools were just 1 point away from the next letter grade, yet scored additional points in the acceleration/readiness category. We propose that if a school is showing increases in sub group performance this should be counted. In addition, if the model is designed to truly assess a school's ability to positively impact student outcomes, every student should count. Below are 2 examples of schools that could have been a letter grade higher if their total points were awarded.

Pathway K-8

Total Tested: 498

Proficiency: ELA - 60% Math – 65%

Growth: SGP ELA – 8.85/12.5 SGP Math – 10.51/12.5

SGT ELA – 6.64/12.5 SGT Math – 7.4/12.5

Sub-groups: White, Black, Hispanic, SPED, ED (20pts/6pts)

Readiness: 10/10 29/10 EOC (5pts); Absenteeism (2pts); SPED (2pts)

Letter Grade: C 73% (62% - 73%)

This school earned a total of 29 points in the acceleration/readiness category.

74% - 85%)

Village K-8

Total Tested: 155

Proficiency: ELA - 36% Math – 35%

Growth: SGP ELA – 10.55/12.5 SGP Math – 8.88/12.5
SGT ELA – 5.95/12.5 SGT Math – 4.2/12.5

Sub-groups: White, SPED, ED (4pts/6pts)

Readiness: 10/10 **11/10** EOC (5pts); SPED (2pts)

Letter Grade: D 61% (50% - 61%)

This rural school was 1 point away from a “C” – adding in the additional point they earned could have brought them up to that level.

Sustaining the Letter Grade/Emphasis on Growth

Pathfinder Academy located in Las Sendas has been a top performing school since its inception almost 20 years ago. The proficiency rates are the highest across all of the Edkey Inc. schools, yet they are 1 point above, what we believe is an inappropriate letter grade, “C”. To sustain this letter grade in subsequent years they would have to continue to make not only proficiency but growth rates as well. How realistic is this when students are already performing at extremely high levels. Note the higher growth scoring for SGT – if students are meeting or exceeding their student growth to target what will happen to this school and their letter grade next year?

Pathfinder K-8

Total Tested: 179

Proficiency: ELA - 79% Math – 87%

Growth: SGP ELA – 7.44/12.5 SGP Math – 9.95/12.5
SGT ELA – 8.06/12.5 SGT Math – 10.95/12.5

Sub-groups: White, ED (4pts/6pts)

Readiness: 4/10 4/10

Letter Grade: B 74% (74% - 85%)

In a similar scenario, Sequoia Pathfinder Academy at Eastmark, located in the southeast valley received an “A” grade. With the heavy weighting on growth, the likely hood that this school will be able to maintain its letter grade is somewhat questionable. In our review and analysis, it appears that schools that are an A this year, because of the heavy weighting attributed to growth, could mathematically become a “C” next year and have an extremely difficult time achieving an “A” grade in the future. We do not believe that this is a true indication of the school’s ability to positively impact student outcomes.

Eastmark K-8

Total Tested: 147

Proficiency: ELA - 80% Math – 80%

Growth: SGP ELA – 10.49/12.5 SGP Math – 13.19/12.5
SGT ELA – 10.9/12.5 SGT Math – 12.49/12.5

Sub-groups: White, Hispanic, SPED, ED (12pts/6pts)

Readiness: 10/10 16/10 Attendance (2pts); SPED (2pts)

Letter Grade: A 94% (86% - 100%)


From: Lisa Raymond
To: [Karol Schmidt](#); [AZSBE Inbox](#)
Cc: [Linda Hughes](#)
Subject: MCOB A - F Letter Grade data
Date: Tuesday, October 24, 2017 3:43:50 PM
Attachments: [A - F Summary MCOB 2017.pdf](#)
[A - F Proficiency MCOB 2017.pdf](#)
[A - F Growth MCOB 2017.pdf](#)
[A - F Acceleration Readiness MCOB 2017.pdf](#)
[1617 MCOB vs. State Graphs.pdf](#)
[Performance Level Report MCOB.pdf](#)
[MCOB and Local Schools 2017.pdf](#)

Good Afternoon, Dr. Schmidt,

Thank you for taking time this morning to listen to MCOB's concerns over the A – F Letter Grade Accountability System and clarifying the formulas. Attached you will find four of MCOB's reports from ADE Connect Accountability: A – F Letter Grades. Also attached are more data sources that reflect MCOB's performance. The attachments include the same information that was on my handwritten note cards and some additional data.

1. A – F Summary MCOB 2017: This is the overall summary of MCOB's Letter Grade
2. A – F Proficiency MCOB 2017: The document includes the data that was used to calculate MCOB's Proficiency/Stability Proficiency Category
3. A – F Growth MCOB 2017: The document includes the data that was used to calculate MCOB's Growth Category
4. A – F Acceleration Readiness MCOB 2017: The document includes the data that was used to calculate MCOB's Acceleration Readiness Category
5. 1617 MCOB vs. State Graphs: Bar graphs depicting MCOB's AzMERIT scores in comparison to the State and Pinal County
6. Performance Level Report MCOB: Chart showing MCOB's AzMERIT scores from 14 – 15 till the present. This is data that MCOB administration tracks annually to track our progress on the AzMERIT
7. MCOB and Local Schools 2017: Table that shows MCOB's and other local schools AzMERIT scores and Letter Grades

Feel free to contact me with any questions you or the SBE may have about our data. Again, I am grateful for your time and willingness to meet with schools. Have a great day!

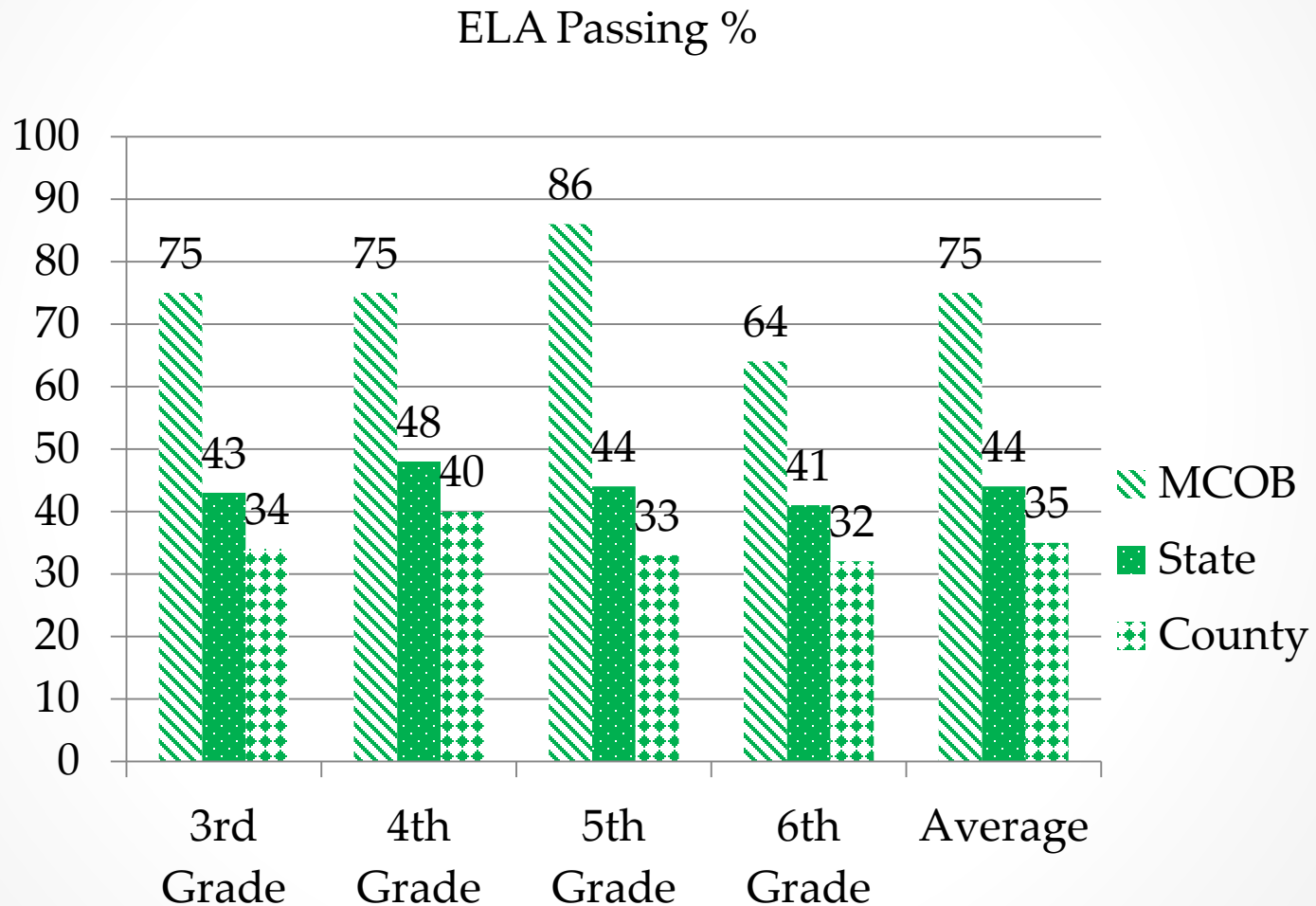
Lisa Raymond, Principal
Mary C. O'Brien Elementary School
Physical Address: 1400 N. Eleven Mile Corner Road, Casa Grande, AZ 85194
Mailing Address: 3740 N. Toltec Road, Toltec, AZ 85131


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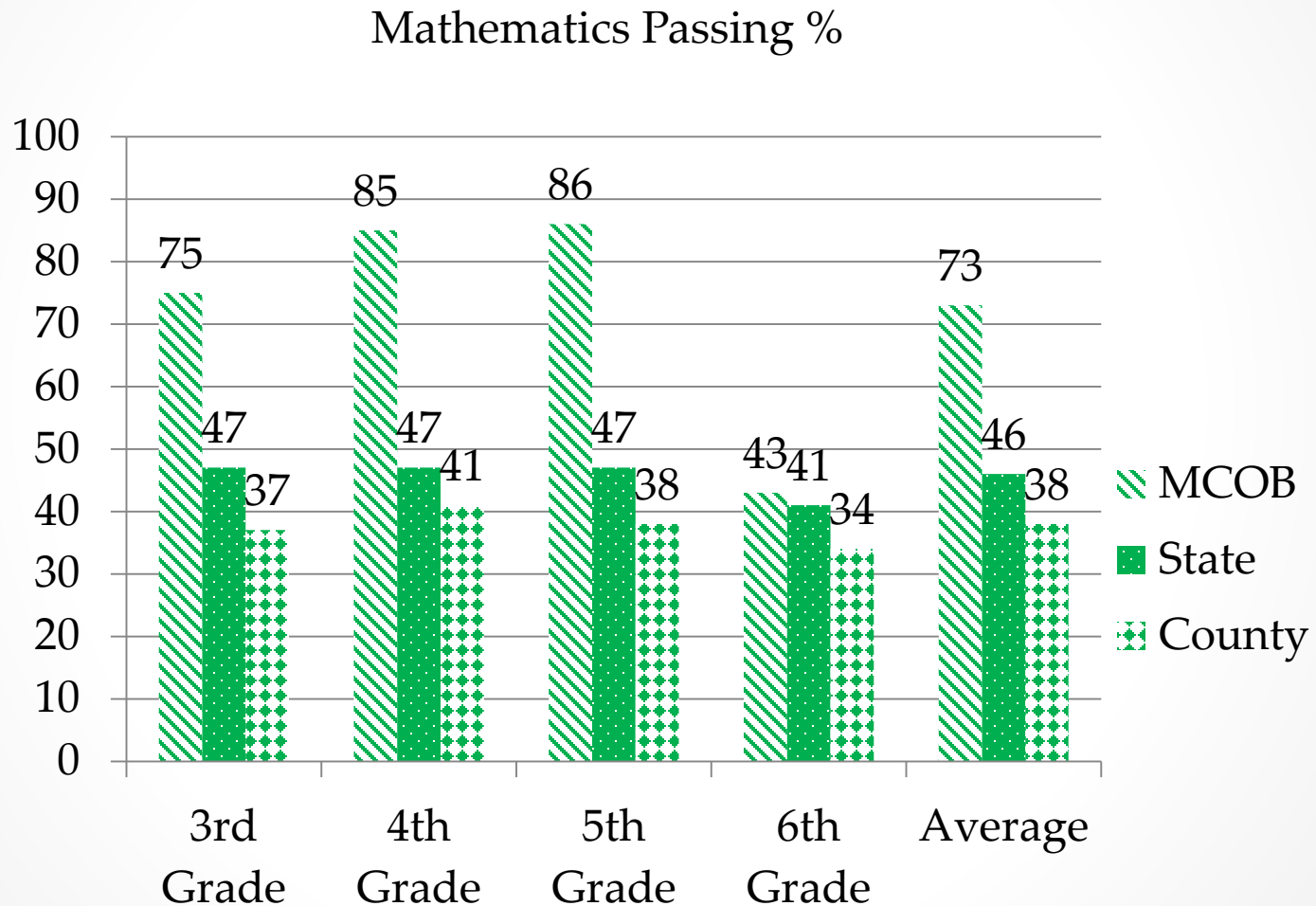
MCOB AzMERIT

2016 - 2017

AzMERIT MCOB vs. State



AzMERIT MCOB vs. State





Accountability: A-F Letter Grades

Welcome Lisa Raymond!

Mary C O'Brien Accommodation
District

Home (/FY2017/) / A-F Summary (/FY2017//CategorySummary) / Acceleration Readiness

School A-F Letter Grade = B
Mary C O'Brien Elementary School (5893)

Grades 5-8 HS EOC Math	
Current Year Percent Proficient	
Prior Year Percent Proficient	
Grade 8 Current Year Percent Proficient	
Points Earned	0.00

Grade3 ELA Minimally Proficient	
Current Year Percent Minimally Proficient	
Prior Year Percent Minimally Proficient	
Points Earned	0.00

Special Education Inclusion	
Current Year Percent	10.85%
Points Earned	2.00

Chronic Absenteeism	
Current Year Percent	3.49%
Prior Year Percent	1.61%

Points Earned	0.00
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Subgroup Improvement

Subgroup Improvement ELA			
	Current Year Percentage	Prior Year Percentage	Points Earned
White	0.00%	0.00%	0.00
African American	0.00%	0.00%	0.00
Hispanic	80.93%	84.13%	0.00
Asian	0.00%	0.00%	0.00
Native American	0.00%	0.00%	0.00
Pasific Islander	0.00%	0.00%	0.00
Two or More Races	0.00%	0.00%	0.00
ELL	0.00%	0.00%	0.00
SPED	0.00%	0.00%	0.00
Economically Disadvantaged	0.00%	0.00%	0.00

Subgroup Improvement Math			
	Current Year Percentage	Prior Year Percentage	Points Earned
White	0.00%	0.00%	0.00
African American	0.00%	0.00%	0.00
Hispanic	88.37%	86.09%	2.00
Asian	0.00%	0.00%	0.00
Native American	0.00%	0.00%	0.00
Pasific Islander	0.00%	0.00%	0.00
Two or More Races	0.00%	0.00%	0.00
ELL	0.00%	0.00%	0.00
SPED	0.00%	0.00%	0.00
Economically Disadvantaged	0.00%	0.00%	0.00

Total Points Earned	4.00
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Accountability: A-F Letter Grades

Welcome Lisa Raymond!

Mary C O'Brien Accommodation
District

Home (/FY2017/) / A-F Summary (/FY2017//CategorySummary) / Growth

School A-F Letter Grade = B
Mary C O'Brien Elementary School (5893)

SGP ELA

PY MP			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	5.00%	0.00%	10.00%
Grade 5	0.00%	7.14%	7.14%
Grade 6	0.00%	0.00%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY PP			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	5.00%	10.00%	0.00%
Grade 5	7.14%	0.00%	7.14%
Grade 6	7.14%	21.43%	7.14%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%

Grade 9	0.00%	0.00%	0.00%
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PY P			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	10.00%	30.00%	15.00%
Grade 5	7.14%	7.14%	21.43%
Grade 6	14.29%	21.43%	21.43%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY HP			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	0.00%	0.00%	15.00%
Grade 5	14.29%	14.29%	7.14%
Grade 6	7.14%	0.00%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

SGP Math

PY MP			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	0.00%	0.00%	0.00%
Grade 5	0.00%	0.00%	7.14%
Grade 6	7.14%	0.00%	7.14%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY PP			
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	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	5.00%	0.00%	5.00%
Grade 5	14.29%	7.14%	7.14%
Grade 6	7.14%	28.57%	14.29%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY P			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	10.00%	5.00%	15.00%
Grade 5	21.43%	0.00%	0.00%
Grade 6	7.14%	7.14%	14.29%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY HP			
	CY Low Growth	CY Avg Growth	CY High Growth
Grade 4	40.00%	5.00%	15.00%
Grade 5	21.43%	14.29%	7.14%
Grade 6	0.00%	7.14%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

SGT ELA

PY MP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	5.00%	0.00%	10.00%
Grade 5	7.14%	0.00%	7.14%

Grade 6	0.00%	0.00%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY PP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	5.00%	10.00%	0.00%
Grade 5	7.14%	0.00%	7.14%
Grade 6	14.29%	14.29%	7.14%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY P			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	10.00%	15.00%	30.00%
Grade 5	7.14%	7.14%	21.43%
Grade 6	14.29%	14.29%	28.57%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY HP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	0.00%	0.00%	15.00%
Grade 5	7.14%	0.00%	28.57%
Grade 6	7.14%	0.00%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

SGT Math

PY MP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	0.00%	0.00%	0.00%
Grade 5	0.00%	0.00%	7.14%
Grade 6	7.14%	7.14%	0.00%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY PP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	5.00%	0.00%	5.00%
Grade 5	14.29%	0.00%	14.29%
Grade 6	7.14%	28.57%	14.29%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY P			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	10.00%	5.00%	15.00%
Grade 5	21.43%	0.00%	0.00%
Grade 6	7.14%	0.00%	21.43%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

PY HP			
	CY Below Target	CY At or Near Target	CY Exceeds Target
Grade 4	20.00%	15.00%	25.00%
Grade 5	7.14%	14.29%	21.43%

Grade 6	0.00%	0.00%	7.14%
Grade 7	0.00%	0.00%	0.00%
Grade 8	0.00%	0.00%	0.00%
Grade 9	0.00%	0.00%	0.00%

Key	
MP	Minimally Proficient
PP	Partially Proficient
P	Proficient
HP	Highly Proficient
CY	Current Year
PY	Prior Year
SGP	Student Growth Percentile
SGT	Student Growth Target

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Accountability: A-F Letter Grades

Welcome Lisa Raymond!

Mary C O'Brien Accommodation
District

Home (/FY2017/) / A-F Summary (/FY2017//CategorySummary) / Proficiency

School A-F Letter Grade = B
Mary C O'Brien Elementary School (5893)

AzMERIT

ELA					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3	13	1	7	3	88.46%
Grade 4	20	2	12	3	85.50%
Grade 5	14	1	8	4	98.57%
Grade 6	14	3	8	1	79.29%
Grade 7					
Grade 8					
Grade 9					

Mathematics					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3	14	2	7	4	95.71%
Grade 4	20	3	11	6	103.0%
Grade 5	14	2	9	3	100.7%
Grade 6	14	5	4	2	68.57%

Grade 7					
Grade 8					
Grade 9					

Science					
	Number Tested	Number A	Number M	Number E	Percent Proficient
Grade 3					
Grade 4	20	2	11	7	106.5%
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

MSAA and AIMS A

ELA					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

Mathematics					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3					
Grade 4					
Grade 5					
Grade 6					

Grade 7					
Grade 8					
Grade 9					

Science					
	Number Tested	Number A	Number M	Number E	Percent Proficient
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

All Students (AzMERIT, MSAA, AIMS and AIMS A)

ELA					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3	13	1	7	3	88.46%
Grade 4	20	2	12	3	85.50%
Grade 5	14	1	8	4	98.57%
Grade 6	14	3	8	1	79.29%
Grade 7					
Grade 8					
Grade 9					

Mathematics					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 3	14	2	7	4	95.71%
Grade 4	20	3	11	6	103.0%
Grade 5	14	2	9	3	100.7%
Grade 6	14	5	4	2	68.57%

Grade 7					
Grade 8					
Grade 9					

Science					
	Number Tested	Number A	Number M	Number E	Percent Proficient
Grade 3					
Grade 4	20	2	11	7	106.5%
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					

Key	
MP	Minimally Proficient
PP	Partially Proficient
P	Proficient
HP	Highly Proficient
FFB	Falls Far Below
A	Approaches
M	Meets
E	Exceeds



Accountability: A-F Letter Grades

Welcome Lisa Raymond!

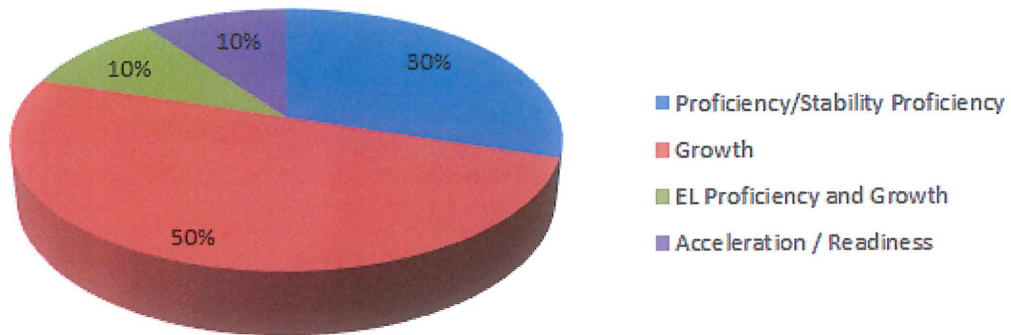
Mary C O'Brien Accommodation
District

Home (/FY2017/) / A-F Summary

School A-F Letter Grade = B
Mary C O'Brien Elementary School (5893)

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	27.80
Growth	50%	36.84
EL Proficiency and Growth	10%	NA
Acceleration / Readiness	10%	4.00
SPED Bonus Points		2.00
All Students Total Points		70.63
Total Points Eligible		90.00
Percentage Earned		78.00%
Percent Tested**		99.29%
A-F Letter Grade		B

Traditional K-8 Model



Proficiency		30%*	View Data (/FY2017/Proficiency)
Grade	ELA	Math	Science
3	88.46%	95.71%	
4	85.50%	103.0%	106.5%
5	98.57%	100.7%	
6	79.29%	68.57%	
7			
8			
9			
Total Proficiency Points			27.80

Stability Proficiency				30%*	View Data (/FY2017/Proficiency)
Stability	ELA	Math	Science	All	Weight
3-Year FAY	86.79%	92.14%	107.2%	91.92%	15.00%
2-Year FAY	80.00%	60.00%	100.0%	76.00%	10.00%
1-Year FAY	110.0%	122.5%	100.0%	115.0%	5.00%
Total Stability Proficiency Points					27.14

Growth	50%	View Data (/FY2017/Growth)
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SGP ELA Growth (12.5%)

	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	6.25%	4.17%	8.33%
Prior Year Proficient	10.42%	20.83%	18.75%
Prior Year Partially Proficient	6.25%	10.42%	4.17%
Prior Year Minimally Proficient	2.08%	2.08%	6.25%
SGP ELA Points			9.87

SGP Math Growth (12.5%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	22.92%	8.33%	8.33%
Prior Year Proficient	12.50%	4.17%	10.42%
Prior Year Partially Proficient	8.33%	10.42%	8.33%
Prior Year Minimally Proficient	2.08%	0.00%	4.17%
SGP Math Points			7.58

SGT ELA Growth (12.5%)			
	Current Year Below Target	Current Year At or Near Target	Current Year Exceeds Target
Prior Year Highly Proficient	4.00%	0.00%	15.00%
Prior Year Proficient	10.00%	13.00%	27.00%
Prior Year Partially Proficient	8.00%	8.00%	4.00%
Prior Year Minimally Proficient	4.00%	0.00%	6.00%
SGT ELA Points			10.36

SGT Math Growth (12.5%)			
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	Current Year Below Target	Current Year At or Near Target	Current Year Exceeds Target
Prior Year Highly Proficient	10.00%	10.00%	19.00%
Prior Year Proficient	13.00%	2.00%	13.00%
Prior Year Partially Proficient	8.00%	8.00%	10.00%
Prior Year Minimally Proficient	2.00%	2.00%	2.00%
SGT Math Points			9.03
Total Growth Points			36.84

EL Proficiency and Growth	10%	View Data (/FY2017/EL)
Total EL Proficiency Points	NA	
Total EL Growth Points	NA	
EL Proficiency and Growth Points	NA	

Acceleration / Readiness	10%	View Data (/FY2017/AccelerationReadiness)
Metric	Points Earned	
Grades 5-8 HS EOC		
Grade 3 ELA Minimally Proficient		
Chronic Absenteeism	0.00	
Subgroup Improvement	2.00	
Special Education Inclusion	2.00	
Total Acceleration/Readiness Points	4.00	

A-F Letter Grade				B
Total Score				
A	B	C	D	F

86-100%	74-85%	62-73%	50-61%	<50%
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* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade, though data is displayed for both calculations

** 95% tested is being provided, however it does not alter or contribute to the letter grade

Note:NA indicates there were fewer than 20 FAY students in the calculation and therefore the school is not eligible for the points.

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Pinal County AzMERIT Scores and Letter Grade Comparisons

Below is a chart that lists the passing percentage on the AzMERIT ELA and Math assessments and A – F Letter Grades for six schools in Pinal County. The data represents all students in all grades.

School	AzMERIT ELA Passing Percentage	AzMERIT Math Passing Percentage	A – F Letter Grade
Mary C. O’Brien Elementary	75%	73%	B
Casa Verde High School	73%	71%	A
Combs Traditional Academy	63%	71%	B
Legacy – Maricopa	62%	67%	B
Legacy – Casa Grande	60%	56%	A
McCartney Ranch Elementary	37%	42%	B

AzMERIT Performance Level Report
(% of students scoring at each performance level each academic year)

Grade	ELA % Minimally Proficient				ELA % Partially Proficient				ELA % Proficient				ELA% Highly Proficient				ELA % Passing			
	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718
3	7%	10%	19%		27%	14%	6%		53%	62%	50%		13%	14%	25%		67%	76%	75%	
4	39%	13%	15%		6%	19%	10%		50%	38%	60%		6%	31%	15%		56%	69%	75%	
5	31%	6%	7%		38%	41%	7%		31%	47%	57%		0%	6%	29%		31%	53%	86%	
6	14%	24%	14%		14%	12%	21%		64%	59%	57%		7%	6%	7%		71%	65%	64%	
School Ave.	23%	13%	14%		21%	22%	11%		50%	52%	56%		7%	14%	19%		56%	66%	75%	

Grade	Math % Minimally Proficient				Math % Partially Proficient				Math % Proficient				Math % Highly Proficient				Math % Passing			
	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718	1415	1516	1617	1718
3	0%	0%	6%		33%	10%	19%		40%	24%	50%		27%	67%	25%		67%	90%	75%	
4	17%	6%	0%		56%	44%	15%		17%	19%	55%		11%	31%	30%		28%	50%	85%	
5	25%	12%	0%		31%	59%	14%		44%	24%	64%		0%	6%	22%		44%	29%	86%	
6	21%	35%	21%		29%	24%	36%		50%	29%	29%		0%	12%	14%		50%	41%	43%	
School Average	16%	13%	7%		37%	34%	21%		38%	24%	50%		10%	29%	23%		47%	53%	73%	

From: April
To: [AZSBE Inbox](#)
Subject: Preliminary Letter Grades
Date: Monday, October 23, 2017 7:13:57 PM

Hello,

You should find a way to include the average child age in your ratings. There are some schools where they practice widespread grade retention to inflate their test scores. My daughter attended Khalsa Montessori where they told us and her friends that they needed to hold them all back for another year in Kindergarten. This allows them to have a grade up on all the other schools for the annual testing.

Thank you,
April Kuipers

From: Lannell Allen
To: [AZSBE Inbox](#)
Subject: School Grading System
Date: Monday, October 23, 2017 2:21:04 PM

To whom it may concern:

I am appalled at the inconsistency and unfairness of the current grading system. I teach in a very small school (under 100.) We fight to give our students the same education and opportunities found in larger schools. In order to offer CTE courses, extra-curricular activities, College and Career Readiness, ECAP, credit recovery, drop out prevention and other criteria used in the grading system, we take on additional duties and teaching responsibilities. Each one of us has 6 different preps each day in addition to many after school responsibilities. This is done for the good of our students!

It is a slap in the face for all of this effort to be excluded in grading simply because we do not meet the enrollment requirements! I do not understand how having less students means that we do not have quality education. In turn, parents see this and then take their students to a neighboring state because we are not performing well. We lose in all aspects.

We would like to get credit for the work that we do. Please take this into consideration for next year.

Lannell Allen

From: Celaya, Jesus
To: [AZSBE Inbox](#)
Cc: [REDACTED]
Subject: Board Reference Agenda Item 4 - General Session A-F School Accountability Plan - Memo from Drachman
Principal Jesus Celaya
Date: Monday, October 23, 2017 8:28:28 AM

Date: October 23, 2017

To: Arizona Board of Education

From: Jesús Celaya, Ph.D. / Principal, Drachman K-8 Montessori Magnet School

Re: Preliminary School Letter Grades

Thank you for this opportunity to hear the voice the public and school leaders from across our wonderful state. The last time I addressed the Board was in January of 2016 when my amazing school and I were honored by the Board for our national recognition by the United States Department of Education who awarded Drachman with a Blue Ribbon Award of Excellence in the fall of 2015. Although that was only 1.5 school years ago, I now address the Board as the proud leader the same school, for the twelfth consecutive year, but that has now been preliminary labeled with an "F" letter grade.

Although there were some changes at Drachman from January of 2016 to the spring semester of 2017 (which was the time in which our children took the online AzMERIT exam, the 4th Grade AIMS Science exam, and final AZELLA testing), the heart of our program remained the same. During the 2016-2017 school year, we expanded our grade level configuration to add a 7th grade to carryout our plan to grow to a full K-8 school the following year. In addition, we staffed two new teachers from grades 3rd – 7th to account for our growth in student population, and we helped our students to be as prepared as possible for the online demands of AzMERIT testing after only experiencing paper-based state testing for years prior. We faced these changes with clear foci, acknowledged the challenges they presented, and grew as a unified community inspired by our national and state recognition from the year before. After our team reviewed our 2017 assessment data this summer, we recognized that our standardized performance had dropped from the year before, but the spirit of community remained strong.

As our team dug into our data at the start of our current school year, and we continued to develop Drachman's Integrated Action Plan for 2017-2018, we found strengths and areas needing improvement. With knowledge I gained through my collaboration with the A for Arizona Organization, I had a general sense of what would be considered in the formula to assign letter grades, and I prepared my community for what I anticipated as a minor drop in our assigned letter grade. In spite of the anticipated drop, I stood before Drachman's community and celebrated our Drachman's middle school for having the 3rd highest AzMERIT ELA scores in TUSD, and our middle schoolers outperformed TUSD's district average finishing in the top half of TUSD schools in relation to AzMERIT Math. I also gave positive acknowledgement for Drachman's 3rd – 5th graders for performing above TUSD's average on the AzMERIT ELA and at TUSD's average on AzMERIT Math. These 3rd – 5th graders scored higher than 42 other TUSD schools on the AzMERIT ELA and 38 other TUSD schools in Math. Again, we recognized our data was not as strong as before, but our heads were held high and we were eager to implement Drachman's Integrated Action Plan.

Members of Drachman's community, young and old, take pride in being responsible and peaceful...even with a preliminary label of "F" branded on our current identity. We accept that Drachman's performance on AzMERIT went from an "amazing" level in 2015 and 2016

to a “good” and “above TUSD average” in 2017. Although we are a preliminary “F,” we know that:

- 17 of TUSD’s K-8 and Middle Schools that received higher preliminary letter grades than Drachman scored lower on the 2017 AzMERIT ELA Middle School Exams than our school.
- 7 of TUSD’s K-8 and Middle Schools that received higher preliminary letter grades than Drachman scored lower on the 2017 AzMERIT Math Middle School Exams than our school.
- 38 of TUSD’s K-5 schools that received higher preliminary letter grades than Drachman scored lower on 2017 AzMERIT ELA 3rd – 5th Grade Exams than our school.
- 34 of TUSD’s K-5 schools that received higher preliminary letter grades than Drachman scored lower on 2017 AzMERIT Math 3rd – 5th Grade Exams than our school.

Our community is also very appreciative that the Board is taking time to make key revisions to correct the formula, and we are determined to align our efforts to improve student performance to the final formal that is constructed. We encourage the Board to simplify the formula to ensure that school stakeholders have clear learning goals to focus on, and to avoid curving the results so to prevent letter grades from portraying encourage perspectives about the quality of schools. Drachman’s staff, parents, community members, and students are eager to become versed on the revised formula and to use the formula to show that the only “F” we want to keep strong is the “F” in our Drachman Family. Thank you.

From: [Catcher Baden](#)
To: [AZSBE Inbox](#)
Subject: FW: A-F Suggestions
Date: Sunday, October 22, 2017 4:15:26 PM
Attachments: [AVG Certification.txt](#)

-----Original Message-----

From: Tim Carter [REDACTED]
Sent: Sunday, October 22, 2017 2:40 PM
To: Calvin Baker [REDACTED] >; Luke J. Narducci ([REDACTED]
[REDACTED]@com>
Cc: Alicia Williams [REDACTED]
[REDACTED]
Subject: FW: A-F Suggestions

Good afternoon,

Very thoughtful. Please see below.

Thought you would appreciate it.

Tim Carter Yavapai County School Superintendent Yavapai County Education Service Agency
2970 Centerpointe East
Prescott, Az. 86301
[REDACTED]

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-----Original Message-----

From: Van Zile, Anna [REDACTED]
Sent: Sunday, October 22, 2017 11:28 AM
To: Tim Carter
Subject: A-F Suggestions

Hi, Mr. Carter,

I was a long-time teacher in Payson who, during a brief stint in administration, crossed paths with you. I think it was during one of the Summit meetings where we worked together, but that seems like ages ago.

For the past few years, I've worked with David Woodall in Morenci as the middle school principal. It's been a great experience in this company owned-town—one that I consider very fortunate to have experienced. I know you are the president of the state school board now, and even though I completed the recent survey that was sent out on the A-F letter grades, I wanted to ensure that you personally saw my responses. Of course, I am in no way more

important than anyone else, and I know the formulas weren't dreamed up overnight, but I just thought it might help to hear the concerns of a principal who has worked with kids, their parents, and the public for over 30 year—mostly as a teacher but also as an administrator.

I understand that fair is not always equal, but coming from a small school, I just want to share some of what I see to be shortcomings of the formula...and I'm not saying I fully understand all parts of it yet. So, I've copied my comments from each section below. Hope you will consider my reflections as the state school board moves forward toward next year.

1. SUGGESTED REFINEMENTS TO GROWTH MEASURES What you do not mention is the impact of FAY to the calculation. Students who move around never get counted the year of the move, which is understandable. But if a student enrolls within a certain window of time from the beginning of the year, especially when from a state or district that begins later in the year—for instance, in mid or late August versus July, there should be a way to petition those students to include as FAY. Also, students who scored NS on the writing portion of the test are excluded from the count for the year of the assessment and the following year. For my school, this involved 18 students who scored NS at the elementary school but now at the middle school, their scores will not show growth for 2018 because they were NS the year before. If writing is non-scorable one year but scorable the following year, it seems to me that growth has occurred. Not understanding why we should not be able to include those scores the second year.

2. SUGGESTED REFINEMENTS TO K-8 ACCELERATION MEASURES The inclusion of students according to the acceleration measure rewards schools with 7% or more sped included for 80% of their day in regular education classes. For 6% included, consider awarding one point instead of two or something acknowledging that the majority, still, is included. For my school, it was only the most severely handicapped that were NOT included for more than 70% of the day. Again, this could be considered in the calculation. Consider graduating this calculation so it's not an all or nothing award.

3. SUGGESTED REFINEMENTS TO COLLEGE AND CAREER READINESS INDICATOR

Do n-scores figure into the high school model? Elementary and middle cannot consider any population without a minimum of 20 students, so it seems unfair that the high school level should be able to apply credit when a threshold is not met as far as the numbers populating a group. And I don't understand how earning an A, B, or C in a CTE class should count toward anything. I agree that credentials in a CTE area should count for additional points, but when one looks at a week's grade distribution across a high school campus or even end-of-semester grades, CTE classes don't typically have an abundance of grades below a C. Another thing is that 20% of a high school's letter grade is information that is self-reported whereas NO part of K-8 school grades are self-reported. Younger students could be credited for community service projects that lend themselves to creating a richer resume. This could begin being tracked in the middle grades through ECAP participation. It doesn't all start in high school.

At the K-8 and 9-12 levels, schools are eligible for 2 bonus points for having greater than or equal to 80% of the current year state average of full academic year students enrolled in special education.

4. SUGGESTED REFINEMENTS TO BONUS POINTS Again, the all-or-nothing approach to these points seems to punish schools who take advantage of RTI-type interventions to limit the number of students identified as sped. Even so, what if the special education population represents 70% of the current year state average? Should that not be awarded some consideration?

The n-count is the minimum number of students required in order for the indicator to be calculated and for the school to earn points. The n-count for all indicators is 20 FAY.

5. SUGGESTED REFINEMENTS TO n COUNTS

This, again, is true for elementary and middle schools, however, it does not seem to apply to point awards in the area of college and career readiness for high school. Also, for smaller schools, where 20 of a particular ethnic group or sped population represents a significant percent of the overall student population, any number under 20 remains uncounted due to not being statistically significant to be considered. Larger schools will always meet that n-count, unfairly penalizing smaller schools.

Based on HB 2544 as revised by SB 1098, the Board is required to adopt a menu of assessments that may be utilized by eligible LEAs for assessing high school students in lieu of the statewide assessment in the 2018-2019 school year.

A similar provision applies for assessing students in grades 3-8 beginning in the 2019-2020 school year.

For the purposes of the Accountability System, there are several issues the Board must address regarding the Menu of Assessments:

1. End of Course Assessments vs. Summative Assessments;
2. Requirements of the Every Student Succeeds Act;
3. Scaling scores across tests.

6. SUGGESTIONS ON INCORPORATING THE MENU OF ASSESSMENTS How does one calculate comparable growth whenever leaving data from one test for another test's data. For instance, if a school decides to adopt ACT as their assessment tool, what happens in that gap year between AzMerit and ACT? When different districts use different assessments, what is the value of a school letter grade? ACT and SAT are not standards driven like AzMerit, PARCC, or SBAC, so how does one draw a fair comparison when using different assessments? How does the state determine the reliability of, say, benchmark tests created by a home district? And when accelerating middle school students, why should the sixth grader taking pre-algebra have to take the sixth grade math test when all of his/her instruction has been based on eighth grade math?

7. OTHER SUGGESTIONS ON REFINEMENTS

I think the middle school needs some other features to calculate into their school letter grade. No matter how you divide it up--5-8, 6-8, 7-9, it's the only setting where ALL grades contribute to the grade through testing. Elementary and high school will always have at least one level not directly contributing to test scores. Even in high school, PSAT, ASVAB, and ACT/SAT are typically taken before senior year. Perhaps middle school should be able to calculate into their grade parent involvement--in part determined by attendance to events and participation in a survey. I just think there's more to what makes a school a good school than straight test scores, and it seems that for middle school, that's what it's almost entirely based on. And once again, that's where n-counts can make a huge difference. So, for elementary, for instance, in grades K-4, they may more than exceed the 20 required minority population, but the only grade levels tested are 3 and 4, yet their sped numbers in K, 1, and 2 help them earn 2 points. Whereas in middle school, there are no additional grades contributing to the overall total. At high school there is one additional grade level.

Thank you for your time and for your work as Yavapai County Superintendent as well as President of the Arizona State Board of Education. These are not easy times for you, and I appreciate your efforts.

Anna Van Zile
Fairbanks Middle School Principal
Sent from my iPad

From: John Warren
To: [AZSBE Inbox](#)
Subject: A-F letter grades
Date: Sunday, October 22, 2017 2:23:13 PM

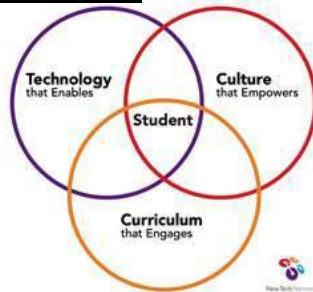
Dear Esteemed Governing Board Members,
I support the issuance of a dash-board report for schools versus the letter grade only concept.
Thank you for your work and dedication to improve the education and lives of children. JW

John Warren
Superintendent
Topock ESD #12
President Arizona Rural Schools Association
"Go For Excellence!"

From: Thiffault, Sandra
To: [AZSBE Inbox](#)
Subject: I am commenting on October 23 Meeting Agenda item 4. GENERAL SESSION A-F School Accountability Plan
Date: Sunday, October 22, 2017 10:28:43 AM
Attachments: [Letter to the AZ State Board of Education 10.21.17.docx](#)
Importance: High

Good morning President Carter and members of the State Board of Education,
Please see my attached letter reference the A-F School Accountability Plan.
Respectfully,
Sandra

Sandra O. C. Thiffault
Principal
Mary Belle McCorkle Academy of Excellence K-8
Tucson Unified School District



McCorkle Academy a New Tech School

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Tucson Unified School District
Mary Belle McCorkle Academy of Excellence K-8

4455 S Mission Rd.
Tucson, Arizona 85746

Sandra O.C. Thiffault, Principal
Deanna Harris-Quinnan, Assistant Principal



October 21, 2017

Tim Carter, President
Members of the AZ Board of Education
1700 W. Washington Street Executive Tower, Suite 300
Phoenix, Arizona 85007

Dear President Carter and Members of the State Board of Education:

Thank you for the opportunity to comment on the A-F School Accountability Plan (Item 4 General Session). As the School Principal of Mary Belle McCorkle Academy of Excellence K-8 School in the Tucson Unified School District, I write to share experience from the field in the 2017 A-F Letter Grade Accountability System: Traditional Schools Business Rules in order to provide deeper context for your upcoming important decisions.

The new 2017 accountability system has specific categories that give schools opportunities to demonstrate student achievement with unintended consequences. I would like to share the following ideas of refinements that my faculty and I had in analyzing the formula and our school letter grade:

- Allow schools the ability to earn as many points as possible in the categories without caps.
 - For example, our school McCorkle Academy K-8 earned 14 points in the subgroup improvement in ELA and Math but the cap was 6 points.
 - This is a concern for us since we are a diverse school with multiple subgroups.
 - We are also in a school district under a desegregation order where it is important to support our subgroup student achievement.
- In SGP, a student in Grade 8 could take either the Mathematics Grade 8 test or a high school EOC test. If the student assessed in both, then both count.
 - We have 8th grade students who took both assessments, Grade 8 Mathematics and Algebra 1 and we did not see their scores in our data.
 - In addition, we increased the percentage of Grade 8 students taking a HS Algebra EOC, the percentage of students that passed the HS Algebra EOC test.
 - Our letter grade score does not reflect the 5 points possible for this acceleration.

We know school grades to be one important indicator. Please know that we innovatively enhance our practices in order to provide students more opportunities. We ask that you allow us to show our strengths whether it be performance and/or growth without limitations since ultimately, both lead to the same path of overall increased student achievement.

Thank you for your consideration,

Sandra O. C. Thiffault, Principal



From: Brian Holman
To: [AZSBE Inbox](#)
Subject: Concerns about state letter grade formula
Date: Saturday, October 21, 2017 8:38:19 AM

Dear State Board of Education,

Thank you for your diligent work over the past several months to develop a comprehensive model to evaluate schools that is based on a more rigorous exam. The increased expectations and accountability are crucial to a high-performing educational system that we all want for our state. Despite the progress made, I believe the new evaluation model does not accurately assess the academic effectiveness of high poverty schools.

The goal of Empower College Prep is to prepare low-income students for success in college. We opened with 75 4th and 5th graders in 2012. We now serve over 700 students in grades 3 – 10. We serve families residing in the Alhambra community where less than 7% of students graduate from college. Over 90% of our students qualify for FRL. In spring 2020 we expect 100% of our first senior class (90 students) to graduate, gain acceptance to a four-year university and earn scholarships to help pay college costs.

Our oldest students are well on their way towards achieving their dream of attending college. It is a difficult path as they typically arrive at Empower two to three years below grade level, as evident by our diagnostic screeners and pre-tests administered in August.

Our academic model, however, has led to these students growing more than one grade level every year and progressing toward their goal of going to college. ECP 9th graders had an ELA pass rate of 38%, out-performing the state average of 36%. More importantly, 9th graders who had been with ECP for at least 4 years achieved an ELA pass rate of 59%, and 97% earned proficiency points (38% were Partially Proficient). Our 8th graders equaled the state average pass rate of 28%. (Note* our 9th graders are taking a combined math program and will not take the AZMerit assessment until next spring).

While the progress is slow, the data clearly shows ECP is closing the achievement gap, and our students will be college ready by 12th grade. And yet, our elementary school has been rated a D, and our high school was not rated. To see how poorly the state measured our effectiveness

as a school was truly a shock. The ramifications of these ratings are serious and misleading as to the true efficacy of our academic model.

It is my hope that these ratings were an unintended consequence of the complex task of assessing school performance. I understand that serious effort was made to prevent student demographics from impacting results, but in our case that is exactly what has occurred. Below are a few observations that I request you to please consider as you refine the model and finalize letter grades.

1. Schools with combined elementary and high school grades should be graded as a single entity until both schools qualify for letter grades independently. Empower's elementary grades (3-8) and high school grades (9) were graded separately. Because of this, our ninth graders, those who have made the greatest progress and outperformed state averages, were not even counted.
2. Among high poverty schools where students start at extremely low proficiency levels, it is more accurate to assess where the students progress to, not where they start. The current model gives equal weight to the performance of 3rd graders as it does 8th graders, and similarly for 9th and 11th graders.
3. Clearly accelerated growth is critical for low-income student to catch up. However growth assumptions must be realistic. The SGT growth factor allows students 3 years to reach proficiency. This assumption is unrealistic for students who start 2 – 4 years behind and does not appear to be evidence-based. Our experience has been that it can take 5 years.
4. The Acceleration Readiness category measures Minimally Proficiency in ELA starting in 3rd grade. Yet when a school starts in 3rd grade, as does ECP, the proficiency levels of incoming students can vary significantly from year to year.
5. One more final note. It is a fundamental of classroom instruction that teachers clearly inform students what expectations he/she has and what students will be tested on. Twenty percent of the points in this year's model were tied to factors that schools were not informed in advance would be rated. Quite simply this is unfair, and it is especially egregious when losing points in these categories lowers the letter grade.

Given the damaging impact that a low grade can have on enrollment, expansion of grades, teacher morale and fundraising, it is critical that the State Board of Education implement a model that accurately evaluates the effectiveness of schools' academic models. There needs to be complete confidence in the methodology used to accurately measure academic progress while minimizing socioeconomic impact. At Empower we strongly support high standards and

rigorous accountability for all students and schools. However, if we are ever to shrink the achievement gap in Arizona we must ensure that schools that take on this daunting task are evaluated more for what they accomplish in the end, which is where their students finish, and not where they start. I urge you to re-evaluate how the present model can penalize schools simply for starting with students who begin school far behind their more affluent peers.

Sincerely,

Brian Holman
Executive Director
Empower College



From: Sean Rickert
To: [AZSBE Inbox](#)
Subject: Issues with A-F Acceleration and Readiness Points for Rural Schools
Date: Friday, October 20, 2017 4:46:12 PM
Attachments: [10-9-17 Small School - A-F Account Readiness.pdf](#)

Please see attached.

Sean Rickert
Superintendent
Pima Unified School District #6



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Rural Schools Undervalued on Acceleration Readiness Points

The Acceleration / Readiness portion of the K-8 Letter Grade formula is unfair to small and medium sized schools. The preliminary grades posted show that the average Acceleration / Readiness score for a rural school is an eight, while the statewide average is a nine.¹ Rural schools make up 28% of all K-8 schools receiving grades, but represent 38% of schools receiving only 2 Acceleration / Readiness points, 53% of schools receiving only 4 points. They also are under represented among those receiving all 10 points (25%). This disparity can be tied to three interconnected issues. The issues are based on the Past the Post approach to awarding points, the impact of n-count rules and the lack of meaningful thresholds associated with the progress based performance indicators. Each of these issues needs to be addressed if the A-F Accountability System is to accurately measure the performance of rural schools.

THE ISSUES

The biggest factor impacting small and medium sized rural schools ability to succeed on the Acceleration / Readiness portion of the K-8 letter grade is the Past the Post approach to awarding points. The other two factors identified contribute to the problem as discussed below. Ten points are required for a school to receive the full compliment of points towards their letter grade. There are twenty possible points. Any points above the 10, or any score between 10 and 20 points results in the same 10 points awarded towards the letter grade. So, for a large school able to earn all points they only need to earn half (50%) of the points they are eligible for to get the maximum points on their letter grade. The Past the Post approach places small and rural schools at a disadvantage because they are not eligible for all the points that large schools can earn.

The reason that small and medium schools are not eligible for as many points as large schools is the employment of the n-count rule when awarding fifteen of the twenty points. This affects the opportunity for small and medium sized schools to earn points on most indicators. For example, the largest indicator, Subgroup Improvement, can only be achieved if the school has at least 20 students in each subgroup and those subgroups show improvement. A large

¹ Employing the simple definition found in ARS, a rural school is defined as one outside of Maricopa and Pima counties. This definition excludes a number of rural districts, and includes some that are not similar to rural districts, but is easy to operationalize.

school would easily meet the n-count in each of the ten subgroups. If 30% of subgroups showed growth the large school receives all six points. A medium school might meet the n-count in five of the ten subgroups. They would need to show growth in 60% of subgroups. A small school might have two subgroups with twenty students and would need both to show growth to receive 4 of the 6 points.

Similar to the issues with the Subgroup Improvement points, the strategy for employing the n-count makes many points inaccessible to small and medium sized schools. If a school doesn't have a special education population of at least 20 they can not access those points. If twelve percent of a schools population qualifies for special education the school would have to have 166 students to qualify for the Special Education points. Schools ability to access the Grade 3 ELA Minimally Proficient is limited by n-count. If a school does not have 20 Full Academic Year students in grade 3 for both the current and prior year they aren't eligible. Consider that for small schools in many rural environments FAY may only account for 80% of students. For a K-6 configured school you are limiting access to those points to schools with more than 175 student. The n-count rules exist because below a certain class size variations in performance can be attributed to smaller groups of students.

The lack of performance thresholds for progress based indicators is unfair to many rural schools. For small and medium sized schools it is harder to show progress each year. Even where you are marginally above the n-count threshold the likelihood that variations in student population from year to year will affect performance on indicators such as HS Math EOC, Grade 3 ELA, Chronic Absenteeism and Subgroup performance is great. For example a school with 5% Chronic Absenteeism rate may see their rate increase to 6% because of one family moving into the district that pulls their children out often to accompany a parent to out of town doctors visits. Another example, if a school has 21 third graders and one tests minimally proficient that is 5%. If the prior year there were none testing minimally proficient the school would be ineligible for the points. This doesn't even address the fact that two of the students in each class probably qualify for special education services.

THE SOLUTIONS

If we work our way backwards through the issues, we can come to a final solution that addresses all them and leads to better outcomes. If we place performance thresholds that recognize that once a school has demonstrated a high level of performance (80%) they only

need to maintain that level. Thresholds should be set at levels that recognized the average percentage of test takers who are likely not to meet the target because of special needs. Keeping thresholds consistent across all indicators can reduce the complexity of the formula. There is no way to avoid the n-count issue. ESSA requires that a consistent n-count be applied to all parts of the formula, so our best strategy for addressing the inequities found in the n-count issue is to adjust the Past the Post approach to awarding points. We must recognize that not all schools are eligible to receive all points. If a school can receive the maximum point value towards their letter grade for demonstrating performance on half the available Acceleration / Readiness points, then that standard should be applied consistently to all schools. If a school is only eligible to receive 10 points because of n-count issues, then 5 points should be sufficient to be awarded the full 10 points towards their letter grade. This approach also addresses the difficulties associated with various configurations that are not eligible for all points (e.g. a k-3 school with no 5-8 EOC Math Points or a 4-8 with no Grade 3 ELA).

CONCLUSION

Two simple adjustments — employing a reasonable threshold for achievement on progress based indicators and providing letter grade points based on a percentage of available points, address the weakness found in the K-8 Letter Grade rules applied to the Acceleration / Readiness Indicators. While this portion of the formula only affects a tenth of the points available, it is important that this part of the formula be equitable. Ten points makes up almost the entire difference between a “C” school and an “A” school, or a “D” school and a “B” school. When the entire gap is 12-13 points these issue matter. It is also important to address these inequities because all of these factors lie outside the control of school leaders. If our goal is to encourage teachers and principals to strive for a better letter grade, then the grade needs to be based on factors that they can affect through their decisions and actions. Since the cut scores are set based on means and standard deviations, the possibility that a whole class of schools is under scoring has implications for the validity of the letter grades assigned to every school. Steps need to be taken to address these issue.

From: AJ Taylor
To: [AZSBE Inbox](#)
Subject: School Report Cards
Date: Friday, October 20, 2017 8:44:46 AM

Good morning members of the State Board of Education -

I am sending this email to you in support of the plan to place a dashboard description of a school and not just a single letter grade as the only description of a school. Since parents and community members seem to understand report cards and realize that students don't get the same grade in all subjects, it seems that a categorized school report card would be a much clearer and more easily understood communication to them rather than the overall A-F letter grade. An example I have seen proposed that makes sense would be to have The School Report Card include grades/percentages in a variety of categories. For example a high school could get a "C" in testing proficiency, a "B" in grad rate, and an "A" in college/career ready. An elementary could get an "A" in growth and a "B" in testing proficiency.

Thank you for giving of your time to help make a difference!

Make it a Great Day!!!

AJ Taylor Director of Instructional Services

photo



Phone: [REDACTED]
Email: [REDACTED]
Website: www.saffordusd.com
Address: 734 11th Street Safford AZ 85546
Apply: apply.saffordusd.com



TBSDIA

See Something, Say Something, Do Something

From: [Catcher Baden](#)
To: [AZSBE Inbox](#)
Subject: FW: USE THIS ONE!
Date: Thursday, October 19, 2017 4:54:53 PM
Attachments: [image005.png](#)
[image006.png](#)
[A-F Accountability Formula SBE Memo 10.17.docx](#)
Importance: High

From: Alicia Williams
Sent: Thursday, October 19, 2017 4:54 PM
To: Catcher Baden [REDACTED] Karol Schmidt [REDACTED]
Subject: FW: USE THIS ONE!
Importance: High

From: Mark Joraanstad [REDACTED]
Sent: Thursday, October 19, 2017 4:37 PM
To: Alicia Williams [REDACTED]
Subject: USE THIS ONE!
Importance: High

If you haven't already made the packets, use this one. It has minor corrections.

Mark Joraanstad, Ed. D.
Executive Director
Arizona School Administrators

[REDACTED]
@Arizona_ASA  

From: Alicia Williams [REDACTED]
Sent: Thursday, October 19, 2017 4:07 PM
To: Mark Joraanstad
Subject: RE: Call Me Please

Mark-

Tried your number. Offices are closed.

Call me.

[REDACTED]

From: Mark Joraanstad [REDACTED]



October, 2017

To The State Board of Education:

From: Mark Joraanstad, Executive Director

The development of an equitable, transparent accountability system is vital to Arizona's future. The Board recognized its indispensability in October of 2014 by issuing Principles of Agreement in the development of such a system. Over the last year we have collaborated, along with many organizations, in the gradual development of a system that bears considerable resemblance to what the Board envisioned, "a meaningful system that will provide apples to apples comparisons of our schools, with diagnostic information to educators, parents, and policy makers that will allow successes to be replicated and deficiencies to be addressed." Though certainly not perfect, it is a vast improvement over the previous accountability effort, especially at the high school level. Nevertheless, challenges remain, especially centered on the measurement of growth, the balance of proficiency and growth, the failure to achieve simplicity, and the use of the *n* count in the K-8 Accelerator/Readiness Indicator.

Relevant to this discussion are these SBE October 27, 2014, Principles of Agreement

- Multiple measures of performance provide more information about a school's quality than a single test score.
- The achievement profile must recognize academic growth as an essential element of measurement: Schools must not be penalized for low scores if significant gains are made over the course of the academic year. However, at least one year's of growth must remain the expectation to ensure student's stay on pace to graduate prepared.
- All schools must have the opportunity to achieve "A" status.
- The achievement profile should reflect both growth of students not at grade level as well as students at or above grade level.
- The system should meaningfully balance simplicity with transparency.

Adhering to the principle of recognizing academic growth as an essential element and not penalizing for low scores, the K-8 formula gives strong credit to significant gains made by students even when those gains do not always lead to proficiency. Schools statewide from Holbrook to Flowing Wells to Tolleson were thus recognized for their academic gains under challenging circumstances. Nonetheless, confounding many other schools is the relatively minimal credit given by the current system for students who are proficient or highly proficient in one year and remain in that status the next year. They question if the label adequately reflects growth of students *at* or *above* grade level. We recognize that schools with a great percentage of proficient and highly proficient students, who remain at those levels, should earn points commensurate with demonstrating a year of growth, as the guiding principles indicate. ASA believes an adjustment can be made without sacrificing the emphasis on growth in the elementary formula. For example, the TAC could model the awarding of various greater points for the proficient and highly proficient groups who maintain their status from year to year. Such an adjustment

might balance the current problems while still maintaining the overall emphasis on growth vs. proficiency. Many of our members further suggest that the current measurements of growth be reconsidered in favor of the use of scale scores, a decision that would move the SBE toward the Principles of transparency and simplicity and away from the unnecessary complexity of the current measures.

The SBE should continue to avoid overreliance on proficiency ratings alone as current research recommends. What's best? Griffith and Petrilli of the Hoover Institution and the Fordham Institute in November, 2016, argued, "In the average state, measures of academic achievement currently count for about half of schools' summative ratings. However, because these measures are strongly correlated with student demographics and prior achievement, we believe they should count for at *most* a quarter of schools' ratings going forward." They continue, "Because they are the best indicators of schools' overall performance, measures that capture the academic growth of *all* students should count for at least half of elementary and middle schools' ratings." These prominent researchers are not alone. Dr. Jay Greene of the University of Arkansas, (November, 2016), flatly states, "If we explored the most common use of test scores — examining the level of proficiency — there are **no credible researchers** who believe that is a reliable indicator of school or program quality." (Emphasis added.)

Also needing refinement is the K-8 Accelerator/Readiness Indicator. The Principle of multiple measures can be met here by recognizing elementary best practices that prepare students for the future such as teaching coding, foreign languages, robotics and STEM classes, or subjects that enrich life and promote health such as physical education, art and music. As the bonus points in this area are reviewed, the *n* count must be reconsidered. Its current use has greatly diminished the ability of smaller schools to succeed. 28% of all K-8 schools are rural yet they made up 53% of those receiving less than half of the possible points. They are ineligible for most of the acceleration points because they can't qualify for the subgroups due to the *n* count. Small charters are impacted as well. Sean Rickert of Pima Unified has proposed viable solutions to this issue employing a threshold for achievement and using a percentage of available points.

Finally, the above suggestions are relevant to the original Guiding Principles as long as Arizona remains tethered to a single indicator of school quality. ASA strongly recommends identifying a system where critical data on all factors relevant to student success are collected and the teachers, students, and community understand the relevance of the measures used. Multiple indicators are needed to assist schools and districts in identifying areas of strengths and areas requiring improvement. Break loose from the test-score dominated model and take advantage of the new freedom granted by the Every Student Succeeds Act. Choose a research-based approach and explore multiple indicators and diminish the role of a snapshot multiple choice test. Explore what is being done by such diverse states as Alabama and California who have chosen a dashboard approach, reporting multiple indicators to their communities and stakeholders. This measure would truly provide parents the multi-faceted information they desire to judge their school quality in all its complexity.

References

- Greene, J.P. (2016, November 7). Evidence for the disconnect between changing test scores and changing later life outcomes. *Education Next*. Retrieved from <http://educationnext.org/evidence-for-the-disconnect-between-changing-test-scores-and-changing-later-life-outcomes/>
- Griffith, D. & Petrilli, M. (2016, November 10). How states should redesign their accountability systems under ESSA. *Flypaper-The Fordham Institute*. Retrieved from <https://edexcellence.net/articles/how-states-should-redesign-their-accountability-systems-under-essa?>

Sent: Thursday, October 19, 2017 3:42 PM

To: Alicia Williams [REDACTED]



Subject: Call Me Please

This afternoon if possible.

Re: letters I want to sent to the SBE members. (Not a rant)

Mark Joraanstad, Ed. D.
Executive Director
Arizona School Administrators



@Arizona_ASA  

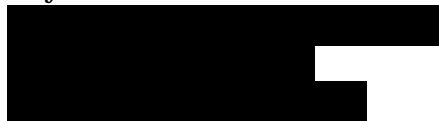
From: Wyman, Greg
To: [AZSBE Inbox](#)
Subject: A-F Letter Grade System Input
Date: Thursday, October 19, 2017 3:58:13 PM
Attachments: [SBOE A-F Labels Letter Oct "17.doc](#)

Members of the State Board of Education:

Good afternoon. Please see the attached letter for comments regarding changes to the A-F Letter Grade system. Thanks you for hearing my concerns.

Respectfully,

Dr. Gregory A. Wyman, Superintendent
Payson Unified School District No. 10
902 W. Main St.
PO Box 919
Payson, AZ 85541



Engage, X-Plore, Communicate, Empower, Launch
"Stretch, Grow. & Move Forward"



PAYSON UNIFIED SCHOOL DISTRICT NO. 10

OFFICE OF THE SUPERINTENDENT

October 20, 2017

Mr. Tim Carter
President Arizona State Board of Education
1700 W. Washington Street
Executive Tower, Suite 300
Phoenix, AZ 85007

Dear President Carter and Members of the Arizona State Board of Education:

Thank you for your efforts in creating the new A-F letter grade system. I am aware of how difficult the process has been and the impact politically and emotionally of the final decision on the system for many educators and communities. The purpose of this letter is to provide a response to the current A-F letter grades and the preliminary nature of these letter grades. I will address the importance of growth measures, validity of the system, and provide my position for next steps.

With respect to the importance of the growth measures in the formula this is extremely important in providing at least a semblance of a holistic look at how schools operate. A main purpose in the development of the new system was to develop a system that was not totally dependent upon proficiency on a test. Proficiency is a measure which primarily favors suburban wealthy schools or schools with competitive selection processes. Removal of or a reduction in the weight of the growth measure will negatively impact rural schools.

A review of the preliminary letter grades reveal that approximately 12% of the K-8 and 9-12 schools identified as an "A" school are considered rural, while across the state approximately 26% of all schools are considered rural schools. At the same time 33% of the K-8 schools receiving a letter grade of "D" or "F" are considered rural schools and 50% of the high schools receiving a letter grade of "D" or "F" are considered rural schools. Changing the weight of the growth measures would potentially decrease the number of rural schools receiving an "A" and increase the number of rural schools receiving a "D" or "F".

The modifications to the growth component of the system will have a negative impact on rural schools. Rural school districts do not have the luxury of a competitive selection process for students, but rather serve all students residing in their district boundaries. With a diverse student population rural schools can demonstrate excellence through the growth of student academic scores for students not traditionally scoring "highly proficient" or "proficient" on the AzMERIT.

In addition, the removal of or reduction in weight of the growth measure will help to ensure that socioeconomics will be the primary determinate of high letter grades. This issue was an issue that the original process was to mitigate as much as possible. This issue is crucial given the funding attached to results based performance. Last year only one rural school, with sixty-two (62) students, received any portion of the approximately \$14 million in results based funding for schools with the top 10% of scores on the AzMERIT test. Please remain committed to the concept of creating a system that reflects the importance of as many aspects as possible in the educational process. Do not place too heavy an emphasis on



PAYSON UNIFIED SCHOOL DISTRICT NO. 10

OFFICE OF THE SUPERINTENDENT

proficiency and continue the growing trend of public policy that is increasing the gap between suburban and rural schools.

My second concern is to make additional changes to the current system after a public release of the scores would render the importance of the A-F system moot. The credibility of the system would be lost by educators and the public in general. Please make the grades permanent for this year and make the necessary changes for next year.

As is, the release of letter grades in October would be similar to playing a game and the rules of the game being provided to the teams four months after the game has been completed. At this point the score of the game is then revealed. If the preliminary grades are modified in effect the SBOE would be saying six or seven months after the game we want to change the rules and adjust the scores once again.

I find this hard to understand because often schools try to provide updated information to ADE as part of their appeal and the changes are not accepted. The rationale is that schools were given an opportunity to review their data and that window has closed. Even if the new data would change the outcome the new data is not accepted by ADE. Schools are not allowed to change the data associated with their letter grades, yet the entire system would be able to change the letter grades based on new information.

In terms of next steps in the process I would recommend three specific steps. First, make no additional changes to the current system for this year. Address the appeals and then make the preliminary grades final with no further adjustments to the system. If there are issues with the current system and the Federal Every Student Succeeds Act then use the current feedback system and make changes to the system for next year. This good faith effort should be recognized by the USDOE as an action plan to correct issues with the current system.

Second, work with Superintendent of Public Instruction Douglas and various education alphabet groups to introduce a bill to change A.R.S. 15-241. Specifically, have the bill focus on changes to statute that support a dashboard system with letter grades for various aspects of the educational process.

Finally, place a focus and emphasis on the development of a dashboard system that more adequately reflects the role of schools in educating students. When a person buys a house or a car they often rely on multiple pieces of information to select what they feel is the best house or car. A dashboard system would provide the same type of information for communities with respect to schools. This system would also ensure that rather than a score based on a single test taken on one day in the year, that the grades reflect a comprehensive analytical analysis of multiple factors determining what is a good school.

Thank you for listening to my concerns.

Respectfully,

Dr. Gregory A. Wyman, Superintendent
Payson Unified School District

From: Linda Hughes
To: [AZSBE Inbox](#)
Subject: Representation of Districts/Schools
Date: Thursday, October 19, 2017 12:48:38 PM

State Board of Education,

I believe it is very important to communities to have a correct vision of their schools. The A-F Letter Grade is one way, but not the only way. It would be more telling if a dashboard view of each school was made available, not just the Letter Grade. This would provide more and varied information about the schools. There is much information that could be shared.

Thank you for your time and consideration of this request.

Ms. Linda C. Hughes
Superintendent
Mary C. O'Brien Accommodation School Dist.

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Thank you for your cooperation.

From: Jacqueline Price
To: [AZSBE Inbox](#)
Subject: FW: School and District Letter Grades
Date: Thursday, October 19, 2017 10:45:18 AM

Dear Members of the State Board of Education:

Tim Carter, Calvin Baker, Dr. Rita Cheng, Dr. Daniel Corr, Diane Douglas, Michele Kaye, Janice Mak, Lucas Narducci, Chuck Schmidt, Jared Taylor, and Patricia Welborn;

I have been an educator since graduating from Arizona State University and have taught in or led both private and public schools in Arizona. I have worked as a teacher, principal, and district superintendent. I have worked in Phoenix, Tucson, Prescott, Chinle, Camp Verde, Ehrenberg, Quartzsite, and Parker, Arizona. Between 2005 and 2014, I worked exclusively with Title I schools in some level of school improvement. I have first-hand knowledge of the effect that school labels and letter grades, whether positive or negative, have on students, staff, school boards, and communities.


I am writing to urge you to not approve rating schools and districts by using a single letter grade. Schools and districts are complex organizational systems impacted by wide-ranging variables across time. In order for a parent or community member to understand whether a school or district meets their child's needs, they need access to a dashboard with those variables clearly measured in relation to each other and the community, as part of the system.

Single letter grades do not explain the complexities inherent within schools and do not resolve problems for schools. ADE collects massive amounts of data from our schools and students. Let's put all that data collection to good use by sharing it with the public.

Another point is if we are truly trying to attract more teachers to our state, single letter grades will not help with that concern either. Teachers need more information when they consider where to apply for a teaching position, as do parents deciding where to move. Please make dashboards a standard by which we can measure the unique differences and basic similarities of our schools and districts. Please do not approve rating schools with single letter grades. It would not serve the greater good or the public interest.

Thank you for considering my request,

Jacqueline D. Price, M.Ed.
County School Superintendent
La Paz County
1112 Joshua Ave., Ste. 205
Parker, AZ 85334



From: Ken VW - Safford
To: [AZSBE Inbox](#)
Subject: School Repot Cards/A-F Letter Grades
Date: Thursday, October 19, 2017 10:31:50 AM

Good morning members of the State Board of Education -

I am sending this email to you in support of the plan to place a dashboard description of a school and not just a single letter grade as the only description of a school. Since parents and community members seem to understand report cards and realize that students don't get the same grade in all subjects, it seems that a categorized school report card would be a much clearer and more easily understood communication to them rather than the overall A-F letter grade. An example I have seen proposed that makes sense would be to have The School Report Card include grades/percentages in a variety of categories. For example a high school could get a "C" in testing proficiency, a "B" in grad rate, and an "A" in college/career ready. An elementary could get an "A" in growth and a "B" in testing proficiency.

Thank you for giving of your time to help make a difference!

Make it a Great Day!!!

~ Ken

Ken VanWinkle, Superintendent
Safford Unified School District
TBSDIA

See Something ~ Say Something ~ Do Something
Sent from my iPad

From: Dr. Mary Ellen Halvorson
To: [AZSBE Inbox](#)
Subject: suggestion to the A-F letter grade
Date: Thursday, October 19, 2017 9:12:09 AM

Dear State Board of Education:

Parents understand report cards and that students don't get the same grade in all subjects.

A categorized school report card would be a much better communication to parents than the overall A-F letter grade. The school report card could include grades/percentages in different categories. For example a high school could get a "C" in testing proficiency, a "B" in grad rate, and an "A" in CTE/career ready. An elementary could get an "A" in growth and a "B" in testing proficiency.

Thank you for considering this idea.

Mary Ellen Halvorson PhD Ed
Superintendent
Tri-City College Prep High School
5522 Side Road
Prescott, AZ 86301

[REDACTED]

[REDACTED]

From: Kristin Turner
To: [AZSBE Inbox](#)
Subject: Dashboard, Please
Date: Thursday, October 19, 2017 8:02:25 AM

Hello,

Our school and district offer so much more than a letter grade! Please support a dashboard for all schools instead of one letter.

Thank you!

Kristin Turner

Superintendent

Paloma Elementary School District #94

38739 W. I-8

Gila Bend, AZ 85337



From: Diana Asseier
To: [AZSBE Inbox](#)
Cc: ["David Louis"](#); [Alan Ward](#); [John Masden](#); [Kathy Cox](#); [Nichole Cohen](#); [Pat Rooney](#); [Terry Fleming](#)
Subject: A - F discussion 10/23/17
Date: Wednesday, October 18, 2017 6:08:40 PM
Attachments: [Copy of CSI List.xlsx](#)

Honorable State Board Trustees,

First, I would like to thank the board for your efforts to establish a more fair and comprehensive method for assigning letter grades. The public desire is for a simple grade that truly reflects the quality of a school and allows for meaningful comparisons of schools from which to make informed choices for their children.

While the formula appeared to be positive, we have observed some unintended consequences for schools, particularly for rural schools and those with a middle school/junior high configuration.

Our middle school, Thunderbolt, is a perfect example. The total percentage of students passing AzMERIT is 32.2%. At grades 7/8, the state average passing is 35.3%. Schools performing in the bottom 5% of schools in the state have 13% passing or less. One fourth of the 8th grade students at Thunderbolt take Algebra I. 96% of those students score proficient. Our daily attendance rate hovers at 95%. Stability points did not assist, as we are only a 2 year school.

Our school received an F letter grade. We believe we need to improve; we do not believe we are an "F" school.

While I am still gathering data, based upon some preliminary data, the "F" grades do not always indicate those schools that are performing in the bottom 5% of schools in AZ, and many schools that are performing in the single digit proficiency range are scoring higher than "F" grades. Our community perception is that if a school is an F, it is failing our students. In other cases, schools that really are failing students are receiving what the public considers "passing" grades.

Please review the attached list of schools identified for Comprehensive Support and Intervention. I believe you will be surprised by the data.

Our current K – 8 formula, heavily based on AzMERIT, focuses 50% on growth and 30% on Proficiency. The nuances of growth are often lost on non-educators; at the elementary school, it is very obvious that students are learning to read and compute and are growing their skills every year. Growth is easily measured and valued. However, by the end of 5th grade, students are now expected to apply their skills to increasingly difficult texts in length,

complexity, and readability. In math, problem solving and algebraic thinking are challenging students who have mastered their basic math skills. To expect those students to show growth as the major determiner for success is less appropriate than to measure proficiency as the major variable.

At the middle school, particularly 7th and 8th grade, we believe that the formula should be adjusted to align more with the high school percentages, having a greater emphasis on proficiency than on growth. Also, early college and career indicators should be considered; e.g., the number of students taking electives vs. intervention courses in reading or mathematics; the number of electives aligned with the high school CTE course sequences; etc.

Finally, in rural schools, we have discovered that the acceleration points are not achievable by all schools. Most of our schools, particularly our small elementary schools, could not get all of the subgroup growth points because we do not have significant populations of diverse ethnic or English learner students. Our only subgroup is SED. We are penalized for criteria over which we have no control. If this is part of the formula, our suggestion is that schools who do not have subgroups should have their total points possible reduced as is done with the 10% English learner points.

Our request of the state board is to consider revising the letter grade formulas to reflect K – 5, 6 – 8, and 9 – 12 models. In addition, we request the board consider measures at the middle school that reflect more than just the results of one assessment. As we continue to gather data, we will share it with the board and with the new technical advisory committee.

Thank you for your attention and consideration.

Respectfully,

Diana M. Asseier

Superintendent

Lake Havasu Unified School District #1

2200 Havasupai Blvd., Lake Havasu City, AZ 86403

*"To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other members of the public board. Members of the public body may reply to this message, but they should not send a copy of the reply to other members. **Emails sent to the governing Board Members could at sometime become a public record.**"*

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity – so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

From: Kathy Ram
To: [AZSBE Inbox](#)
Cc: [Bette Jeppson](#)
Subject: A-F Letter Grades
Date: Wednesday, October 18, 2017 3:39:35 PM

To Whom It May Concern.

I am writing this email to ask you to please consider the following concerns regarding the A-F school letter grade model. First, as a small charter school of 105 - 120 kindergarten through eighth grade students we are unable to receive points in some areas where points are possible. For example, in the EL category our school was exempt and points were not calculated due to the small number of EL students at our school. While this area was not held against us as we were only required to make up to 90 points, we were required to make points in the area of Acceleration and Readiness even though our school numbers or the "N" count was too small to consider. After reviewing our school's information on growth and proficiency, I noticed that most of our special education students made small growth in both ELA and Math although they were not proficient. Our school has a large percentage of special education students for our small enrollment. Keep in mind that only 76 students were actually tested in grades 3 through 8. Although we did not meet the "N" count, our special education students did make some small gains over the last 2 school years. This was only one area of the A-F model may have had a negative impact on our school. We were only 8 points away from receiving a "B". Additionally, because our school is not a title I school, our Economically Disadvantaged were not considered. My question is whether or not the Board should consider some modifications to the way that schools with small enrollment are graded. With such a small enrollment one or two students can make a significant difference.

Thank you for your consideration in this matter. I look forward to the upcoming review and final decision.

Sincerely,

Mrs. Ram
Carden of Tucson
Special Education Director/Assistant Director



From: inbox@azsbe.az.gov
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Wednesday, October 18, 2017 3:32:01 PM

Submitted on Wednesday, 18 October 2017 – 3:28pm Submitted by anonymous user:
172.68.211.31 Submitted values are:

First Name: F. Charles Last Name: Roecker IV Email: [REDACTED] Topic: General Information or Comments on Proposed Rules Message: I'm a Yuma teacher worried about standardized testing scores, and their high worth in how a school is graded. Since these tests are worth a lot in terms of how a school is graded, then wouldn't it make sense that students who constantly choose to misbehave would sabotage their test scores, by not at all trying, and getting zeros on them? There are no consequences to their flunking (except it making the school look bad, which they want!) because scores don't come out until the following school year, when those students have probably been kicked out or sent to a different school already. I've worked in many schools, and this is continually a problem for all of them.

I work at Castle Dome Middle School in Yuma, and working here has been a blessing in my life. The principal is inspiring, the environment is great, and kids from outside our school boundaries come here for the opportunities. Like any school, we've got students that are defiant and undisciplined, not because of anything teachers do, but because of their lousy home life. Yes, teachers can and do inspire some of these students, but it's ultimately the STUDENT'S CHOICE to do what's right; some of them choose never to do what's right. If the government doesn't understand that it's ultimately the student's responsibility, then the government doesn't understand education. And schools must suffer poor grades from this.

Sincerely, F. C. Roecker IV

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1020>

From: Dr. Robbie Koerperich
To: [AZSBE Inbox](#)
Subject: A-F PROFILES
Date: Wednesday, October 18, 2017 1:56:14 PM
Attachments: [School Accountability Proposal- State Board.pdf](#)

Greetings President Carter and State Board of Education Members,

I would like to voice our district's support for a reformed school accountability system that incorporates a dashboard system to evaluate school systems and analyzing school improvement. Last year I submitted the attached report that outlines an overview of how such a system can accurately, fairly and equitably evaluate school systems to allow the "eye of the beholder" to form judgement on a school's success rather than developing a complex system that will ultimately be scrutinized by one party or another to no end. When you put everyone in the same system, with the uniqueness of school systems in Arizona, there will never be a "fair" system in the eyes of all districts.

I encourage the State Board of Education to consider the dashboard concept that allows various points of measurement from socioeconomics to geographics to special populations. I believe the duty of the State Board of Education and the State of Arizona is to present data in a fair, non-biased manner that allows the stakeholder to make determinations as to whether a school system is an "A", "highly effective", or whatever classifications one may want to label schools.

A dashboard system can still translate into areas for improvement, can still recognize outstanding performances in academics and can provide a framework for improvement amongst all schools, not just a label that turns into a "fame" or "shame" representation of the school and district.

I would be happy to continue discussions on how this system can benefit schools in Arizona, if I can be of assistance.

Thank you for your work and we trust you will find the best solutions to move education in Arizona in the right direction.

Much appreciation,

Robbie

[Dr. Robbie Koerperich](#)
[Superintendent](#)
[Holbrook USD #3](#)



ARIZONA SCHOOL ACCOUNTABILITY PROPOSAL

JANUARY 2017

"Our charge is to ensure that every child- regardless of where they live-has access to an excellent education."

Governor Ducey, June 26, 2015

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A-F SCHOOL ACCOUNTABILITY PROPOSAL

Arizona State Board of Education,

Thank you for the opportunity to provide a proposal for the Arizona Every Student Succeeds Act school accountability system. It is critical that we capture the opportunity to revise Arizona's school accountability system during this transitional stage in both federal and state accountability systems.

School accountability is a necessity! The billions of dollars invested in public education must produce productive citizens that are both college and career ready. This enormous investment, from our constituents, motivates school systems throughout the United States of America to work diligently towards post-secondary outcomes each and every day. While we understand money invested in public education must produce returns on those investments, it must also be recognized that there are many variables that determine the outcome of a child's education in the State of Arizona and throughout the United States. We serve in diverse environments to educate all students regardless of circumstances. Despite the various characteristics of diversity, the public education system continues the charge to ensure every child succeeds. It is the American education system that provides a systematic approach for building the fabric of America, our children!

School systems cannot decry the fact that each school system must be held accountable for each child's education. It is with good intention and enormous amounts of time, energy and effort that school systems work toward the best possible outcomes for each child. Regardless of the time, energy and effort put into our school systems and no matter how much we try to homogenize our school systems, there will inevitably be variances in student outcomes dependent upon the school system that a child attends. Some schools have higher graduation rates, some schools have higher proficiency rates on state assessments, some schools produce more college bound students and still others produce more career ready students through their career and technical education programs. The differences in schools, communities, resources, and outcomes is inarguable.

Although these variances exist in school systems throughout Arizona, it must be noted that school systems strive to be the best they can be! There are simply too many variables that impact the outcomes of each child and each school system to ensure that we are all performing at the same levels. This too is an inarguable aspect of the education systems

A-F SCHOOL ACCOUNTABILITY PROPOSAL

of both Arizona and America as a nation. That is why we need an accountability system that is tailored to the needs of Arizona!

Arizona is embarking upon an incredible opportunity to build a systematic, long-term, and fair accountability system that, as Governor Ducey proclaimed, “ensures every child, regardless of where they live, has access to an excellent education system”. Every school district wants that exact outcome! Our charge is to ensure that every school system is systematically developing into the best school system possible, day by day and year by year! To accomplish such a feat will take an in-depth analysis of how we can evaluate the true effectiveness of each and every school system. Evaluating through generalities (i.e. lumping every school district in Arizona into the same evaluation strategy) does not improve school performance, rather, it builds a wall of defense and frustration.

It is well known in the education world that when a student succeeds, or a student fails, there should be recognition as to why the success or failure occurred and more importantly how the process of remediation and recognition can occur. Past A-F school accountability systems provided an outcome but left the “why” to chance. It is an opportune time to critically analyze how the new Arizona school accountability system can evaluate, measure and identify school and district performance that helps districts understand the “why” aspect of success and failure.

To accomplish a system that helps Arizona school systems grow, improves student performance and ensure the entire Arizona education system is on trajectory of growth to improve locally, state-wide and nationally, we must look beyond the concept of putting every school system on one scale to determine winners and losers. The outcome of the A-F system only tells us what we already know, advantages produce results and disadvantages produce deficiencies. The true outcome of past school accountability systems was a simple labeling system that lacked the details to help motivate schools to improve, garnered excuses for the deficiencies in the ratings and became a fame or shame viewpoint of school systems in Arizona. We can do better in Arizona by analyzing the differences that distinguish school systems throughout Arizona to give a true reflection of how every school system in Arizona is performing based on the conditions the school systems face.

There are many models that can be analyzed to validate the need for differentiation. Collegiate sports have various divisions for competition dependent upon enrollment, ability to compete and similarities of the schools that provide the sport. Arizona’s

A-F SCHOOL ACCOUNTABILITY PROPOSAL

Auditor General's Office evaluates the efficiencies and effectiveness of each school system based on a peer grouping model which better evaluates commonalities between schools and district of similar size, geographic conditions, and socioeconomic makeup. The Arizona Interscholastic Association divides school district into competitive groupings based on enrollment size and the capacity to compete. Each of these accountability systems have outcomes, each of these systems have comparison groups and each of these systems place the respective schools into a fair and equitable system that allows the intangible variables of size, makeup and resources to be fairly factored into chance for success.

The information presented in this proposal is as simple as what was just described. Let's place school systems and districts into comparison groups to differentiate the variables that accompany each district. This process of evaluation, measurement and identification will provide a better opportunity to fairly categorize success and will ensure schools and school districts are placed in peer groups that will set a realistic standard for districts in like circumstances.

It is with great aspiration that this proposal will receive consideration. Thank you for your work and most importantly for your service in helping the students of Arizona succeed.

“Public education is not broken. It is not failing or declining. The diagnosis is wrong, and the solutions of the corporate reformers are wrong. Our urban schools are in trouble because of concentrated poverty and racial segregation. But public education is not ‘broken.’ Public education is in a crisis only so far as society is and only so far as this new narrative of crisis has destabilized it.”

— Diane Ravitch, **Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools**

A-F SCHOOL ACCOUNTABILITY PROPOSAL

School Accountability Proposal

This is a pivotal moment in time to change the landscape of every Arizona school system. The Every Student Succeeds Act has allows states to creatively develop a systematic school accountability system that can help all schools improve, help parents and education stakeholders analyze school and district level successes. Among the allowances is the opportunity to create an evaluation system that improves the academic outcomes for the State of Arizona.

Arizona has followed the model of other states in formulating an A-F accountability system that identifies success, growth and deficiencies from measures such as state testing achievement proficiencies (composite points), growth measures on state testing by individual student (growth points), English Language Learner (ELL) reclassification rates, graduation rate achievement, lowering dropout rate rates, and points achieved by the academic growth of those students that score in the bottom 25% on state level testing. These evaluative measures are then calculated into a one hundred point scale. Once the total score is calculated, schools and school districts are categorically placed into a labeling system of A-F depending on the total score. Although the system itself calculates factors that are common amongst each school system in Arizona, variables such as poverty, school/district size, and student demographics are covertly embedded into the outcomes leaving a reasonable person to speculate why some schools achieve higher ratings than others. This leads to frustration and the devaluation of the A-F system by many school systems.



We have the opportunity to make a change and change must occur now! We can develop a fair system that encompasses variables such as school and district enrollment, socioeconomic factors, gender, ethnicity and other critical variables that truly speak to the successes of a school system.

A-F SCHOOL ACCOUNTABILITY PROPOSAL

DISTRICT/SCHOOL COMPARISON GROUPINGS

It is a known fact that Arizona is a diverse state. Arizona's ethnic, socioeconomic, and geographic diversity makes our state successful. Diversity is our strength and it should also be a recognized variable in our school accountability systems.

There are three main variables that differentiate school districts in Arizona. District size is one. The size of a district creates economies of scale, localizes availability to resources and creates variances in academic opportunities that influence educational outcomes. School districts in metropolitan districts have greater access to more libraries, more after school programs, and more academic resources (personnel, supplies and programs) than remote districts which is often, but not always, correlated to district sizes. In addition, larger communities can offer additional resources to expand educational opportunities (libraries, Boys and Girls clubs, fine art opportunities, business partnerships, CTE opportunities, etc.). Access to robust programs and accessibility to resources creates a variances in academic outcomes, which must be a recognizable factor in how student achievement is calculated. Enrollment should become one of the qualifying categories for comparison groupings to evaluate school effectiveness.

The second variable in measuring educational outcomes, and most likely the most impactful, is the socioeconomic makeup of the school system. Poverty is the most influential factor in identifying academic deficiencies amongst school age children. There is a strong body of research that outlines the unintended consequences of poverty on a child's academic growth from parental aspirations to language rich environments to access to academic resources. Poverty must be a categorical variable when truly evaluating school and district effectiveness.

Finally, another significant variable that differentiates school systems in Arizona is the linguistic diversity of the students served. Arizona serves a large population of English Language Learners (ELL). Student outcomes for English Language Learners impact the overall success rates of school systems. School systems with higher enrollments of ELL students tend to have lower proficiency rates than schools with few or no English Language Learners.

These three variables should be utilized to categorically place school systems into comparison groups that will truly evaluate their effectiveness. Once these three variables are established and applied to each school system in Arizona, groupings can be

A-F SCHOOL ACCOUNTABILITY PROPOSAL

developed that will establish an accurate picture of performance amongst school systems with similar characteristics.

Example of Potential Comparison Grouping

SCHOOL ENROLLMENT
100 - 399
400 - 799
800 - 1,999
2,000 or more

Enrollment is closely correlated with the size of the community in which the schools are located. Aligning similarities with community sizes and school sizes allows schools to study the resources and opportunities that others provide in a similar educational environment.

PERCENT POVERTY
0% - 19%
20% - 39%
40% - 69%
70% - 100%

Poverty is a significant factor in student outcomes. Poverty encompasses the elements of health, influence, support, nutrition, aspirations and access to resources. Aligning schools and districts with similar poverty rates will help evaluate ways in which schools of similar environmental factors are overcoming poverty as a barrier to academic success.

PERCENT ELL
0% - 5%
6% - 19%
20% - 60%
60%- 100%

English Language Proficiency (ELP) is a significant factor in the overall education outcomes. Districts with higher English Language Learner (ELL) populations demonstrate lower overall academic proficiency rates, especially in the early years of language development. Aligning schools and district with similar ELL rates will help align a significant variable in overall

The potential impact of using these variables as comparison groupings is three fold:

- 1- Comparison groupings will allow for a true reflection of the academic achievement of students with similar characteristics.
- 2- Schools and districts within each comparison group will be able to identify strengths and weaknesses of their specific districts based on the comparison of districts serving students of similar characteristics.
- 3- Growth can be measured relative to the actions taken by each district to increase achievement amongst students with similar characteristics. In other words, if schools and districts are put into a category amongst similar districts there is less opportunity for frustration and scrutiny towards the system itself. The system of accountability will be a growth tool not a status tool!

A-F SCHOOL ACCOUNTABILITY PROPOSAL

ANALYZING VARIABLES THROUGH A DASHBOARD

A major component of the Every Student Succeeds Act is that “every student succeed”. A significant impact of this proposal is to allow Arizona to analyze the variances of schools and school districts in how they are educating students. In addition to the school/district size, percent of students subject to poverty and English Language Learner rates, there are also other variables that impact student outcomes. Variables such as gender (male/female), ethnicity (Hispanic, Native American, African American, Asian, White, mixed), special education populations, and those students served during a full academic year (FAY) vs those students that have a high mobility rate (non-FAY) are all additional variables that must be considered when evaluating school and district success.

Although these variables are virtually impossible to calculate separately into a qualified formula, each variable can be put into a database that would allow school



systems, the state, and constituents to evaluate the proficiency rates of schools with students of similar demographics. A dashboard that allows access to analyze how school districts are performing with subgroups is important for schools and districts to analyze and modify education systems to increase student achievement.

For example, a dashboard system that analyzes white females in and out of comparison groups (i.e. comparison groups and state white female rates) would allow every school to analyze how their school system is educating white females in comparison to other school districts. The same would hold true for Native American males in reading, Hispanic ELL students in math, female special education students in science, etc. The possibilities of analysis would be unlimited and would help school districts, the public and education constituents perform a deeper analysis of which school systems truly are making an impact on student achievement. Then the question of “why” can be explored!

A-F SCHOOL ACCOUNTABILITY PROPOSAL

A-F Ratings

It is understandable that legislators, the media and the general public want a simplistic outcome to a very complex problem. Therefore, it is important that the State of Arizona develop a simplistic formula for evaluating overall success. To accomplish this goal, the State does not have to change the basic formula or criteria for calculating school ratings. Rather the way schools are categorized to identify school ratings should be based on school size, poverty groupings and ELL status which will evaluate the true effectiveness of how a school system is performing with students of similar characteristics.



The battle cry by teachers, parents, administrators and governing boards is that all schools should have the opportunity to be an “A” rated school. It should be true that all schools should have the opportunity to demonstrate success that identifies them as a highly effective school under the circumstances they face. Regardless of the intentions and discourse surrounding past accountability systems as to whether there is evidence that the system allows all schools the opportunity to achieve “A” status, public school perception dictates that student demographics oppress schools from achievement levels, which in turn, will never allow a true identification for an “A” status school. Any criterion-based accountability system cannot truly apply “fairness” into a formula.

THE A-F PROCESS (WHAT)

To accomplish the “fairness factor” alongside a criterion-based measurement system, the State of Arizona has the opportunity to allow successful school systems to be recognized for achieving success. This system of evaluation will require a differentiation amongst school districts such as the approach suggested in this proposal. The process for this differentiation would occur through the following phases:

Phase I: Identification of schools with similar characteristics

Each district in Arizona would need to be analyzed based on the characteristics of district size, socioeconomic indicators, and English Language Learner populations. Once these factors are determined and categorizations are organized, peer groupings can be

A-F SCHOOL ACCOUNTABILITY PROPOSAL

displayed to help schools and districts with student similarities recognize their groupings.

Phase II: Comparison grouping analysis

Once each comparison group is established, data can be obtained to analyze subgroup performance in male, female, special education, ELL, ethnic, and FAY/Non-FAY groupings. Once this data is extracted there can be scalability placed upon the outcomes of the group based on proficiency levels, growth levels, college and career readiness indicators, graduation rates, ELL reclassifications, bottom 25% growth and any other equitable measure determined to be statistically reliable factor to demonstrate success.

Phase III: Rankings and Labels

The final phase of the A-F accountability system would be to identify rankings and labels as appropriate. All schools would require an A-F label. This system would allow schools and districts to be compared state-wide to accomplish the highest to lowest performing districts in the state; as well as, rankings within the comparison groups. A formula would be developed to calculate points for an overall rating within the comparison groups. In addition, each subgroup could receive a label such as “highly performing”, “performing”, “developing” as it relates to categories such as female reading proficiencies or special education math proficiencies.

If the State desires, an overall ranking can be developed such as the U.S. News ratings of “Gold, Silver, and Bronze Medal” status. In addition each school and district can be ranked and rated within the comparison group noting the variables that accompany the characteristics of each district.

THE A-F PROCESS (HOW)

The “how” of this process is to be left to those with expertise in data disaggregation and statistical expertise. The data is available, it is already present in state-wide assessment results; as well as, current systems for calculating and reporting data. The task at hand is to develop existing data into an organized, systematic, easy to understand format that can help school districts analyze and improve their education systems; as well as, formulate a state-wide accountability system that equitably labels school systems based on similarities between the student body they serve.

A-F SCHOOL ACCOUNTABILITY PROPOSAL

Final Thoughts

Arizona, the moment is now, to develop a new, fair, innovative and equitable accountability system that can truly help school systems in Arizona improve student achievement. It is hard to argue with outcomes when schools are compared to schools with like demographics. In addition, the accountability system that has been proposed will give schools the opportunity to collaborate, learn and grow from the success of other school systems with similar characteristics.

It is with sincere hope that the State Board of Education will give full consideration to the proposal to:

- 1. Develop an A-F system that recognizes comparison groups based on district sizes, poverty indicators and ELL rates.**
- 2. Utilizes an A-F system that will allow success to be identified through subgroup comparisons in gender, ethnicity, disabilities, ELL, and FAY criteria.**
- 3. Establish a system of A-F letter grades that not only gives a comparison state-wide but also allows a ranking amongst schools serving students of similarities.**

In conclusion, it is imperative that all school systems have the opportunity to be evaluated through a fair and equitable measurement tool. Placing schools into groupings based on population, poverty and English Language Learner enrollment, schools will be able to demonstrate success aligned with the unique populations the schools serve.

Governor Ducey is right, "Our charge is to ensure that every child- regardless of where they live-has access to an excellent education." To ensure this happens we must make substantive changes to our school accountability system and we must do so now!

Yours in education,

Dr. Robbie Koerperich
Superintendent
Holbrook Unified School District

Mr. Travis Udall
Superintendent
Round Valley Unified School District

A-F SCHOOL ACCOUNTABILITY PROPOSAL

Mr. Hollis Merrell
Superintendent
Snowflake Unified School District

Dr. Mike Wright
Superintendent
Blue Ridge Unified School District

Mr. Matt Weber
Superintendent
NAVIT

Mr. Dan Hute
Superintendent
Sanders Unified School District

Ms. Monica Barajas
Superintendent
Vernon Elementary District

Ms. Kristin Turner
Superintendent
Paloma School District

Mr. Steven Yoder
Superintendent
Concho Elementary School District

Mr. Karl Uterhardt
Superintendent
Cochise Elementary School District

Ms. Jill Broussard
County Superintendent
Pinal County

Mr. Bryan Fields
Superintendent
Joseph City Unified School District

Mr. Bryce Anderson
Superintendent
Kayenta Unified School District

Mr. Shad Housley
Superintendent
Show Low Unified School District

Mr. Ed Burgoyne
Superintendent
St. Johns Unified School District

Barry Williams
County Superintendent
Apache County

Dr. Greg Wyman
Superintendent
Payson Unified School District

Mr. Byron Maynes
Superintendent
Bicentennial Union School District

Ms. Jayln Gerlich
County Superintendent
Navajo County

Mr. Jim Lotts
Superintendent
Parker Unified School District

A-F SCHOOL ACCOUNTABILITY PROPOSAL

Mr. Kim Pearce
Superintendent
Red Mesa Unified School District

Mr. John Warren
Superintendent
Topock Elementary School District

From: Ed Houser
To: [AZSBE Inbox](#)
Subject: Letter grades patently unfair
Date: Wednesday, October 18, 2017 1:31:11 PM

Dear Arizona Board of Education,

To publically judge/label an individual School and/or a District based on the outcome of one test taken by 8 to 18 year olds is patently unfair and scientifically unsound.

Respectively submitted,

Edgar A Houser
Superintendent
Bonita ESD #16

From: Stephanie Miller
To: [AZSBE Inbox](#)
Subject: Dashboard View of Letter Grades
Date: Wednesday, October 18, 2017 1:13:38 PM

I am in support of the idea of sharing letter grade details. This should be open information for all school's to access and have the opportunity to learn from each other.

Regards,

Dr. Miller

Stephanie Miller, Ed.D
Superintendent/Principal
Congress Elementary School District #17



"Embracing Excellence
Through Whole Child Education"

From: Crow Whitney
To: [AZSBE Inbox](#)
Cc: [REDACTED]; [Regina Cobb](#); [Regina Cobb](#)
Subject: Preliminary Grades?
Date: Wednesday, October 18, 2017 11:24:43 AM
Attachments: [image003.png](#)

I read last week with disdain the information published by the Arizona School Boards Association regarding the new letter grades now being considered “preliminary”, and possibly subject to change in the future (<http://azsba.org/asba-connect-10-11-17/#a-f>).

The new letter grading process has been the most painful, convoluted, and poorly executed process that I have ever seen from state: I am not sure where the blame lies, as I know that the State Board is in charge of implementing laws created by legislative entities outside their scope of influence. I also know that it is nearly impossible to please everyone, which isn’t the subject of this email.

My concern is this: The education community has been warning everyone who would listen that rushing this process is going to be detrimental to schools and the patrons they serve. For whatever reason, at whoever’s direction, the process moved forward. As school district administrators and staff so often do, we have come to terms with these mandates created by those with no business creating educational policy. We accepted our letter grade, despite the obvious flaws in the process that affect schools differently depending on the communities and populations they serve, released information to the local press, and have planned accordingly to fine tune our improvement process to address what we see as unfair data points: Our goal is to become A Schools *in spite* of the process.

Now we hear that these grades are still preliminary? Really? As my North Dakota farm-grown step father constantly reminded us while we were growing up: *It’ time either shit or get off the pot.*

It’s no secret that this process should have been postponed another year. Given the fact that we had to wait until October to receive our school grades was ridiculous enough: Add insult to injury by only having a week to examine

the data used to determine if there was a need to file an appeal. Remember, we're not all from large school districts- Mohave Valley doesn't have an assessment coordinator or testing director or statistician on staff to dissect the data to determine its accuracy (actually, that's not correct- as superintendent in a two-administrator district office, those jobs fall to me, along with all of the other hats I wear). Now you want to tell us, after the information has been released to the public, *just kidding!?!*

Either leave the grades as they are, or withdraw them all and wait until next year. My recommendation would to leave them and review the process, the data, and make changes for next year's process. To do otherwise is just like ripping off the scab on a wound that has already been ripped open far too many times.

Whitney Crow, Superintendent
Mohave Valley ESD



President Carter and Vice President Narducci,

For your information, Dr. Hightower attended a recent Open House and subsequently submitted the below comments.

Catcher Baden

Deputy Director – Government Relations and Communications
Arizona State Board of Education



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From: Hightower, Lupita [REDACTED]
Sent: Tuesday, October 17, 2017 2:36 PM
To: AZSBE Inbox <inbox@azsbe.az.gov>
Subject: Input on A-F Letter Grades

Dear SBE Team,

I would like to provide input on A-F letter grades system. First of all, I would like to thank you for creating a system that has so much thought behind it to benefit the students of Arizona.

The system you carefully created has an emphasis on:

- Proficiency
- Growth toward learning grade level content and toward proficiency
- Science

The teachers in our team have felt very encouraged to see the fruits of their labor through the stability measure of growth. Kudos to you for including this piece as part of the formula! I strongly believe that this will help in retaining teachers in the profession.

Including science data in the formula is critical. If we want to continue to innovate and increase the numbers in STEM careers, we must keep this component. Especially in low income school districts where the students may not have these opportunities. If science gets removed from the calculation, I can see districts moving away from science instruction which will be a huge disservice to the students of today and our future.

My feedback is to leave the formula as is and we will all rise to achieving 'A' status for our students.

Thank you,

Lupita
Dr. Lupita Ley Hightower
Superintendent/Treasure Hunter
Tolleson Elementary School District

All children are capable of success, NO EXCEPTIONS!

Tolleson Elementary School District No. 17

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From: Hightower, Lupita
To: [AZSBE Inbox](#)
Subject: Input on A-F Letter Grades
Date: Tuesday, October 17, 2017 2:36:05 PM

Dear SBE Team,

I would like to provide input on A-F letter grades system. First of all, I would like to thank you for creating a system that has so much thought behind it to benefit the students of Arizona.

The system you carefully created has an emphasis on:

- Proficiency
- Growth toward learning grade level content and toward proficiency
- Science

The teachers in our team have felt very encouraged to see the fruits of their labor through the stability measure of growth. Kudos to you for including this piece as part of the formula! I strongly believe that this will help in retaining teachers in the profession.

Including science data in the formula is critical. If we want to continue to innovate and increase the numbers in STEM careers, we must keep this component. Especially in low income school districts where the students may not have these opportunities. If science gets removed from the calculation, I can see districts moving away from science instruction which will be a huge disservice to the students of today and our future.

My feedback is to leave the formula as is and we will all rise to achieving 'A' status for our students.

Thank you,

Lupita
Dr. Lupita Ley Hightower
Superintendent/Treasure Hunter
Tolleson Elementary School District

All children are capable of success, NO EXCEPTIONS!

Tolleson Elementary School District No. 17

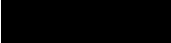
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From: Gina DeCoste
To: [Alicia Williams](#); [Catcher Baden](#)
Subject: A-F feedback
Date: Monday, October 16, 2017 6:37:37 PM
Attachments: [A-F Feedback for ADE.pdf](#)

Hi Alicia & Catcher,

Thanks again for meeting with me last week. I appreciate you taking the time to listen to my concerns and those voiced in our district. As requested, I am attaching a summary of my questions/concerns. Thanks again.

Sincerely,
Gina DeCoste, M.Ed.
Principal
Mabel Padgett Elementary
An A+ School of Excellence™


Want to recognize an MPE staff member?
[Launch a Panther Rock-It](#) here.

To receive school updates from me via text, 

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A-F Feedback for ADE
 Gina DeCoste, Principal
 Mabel Padgett Elementary School in Litchfield E.S.D. #79
 October 12, 2017

Business Guidelines State that:

Special Education Inclusion The intent of this metric is to reward schools that have greater than the state average (7%) of special education kids in general education classroom at least 80% of the day. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students.

Concern #1- Special education numbers for Mabel Padgett & Palm Valley Elementary do not appear to be calculated properly. We are wondering if this is due to the way students who are categorized in service levels B & C and not in general education 80% of the day are accounted for in the data. Both schools have self-contained special education programs that have a strong inclusion focus.

Concern #2- How are special education students who have a B (inside gen. ed. no more than 79% of the day, not less than 40%) or C (inside gen. ed. less than 40% of the day) level of service, are included in the general education classroom, and took the AZMerit?

AIMS-A question: How are AIMS-A scores weighted? Are they weighted the same as students who took AZMerit?

Point to note: Palm Valley was recently named a National Blue Ribbon School and received a B letter grade. Two out of the five AZ National Blue Ribbon schools received B grades this year, one school is private and did not receive a grade, the other two received A's. These are contradicting labels both supported by ADE.

We also discussed giving credit on the SGP when students stay Highly Proficient or Proficient.

Current-Year Student Growth Percentile			
Prior-Year Achievement Level	Weights		
Highly Proficient (HP)	0	0.50	1.00
Proficient (P)	0	0.70	1.20
Partially Proficient (PP)	0	0.90	1.80
Minimally Proficient (MP)	0	1.00	2.00
	1-33	34-66	67-99
	Low Growth	Average Growth	High Growth

Here is an example of the point values given when we are calculating student growth on district assessments in the Litchfield District:

		Spring Performance Level									
		Minimally Proficient		Partially Proficient		Proficient		Proficient Plus		Highly Proficient	
Fall Performance Level	Minimally Proficient	0	2.5	3		4		5		6	
	Partially Proficient	-1		0	1.5	2		3		4	
	Proficient	-1		0		1	1.5	2		3	
	Proficient Plus	-2		-1		1	1.5	1.5	2	2.5	
	Highly Proficient	-3		-2		-1		1	1.5	2	2.5

From: [REDACTED]
To: [Catcher Baden](#)
Subject: Eagle A-F comments
Date: Monday, October 16, 2017 9:38:03 AM
Attachments: [Eagle A-F comments.pdf](#)

Please open the attached document. It was scanned and sent to you using a Xerox Multifunction Device.

Attachment File Type: pdf, Multi-Page

Multifunction Device Location:
Device Name: XRX9C934E66357F

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Public input for potential revisions to final letter grades for school year 2016-2017:

- a) State tests are only one quantitative measure of the performance of a school
- b) There are other quantitative measures that include i) Attendance, ii) % of teachers with advanced degrees, iii) Scholar continuance at the school, etc. that are not dissimilar from measures that might be reported to ascertain quality in other industries (i.e. medical doctors).

There are also quantitative binary measures such as i) Is the school accredited through an independent organization (AdvancEd), ii) Has the leader been recognized by an independent organization (Rodel, Fellowship, etc.), etc.

Moreover, there are other assessments that can give insights into academic performance, not just AzMERIT (NWEA, MAP, Galileo, ACT, etc.). These are proven assessments with strong sample sizes for valid comparisons.

- c) With that said, the preliminary framework relied primarily on one assessment without the other quantitative options. Beyond AzMERIT, it at least included AIMS Science. Now, with that excluded, we are singular test-centric in creating labels for the schools.

- d) I recommend a careful evaluation of the shifts in letter grade distributions that any new formula will create and strongly encourage the Board to contemplate the effectiveness of the labels juxtaposed with the unintended consequences of a limited curricular focus that excludes civics, history, economics, science, the arts, physical education, and health (among others, I'm certain).

- e) As a footnote to the aforementioned, with the number of schools that show "Under Review," and presuming such to be in-part due to appeals, it would see prudent to apply any knowledge learned to the entire set of schools and communicate any significant findings that would have a material impact. An unintended reliance on the appeals process for correction may also have unintended results related to the fairness the Board sought in its framework design.

Respectfully submitted by: Steven Inman, Charter Representative for EAGLE Schools

From: Tonnie Smith
To: [AZSBE Inbox](#)
Subject: Concerns re: AzMerit
Date: Friday, October 13, 2017 2:57:58 PM

Good afternoon!

Unfortunately, I am 4.5 hours away and cannot attend your open houses. However, maybe one of you can take my concern and voice it for me.

Briefly, my main concern is this: This formula definitely favors growth over passing scores. Thus, although my school has the HIGHEST percent of passing students in our area and is tied for the HIGHEST score in the surrounding area, we are rated a C! Yet, there are other schools here receive a B, yet have very FEW students actually passing the test!

To the layperson, we look like we are not getting the job done, yet we actually are! This is unequitable and will definitely cause a hardship for our school!

We all have improvements to make, however, this is certainly not the answer!

Would you please be able to voice this concern?

Sincerely,
Tonnie Smith
Young Scholar's Academy
Fort Mohave, AZ

From: Scott Hagerman
To: [AZSBE Inbox](#)
Subject: A-F System Feedback
Date: Friday, October 13, 2017 7:39:17 AM

As the Superintendent of the Tanque Verde Unified School District, I have significant concerns with the K-8 portion of the new letter grade system. I respectfully request that the Arizona Board of Education, or its appointed A-F Committee of Technicians, address the following concerns with consideration of the proposed rule changes and the rationale behind my proposals.

My concerns include: The over reliance on growth as an overwhelming measure of success, the penalties added to growth on high proficient students, and business rules that create idiosyncratic, unproductive incentives. These issues have led to results that are not valid measurements of schools. The primary issue is there should be incentives to be a high proficiency school. Instead the current system devalues high levels of proficiency.

Proposed K-8 Readiness Rule Changes

I. 3rd Grade Reading

Current Rule

Grade 3 ELA Reduction in FAY Minimally Proficient -

The intent of this metric is to reduce the percentage of grade 3 students who are minimally proficient on AzMERIT ELA from prior year to current year. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn five points two different ways:

1. Decreasing the school's prior year percent minimally proficient
2. Maintaining a current and prior year percentage of 0%

Proposed Rule

Grade 3 ELA Reduction in FAY Minimally Proficient -

The intent of this metric is to reduce the percentage of grade 3 students who are minimally proficient on AzMERIT ELA from prior year to current year. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn five points two different ways:

1. Decreasing the school's prior year percent minimally proficient

- 2. Current year minimally proficient score is one standard deviation below the state average. (this might not be the correct point, but something more than 0 and less than state average)**

II. Chronic Absences

Current Rule

Reduction in Chronic Absenteeism -

The intent of this metric is to reduce the school's chronic absenteeism percentage from prior year to current year. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn two points two different ways:

1. Decreasing the school's prior year chronic absenteeism percentage

2. Maintaining a current and prior year percentage of 0% (this might not be the current point, but something more than 0 and less than state average)

Proposed Rule

Reduction in Chronic Absenteeism -

The intent of this metric is to reduce the school's chronic absenteeism percentage from prior year to current year. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn two points two different ways:

1. Decreasing the school's prior year chronic absenteeism percentage

- 2. Current year percentage is one standard deviation below the state average (this might not be the correct point, but something more than 0 and less than state average)**

Weights and Changes to the Growth model that should be tested.

Add more categories than low/average/high

For example:

SGP growth level

Current

Prior-year achievement			
Hp	0	.5	1.0
P	0	.7	1.2
PP	0	.9	1.8
MP	0	1.00	2.00
	LG 1-33	AG 34-66	HG 67-99

Proposal A:

Prior-year achievement					
Hp	0	.25	.5	.75	1.00
P	0	.35	.7	.9	1.2
PP	0	.45	.9	1.2	1.8
MP	0	.5	1.00	1.5	2.00
	A 1-20	B 21-40	C 41-60	D 61-80	E 81-99

Another option to consider: adjusting weights to lessen negative effect of being highly proficient

Proposed example: SGP weights

Proposal B

Prior-year achievement			
Hp	0	.7	1.2
P	0	.8	1.6
PP	0	.9	1.8

MP	0	1.00	2.00
	A 1-40	C 41-60	E 61-99

III. Comprehensive changes to model:

-Instead of the current growth model, consider the old AIMS letter grade system or the Florida model.

-Adjusting percent of growth and proficiency from 50 - 30 to either 45-35 or 40-40

-Developing a system similar to the Title 1 Reward system. In that system, schools could be recognized for high growth, high achievement or both. We need to ensure there is a path to an "A" through growth or through achievement. Also we should reduce the reliance on norming and ensure that all schools could be an "A" if the school meets a set criteria.

I would be happy to provide additional information or answer any questions you may have regarding my analysis and proposed rule changes.

Thank you for your consideration.

All my best,

Dr. Scott Hagerman, Superintendent

Tanque Verde Unified School District

--

Scott Hagerman, Ed.D
Superintendent

From: [REDACTED]
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Thursday, October 12, 2017 3:06:22 PM

Submitted on Thursday, 12 October 2017 – 3:06pm Submitted by anonymous user:
162.158.142.67 Submitted values are:

First Name: Audrey Last Name: Holmes Email: [REDACTED] Topic: General Information or Comments on Proposed Rules Message: I recently received the Scottsdale Advantage SUSD magazine and was extremely disappointed to read about the new rules for measuring success at our Scottsdale schools. While growth should definitely be a unit of measurement for schools with lower-performing students. It certainly should not be the measure of success for all schools, especially those with students who are already high-performing. This type of skewed measurement goal only aims at rewarding lower-performing schools, rather than trying to lift all schools up and ranking based on test scores and student success.

If I am reading the scale correctly, schools will be graded most heavily at 50% on growth in the K-8 sector. Once again growth should definitely play a large factor in schools with a student body who are under-performing and need growth to get them to the acceptable level of fluency and proficiency. On the other hand, this type of scale will only hurt schools in Scottsdale whose students are already high/ over-performing. The measurement goal should always be for all students to gain proficiency and fluency, not growth. As a parent of a K-8 student who is excelling in school, and a third grade teacher, I strongly urge the SUSD to change this ridiculous measurement so that over/ high-performing students will also be measured for success.

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1013>

From: Tim Carter
To: "Dr. Robbie Koerperich"; [REDACTED] [Alicia Williams](#)
Cc: [Karol Schmidt](#); [Catcher Baden](#)
Subject: RE: A-F GROWTH
Date: Thursday, October 12, 2017 7:22:05 AM

Thank you Robbie.

Hope all is well with you.

Appreciate the comments.

Please tell Cheri to hang in there and congratulations on the improvement.

Best wishes to you both.

Tim Carter

Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East
Prescott, Az. 86301
[REDACTED]
[REDACTED]



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From: Dr. Robbie Koerperich [REDACTED]
Sent: Wednesday, October 11, 2017 11:47 AM
To: Tim Carter; [REDACTED]

Subject: A-F GROWTH

President Carter, Executive Director Williams, Member Baker,

I am not able to attend the A-F Open House meetings in the Valley; however, I would like to endorse the continuation of "growth points" as a significant factor in the A-F formula. One of our most impoverished schools had the second highest points in our district and this was contingent upon the "growth" that they made with students. The Indian Wells Elementary School Principal went from tears (literally) when the scores came out to jubilation when the A-F labels came out as it gave her hope that the system will recognize the gains that are being made (President Carter- this was Cheri Grau). Indian Wells Elementary School is an extremely hard leadership position to fill (100% Native American and 95% poverty- 45 miles from Holbrook). Just having a fair system for a school like Indian Wells Elementary will most likely keep her being the Principal. In my opinion it is the best school in the District in terms of leadership, progress, parental involvement, and pride; however, that is all diminished with a letter grade label that does not accurately calculate the factors of a school (it is real in our world)!

Our journey towards proficiency is a long journey but our efforts to make annual growth is able to be realized through the new system. I hope you continue to support the fact that school labels must not be weighted on the zip codes of the students we serve, rather, on the efforts that we take with kids to demonstrate growth.

In my eyes, a fair A-F system all boils down to a simple concept. If we could simply switch kids with a current "A" school, and become an "A" school and that school become "C" schools, then the system is not just. We must ensure that growth is a significant factor in the formula or the system is not real to high poverty systems. In other words, the system must not be based on the kids they serve, rather, on how they are serving the kids.

Thank you for your time, energy and effort. Overall, we see the system as a "fair" system thus far and it encourages us to maintain our focus on using the AzMERIT and the A-F system as a benchmark to gauge our success.

Much appreciation for your support in continue to weight "growth" as the most significant factor in school improvement.

Rob

Dr. Robbie Koerperich
Superintendent
Holbrook USD #3



"Glad To Be A Roadrunner"



Helping Unique Students Develop

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From: Chelsey Griess
To: [AZSBE Inbox](#)
Cc: [Eileen Sigmund](#); [Ildi Laczko-Kerr](#); [Brent McArthur](#); [Matthew Nielsen](#)
Subject: Re: A-F Feedback
Date: Wednesday, October 11, 2017 9:57:27 PM

Thank you very much for the confirmation of the receipt of my email. I would also like to add the following as a suggestion:

Include all 7th and 8th grade student test scores into the proficiency and growth scores for their grade level- regardless of if the student took an EOC test or not. I would also like to add a recommendation to place a higher weighting on the EOC scores of students in 7th and 8th grade.

Please let me know if you have any questions.

Very Respectfully,



Chelsey Griess
Chief Academic Officer
American Leadership Academy

19935 E. Chandler Heights Rd,
Queen Creek, AZ 85142

www.alaschools.org



Good Afternoon,

Thank you for your comments regarding the A-F Accountability System. They will be logged and Board staff will contact you if necessary.

Please let us know if you have any questions or concerns. I hope you have a great rest of your day.

Arizona State Board of Education

602.542.5057 (Main)

602.542.3046 (Fax)



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From: Chelsey Griess [mailto:[REDACTED]]

Sent: Tuesday, October 10, 2017 10:05 PM

To: Eileen Sigmund [REDACTED] Ildi Laczko-Kerr [REDACTED] AZSBE Inbox

[REDACTED] Brent McArthur [REDACTED] Matthew Nielsen

[REDACTED]

Subject: A-F Feedback

SBE Office-

Please find American Leadership Academy's feedback and suggestions for improvement to the Traditional A-F framework as well as improvements to the process overall.

I would be happy to answer any questions or provide additional details if needed.

Thank you,



Learn. Lead. Change the World!

Chelsey Griess
Chief Academic Officer
American Leadership Academy
[Redacted]
[19935 E. Chandler Heights Rd.](#)
[Queen Creek, AZ 85142](#)
www.alaschools.org



From: The Montessori Schoolhouse of Tucson
To: [AZSBE Inbox](#)
Cc: [REDACTED]
Subject: Request for consideration of revised letter grade
Date: Wednesday, October 11, 2017 1:31:39 PM
Attachments: [AZ State Board of Edu Request for Consideration.pdf](#)

Dear Board,

We will be attending the Open House on Monday, October 16th to further address the issues we have noted in the attached documents. We ask that each member receive a copy of our request for fairness in assigning letter grades to small, highly performing charter schools.

Please distribute the attached PDF to the following 11 Board Members:

1. Tim Carter President
2. Luke Narducci Vice President
3. Diane Douglas Superintendent of Public Education
4. Dr. Karol Schmidt Executive Director
5. Calvin Baker
6. Dr. Rita H. Cheng
7. Janice Mak
8. Jared Taylor
9. Dr. Daniel Corr
10. Michele Kaye
11. Patricia Welborn

Thank you and we look forward to further discussion on Monday.

The Montessori Schoolhouse of Tucson



THE MONTESSORI SCHOOLHOUSE

1301 E. FORT LOWELL ROAD
TUESON, AZ 85719

www.themontessorischoolhouse.com

October 10, 2017

Dear Board Members:

The Montessori Schoolhouse has been an A-rated, excelling, high-performing elementary school since the ratings and testing began in Arizona. This year again, 2017, our students performed extremely well, achieving scores of 84%, 97% and even 100% in ELA and Math (see enclosed chart). Even our AIMS Science scores are outstanding every year: 73% **Exceeding** the standard in 2017.

We are a top 1% school in Arizona by any measure. And yet, because of a last-minute change in metric by the Board of Education and a simple fluke in our classroom mixed-grade distribution, we have been given an NR (Not Rated) by the State.

This is neither right nor fair and threatens to jeopardize our **long-held reputation as one of the best schools in Arizona**. Additionally, it threatens to jeopardize our ongoing enrollment and will even cost us the performance-based funding for the 2018-2019 school year. This cannot have been the intent of the new "one-year progress" metric which is touted to bring "more fairness" to the letter grade designation and which was put in place after the testing was completed.

For your convenience, we have attached details of our classroom composition which highlights why we were not eligible for an 'A' letter grade, as we were just 2 students short of the 20 FAY student requirement. **Also attached are our stellar test scores for the past 3 years. The scores document our school-wide improvement year-over-year** and further confirm that we continue to be an A-rated school.

It is our understanding that the metrics used to determine the letter grades are currently being reviewed. **We respectfully request that provision be made for small, high-performing charter schools to allow those schools to qualify for their 'A' letter grade, statewide reputation and performance-based funding.**

Thank you for your time and consideration.

Regine Ebner
Owner/Director/Head Teacher
The Montessori Schoolhouse

Three Year Score Results: The Montessori Schoolhouse of Tucson Comparison to Statewide Passing Averages

2015 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (16 students)	75%	69%
4 (8 students)	88%	100%
5 (7 students)	71%	86%
31 Students		
Percent Passing: Our Students	77%	80%

Overall Passing Rate, Our Students: 79%

Statewide Passing Rate: 39%

2016 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (13 students)	77%	100%
4 (13 students)	85%	92%
5 (7 students)	71%	100%
33 Students		
Percent Passing: Our Students	79%	97%

Overall Passing Rate, Our Students: 88%

Statewide Passing Rate: 44%

2017 AzMERIT Test:

Percent Passing By Subject/Grade

Grade	ELA	Math
3 (14 students)	79%	93%
4 (11 students)	91%	100%
5 (7 students)	86%	100%
32 Students		
Percent Passing: Our Students	84%	97%

Overall Passing Rate, Our Students: 91%

Statewide Passing Rate: less than 50%

THE MONTESSORI SCHOOLHOUSE

BASIS FOR RATING OF NR

The 2016-2017 Upper Elementary Class, a mixed-grade (3, 4, 5) Montessori Classroom:

3rd Grade: 15 students (unusually high)

4th Grade: 11 students*

5th Grade: 7 students*

TOTAL: 33 students

*Eleven 4TH Grade students + Seven 5th Grade students = 18 students versus new requirement of 20 students

Since only 4th and 5th grade scores can count for “1 year’s progress”, that left a total of 18 students getting 1YP, **not the newly required 20.**

This alone penalized us with the NR, despite our outstanding scores. Had we known this ahead of time, perhaps we could have enrolled 2 more 4th or 5th grade students and changed the outcome.

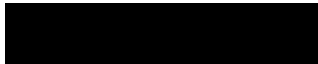
This is an appeal to common sense regarding the unfair and costly NR rating given to The Montessori Schoolhouse, one of the top performers in the State.

From: Tim Carter
To: [Alicia Williams](#); [Cal Baker](#); [Karol Schmidt](#); [Catcher Baden](#)
Subject: FW: Report on Acceleration / Readiness Points
Date: Wednesday, October 11, 2017 6:36:08 AM
Attachments: [10-9-17 Small School - A-F Account Readiness.docx](#)

FYI.

Tim Carter

Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East
Prescott, Az. 86301



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From: Sean Rickert [REDACTED]
Sent: Tuesday, October 10, 2017 5:36 PM
To: Tim Carter
Subject: Report on Acceleration / Readiness Points

Tim,

Attached is my best effort at being concise.

I've also shared this with a group of Superintendent's who have schools that received 6 or fewer A/R points and are members of ARSA.

Rural Schools Underperform on Acceleration Readiness Points

The Acceleration / Readiness portion of the K-8 Letter Grade formula is unfair to small and medium sized schools. The preliminary grades posted show that the average Acceleration / Readiness score for a rural school is an eight, while the statewide average is a nine.¹ Rural schools make up 28% of all K-8 schools receiving grades, but represent 38% of schools receiving only 2 Acceleration / Readiness points, 53% of schools receiving only 4 points. They also are under represented among those receiving all 10 points (25%). This disparity can be tied to three interconnected issues. The issues are based on the Past the Post approach to awarding points, the impact of n-count rules and the lack of meaningful thresholds associated with the progress based performance indicators. Each of these issues needs to be addressed if the A-F Accountability System is to accurately measure the performance of rural schools.

THE ISSUES

The biggest factor impacting small and medium sized rural schools ability to succeed on the Acceleration / Readiness portion of the K-8 letter grade is the Past the Post approach to awarding points. The other two factors identified contribute to the problem as discussed below. Ten points are required for a school to receive the full compliment of points towards their letter grade. There are twenty possible points. Any points above the 10, or any score between 10 and 20 points results in the same 10 points awarded towards the letter grade. So, for a large school able to earn all points they only need to earn half (50%) of the points they are eligible for to get the maximum points on their letter grade. The Past the Post approach places small and rural schools at a disadvantage because they are not eligible for all the points that large schools can earn.

The reason that small and medium schools are not eligible for as many points as large schools is the employment of the n-count rule when awarding fifteen of the twenty points. This affects the opportunity for small and medium sized schools to earn points on most indicators. For example, the largest indicator, Subgroup Improvement, can only be achieved if the school has at least 20 students in each subgroup and those subgroups show improvement. A large school would easily meet the n-count in each of the ten subgroups. If 30% of subgroups

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showed growth the large school receives all six points. A medium school might meet the n-count in five of the ten subgroups. They would need to show growth in 60% of subgroups. A small school might have two subgroups with twenty students and would need both to show growth to receive 4 of the 6 points.

Similar to the issues with the Subgroup Improvement points, the strategy for employing the n-count makes many points inaccessible to small and medium sized schools. If a school doesn't have a special education population of at least 20 they can not access those points. If twelve percent of a schools population qualifies for special education the school would have to have 166 students to qualify for the Special Education points. Schools ability to access the Grade 3 ELA Minimally Proficient is limited by n-count. If a school does not have 20 Full Academic Year students in grade 3 for both the current and prior year they aren't eligible. Consider that for small schools in many rural environments FAY may only account for 80% of students. For a K-6 configured school you are limiting access to those points to schools with more than 175 student. The n-count rules exist because below a certain class size variations in performance can be attributed to smaller groups of students.

The lack of performance thresholds for progress based indicators is unfair to many rural schools. For small and medium sized schools it is harder to show progress each year. Even where you are marginally above the n-count threshold the likelihood that variations in student population from year to year will affect performance on indicators such as HS Math EOC, Grade 3 ELA, Chronic Absenteeism and Subgroup performance is great. For example a school with 5% Chronic Absenteeism rate may see their rate increase to 6% because of one family moving into the district that pulls their children out often to accompany a parent to out of town doctors visits. Another example, if a school has 21 third graders and one tests minimally proficient that is 5%. If the prior year there were none testing minimally proficient the school would be ineligible for the points. This doesn't even address the fact that two of the students in each class probably qualify for special education services.

THE SOLUTIONS

If we work our way backwards through the issues, we can come to a final solution that addresses all them and leads to better outcomes. If we place performance thresholds that recognize that once a school has demonstrated a high level of performance (80%) they only need to maintain that level. Thresholds should be set at levels that recognized the average percentage of test takers who are likely not to meet the target because of special needs.

Keeping thresholds consistent across all indicators can reduce the complexity of the formula. There is no way to avoid the n-count issue. ESSA requires that a consistent n-count be applied to all parts of the formula, so our best strategy for addressing the inequities found in the n-count issue is to adjust the Past the Post approach to awarding points. We must recognize that not all schools are eligible to receive all points. If a school can receive the maximum point value towards their letter grade for demonstrating performance on half the available Acceleration / Readiness points, then that standard should be applied consistently to all schools. If a school is only eligible to receive 10 points because of n-count issues, then 5 points should be sufficient to be awarded the full 10 points towards their letter grade. This approach also addresses the difficulties associated with various configurations that are not eligible for all points (e.g. a k-3 school with no 5-8 EOC Math Points or a 4-8 with no Grade 3 ELA).

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Two simple adjustments — employing a reasonable threshold for achievement on progress based indicators and providing letter grade points based on a percentage of available points, address the weakness found in the K-8 Letter Grade rules applied to the Acceleration / Readiness Indicators. While this portion of the formula only affects a tenth of the points available, it is important that this part of the formula be equitable. Ten points makes up almost the entire difference between a “C” school and an “A” school, or a “D” school and a “B” school. When the entire gap is 12-13 points these issue matter. It is also important to address these inequities because all of these factors lie outside the control of school leaders. If our goal is to encourage teachers and principals to strive for a better letter grade, then the grade needs to be based on factors that they can affect through their decisions and actions. Since the cut scores are set based on means and standard deviations, the possibility that a whole class of schools is under scoring has implications for the validity of the letter grades assigned to every school. Steps need to be taken to address these issue.

If you have any questions, I'm always glad to hear from you.

Sincerely,

Sean Rickert

Superintendent

Pima Unified School District #6

NOTICE: This e-mail (and any attachments) may contain PRIVILEGED OR CONFIDENTIAL information and is intended only for the use of the specific individual(s) to whom it is addressed. It may contain information that is privileged and confidential under state and federal law. This information may be used or disclosed only in accordance with law, and you may be subject to penalties under law for improper use or further disclosure of the information in this e-mail and its attachments. If you have received this e-mail in error, please immediately notify the person named above by reply e-mail, and then delete the original e-mail. Thank you.

From: Chelsey Griess
To: [Eileen Sigmund](#); [Ildi Laczko-Kerr](#); [AZSBE Inbox](#); [Brent McArthur](#); [Matthew Nielsen](#)
Subject: A-F Feedback
Date: Tuesday, October 10, 2017 10:05:09 PM
Attachments: [AmericanLeadershipAcademy A-F Issues, Proposed Solutions 10.10.17.docx](#)

SBE Office-

Please find American Leadership Academy's feedback and suggestions for improvement to the Traditional A-F framework as well as improvements to the process overall.

I would be happy to answer any questions or provide additional details if needed.

Thank you,



Chelsey Griess
Chief Academic Officer
American Leadership Academy

19935 E. Chandler Heights Rd,
Queen Creek, AZ 85142

www.alaschools.org



AMERICAN LEADERSHIP ACADEMY

October 10th, 2017

A-F Issues & Solutions

Big Picture Issue #1: It was difficult to verify accuracy of the data without an in-house expert to analyze the data in comparison to state reporting and the SIS.

Recommended Solution #1a: Provide schools with their letter grade calculations along with the static file so that they can identify obvious mistakes and then dig into the individual student data.

Recommended Solution #1b: Provide schools with more than 2 weeks to review their data or provide schools with reputable consultants who can complete independent data analysis at a lesser rate than hiring a full-time, salaried employee.

Big Picture Issue #2: Errors in the original static file as well as CCRI spreadsheets required additional work (See Exhibit A).

Recommended Solution #2: When an error is found in one of the files provide by the state, provide more than 2 weeks for corrections to be made on behalf of the school.

Big Picture Issue #3: CCRI data is self-reported and can be inflated to benefit the school.

Recommended Solution #3: Assess only the CCRI indicators that can be retrieved from an independent party (National Clearinghouse). For example, post-secondary attendance, ACT scores, SAT scores, etc.

Big Picture Issue #4: Many of our Seniors pursue a church mission or other service opportunity after graduation. This impacts our post-secondary attendance percentage and makes it nearly impossible to earn the bonus point for this category.

Recommended Solution #4: Allow for service opportunities (church missions, Peace Corps) to count towards the CCRI bonus point.

Big Picture Issue #5: Graduation points were not provided to schools with less than 4 years' worth of graduation data. One of our high school campuses that had its first graduating class in Spring of 2016 did not get credit for their hard work with this class of Seniors.

Recommended Solution #5: Provide points to schools with high graduation rates regardless of the amount of historical data that is available for that site.

Big Picture Issue #6: The state's email server does not allow for files to be sent that are larger than 25MB. We also found that the state had difficulty opening zipped files (See Exhibit B).

Recommended Solution #6: Create an easier way for corrections to be shared to ensure that the state does not miss anything during the correction window.

Big Picture Issue #7: As a charter school with limited resources, it was difficult to verify internal data for accuracy without specific guidance on the state reports to utilize during the verification process (See Exhibit C).

Recommended Solution #7: In the business rules document, provide specific information on the reports to be used to verify accuracy in the static file. We received inconsistent guidance on which report to use to verify SPED participation.

EXHIBITS

Exhibit A

Accountability and Research

TO: Superintendents, Charter Holders, Principals, and Testing Coordinators
FROM: Jennifer Fletcher, Ph.D.
Chief Accountability Officer
DATE: June 29, 2017
SUBJECT: **Static File and CCRI Spreadsheet**

This memo includes important details about the A-F static file and CCRI Spreadsheet. Please read carefully and submit any questions to [REDACTED]

Static File

The following updates were made to the static file on ADEConnect:

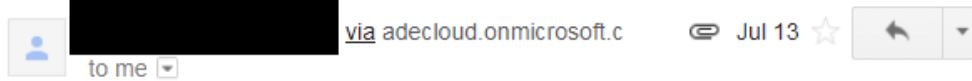
- Addition of K-2 students – needed for English Learner, chronic absenteeism, and Special Education inclusion and bonus points calculations
 - Updated FAY indicator
- Updated science results to ensure only current year (FY17) are displaying

Thank you to those who have reached out with questions and concerns. We appreciate your assistance in ensuring accurate data is being shared. As a reminder, you can view the latest issue of [Grader](#) and the [traditional school business rules](#) document for more details.

CCRI Spreadsheet

The CCRI component applies only to high schools. The locked spreadsheet currently posted in ADEConnect has an error in the formula to calculate points. If you already started entering student-level data, you should follow the steps in the attached document to correct the error. If you have not yet started entering data, you should download the corrected spreadsheet from ADEConnect (more information [here](#)).

Exhibit B



Your message wasn't delivered to anyone because it's too large. The limit is 10 MB. Your message is 32 MB.

[Achieve Inbox](#) [redacted]

Your message is larger than the size limit for messages. Please make it smaller and try sending it again.

[mail.azed.gov](mailto:azed.gov) gave this error:
SMTPSEND.OverAdvertisedSize; message size exceeds fixed maximum size



Chelsey Griess [redacted]

Jul 14

to Achieve, Laura, Matthew

Caitlin-

I received a Postmaster error that the email that I sent to you yesterday was not received because the attachments were larger than 10MB. Is there a different email address that I can send files to for our A-F corrections? Thanks!



Achieve Inbox [redacted]

Jul 14

to me, Laura, Matthew

Good Afternoon,

Not that would allow a larger file. Are you able to "zip" the files to make them smaller?

Caitlin Drake
Program Project Specialist II
Accountability & Research
Arizona Department of Education
Phone: [redacted]

Your feedback is important to us. Please use this [link](#) to tell



Chelsey Griess



Jul 14



to Achieve, Laura, Matthew

Hello-

I believe I've zipped the files accurately. Here was my original email that was sent:

Thank you for your fast reply on the ELL corrections. I spoke with my team regarding the ELL students and I've attached a screenshot of our student information system where it shows that these students are identified as ELL in our system. Seeing that their program participation is documented in IC tells me that for some reason IC isn't communicating to the state database or there is an **error** in the state database. How do we correct this from here to include these students in our ELL calculations?

Inline image 3

The screenshot shows a student record for Adam A. Cerna, Title I ELL Intermediate. The record includes fields for Grade (07), ID (825329), DOB (04/16/2004), and Gender (M). Below this, there are tabs for EL, EL Assessments, EL Services, and EL Accommodations. The 'Active EL Record' section shows the student is currently in the 'EL' program, with an identified date of 07/26/2014 and an expected exit date of 5/25/2017. The 'General Information' section on the right indicates the home primary language is English and the birth country is the United States of America. The record was last modified by Traci Brad on 12/09/2015 at 12:02.



Achieve Inbox



Jul 14



to me, Laura, Matthew

Good Afternoon,

It's not letting me open the zipped files.

For graduation – although I wasn't able to open the file I should be able to answer this portion. The graduation column will not be used in final calculations. It was only so schools could determine if they met the minimum n-count for CCRI self reporting. Also, we will use lagged graduation rates for accountability purposes so cohort 17 won't be used until next year.

What type of issues were you seeing for chronic absenteeism? Would you be able to send over some sample SAIS IDs?

For SPED - Did you verify these students in SPED07? Are they showing up correctly within that report? The reason some may be showing up in the file while others are not could be because your school had to manually enter data or make some type of correction during the year. If this is the case, we are working to pull the most recent and accurate data on SPED services for final letter grades.

Thank You,

Caitlin Drake
Program Project Specialist II

Exhibit C

A-F SPED Errors

Assessments/AzMerit x



Chelsey Griess <[REDACTED]>
to Achieve ▾

Jul 18 ☆



Hello-

I'm attaching a file that we would appreciate your assistance with. After verifying our SPED data, we realized that we have students who are listed on the SPED07 report that are not included on the A-F file and vice versa. Student EdFi numbers that are white indicate where there is a discrepancy. Students that are red indicate a correlation between both documents and should be included in our A-F.

Please let me know if you have any questions- thank you!

**Sincerely,
Chelsey Griess**

**AMERICAN LEADERSHIP
ACADEMY**

19935 E. Chandler Heights Rd.
Queen Creek, Arizona 85142

OFC
FAX
CEL



Herne, Melody <[REDACTED]>
to me, Achieve ▾

Jul 19 ☆



Thank you for your email and inquiry regarding your 2017 Static File. The deadline to make changes through AzEDS, which could impact your data for FY2017 A-F Accountability, was July 14th by 5:00PM. At this time we will investigate your inquiry and respond. Unless the update was one made by the Accountability Unit, corrections to FY17 data will need to be made through the 15-915 process; the corrections you submit through the 15-915 will not be used in A-F calculations for FY2017.

Hello Chelsey,

The FY2017 StaticFile uses the Exceptional Student Services (ESS) Census to identify students as SPED. The ESS Census has a cutoff date of October 1st. Meaning, if a student has been identified as receiving SPED services October 1 or prior, then that student was included in the SPED indicator on the StaticFile. To further help you on this inquiry there are a few things you should research first. A) When was the student identified as receiving SPED services? B) Was that date October 1st or prior? I will continue looking into your file while you research the dates.

Thank you Melody

Melody R. Herne
Research and Statistical Analyst
Data Driven Accountability Manager
Arizona Department of Education



Chelsey Griess <cgriess@americanleaders.org>

Jul 19



to Sarah, Melody, Achieve ▾

Hello Melody-

After analyzing start dates, these students were included in our static file as **SPED** with service dates after 10/1 and are not on the SPED07 report:

[REDACTED]

10/3/2016
10/6/2016
10/24/2016
10/25/2016
10/26/2016
11/2/2016
11/3/2016
11/14/2016
11/17/2016
11/22/2016
11/28/2016
11/30/2016
12/5/2016
12/8/2016
12/9/2016
12/9/2016
12/13/2016
12/19/2016



Herne, Melody <[REDACTED]>

Jul 20



to Chris, Sheri, Forster, me, Sarah, Achieve ▾

Hello Chelsey,

Thank you for your email. Sadly, we are now outside of my field of expertise. I have CC'd some of my colleagues who can provide greater assistance. When you reference the SPED07 report are you meaning the SPED72 – **SPED** Participation Report?

Sheri... Can you and/or a member of the AzEDS Team address how students are identified/placed on the SPED72 list? And how an Entity can verify the list is accurate and then make changes to the report

Chris and Forster...Can you please address the question of students who are identified as receiving **SPED** services after the October 1st ESS Census date, yet, the students are appearing on the StaticFile

Thank you Team for providing information to help Chelsey at American Leadership Academy to best understand and possibly correct her data.
Chelsey, I have placed the reminder statement at the bottom of this email (it was at the top of my first response). While it is important for your data to be accurate, none of the changes you make now will impact 2017 A-F calculation.
Thanks Melody



Chelsey Griess

Jul 25



to Melody, Sheri, Forster, Sarah, Ervin, Andrew, Achieve, Brian, Ro

Hello Melody-

In our correspondence with the Accountability department via email, we were asked to verify the A-F file for Special Education using the SPED07 report, not the SPED72 report. In addition, when our SPED Director pulled the SPED72 report it was unavailable.

I did send our SPED errors on to the Accountability department prior to the July 14th deadline but did not hear back in terms of resolution.

We are anxious to determine whether or not the errors are truly errors or if the information we received regarding the SPED07 report was correct.

Thank you for any information you can provide.



Herne, Melody

Jul 26



to me, Forster, Sarah, Achieve, Chris

Chelsey,

Thank you for the clarification. Sadly, in my role, I am not familiar with the SPED07 report. This report is generated by Exceptional Student Services. Below is some basic information about the SPED07 report; hopefully this will answer your original inquiry of how students land on this report; and how you know if the SPED07 is accurate. If you have additional questions about the SPED07 please contact ESS

In terms of the 2017 StaticFile and the SAISIDs you submitted, please see (in the thread below) the response sent to you on July 20th at 9:00AM from Forster Okoli. Thank you Melody

Some of the basic reasons why a student would not be flagged if they are validating off of the SPED07:

- Did not have accurate SPED data submitted by Mid-March in AzEDS
- Had data that was failing FED SPED (which has many of the state SPED rules) integrity in AzEDS in Mid-March
- Was concurrently reported by another PEA over October 1 in AzEDS

From: Mike Wright
To: [AZSBE Inbox](#)
Subject: RE: A-F Appeal Blue Ridge Elementary
Date: Tuesday, October 10, 2017 6:12:21 PM
Attachments: [10-9-17 Small School - A-F Account Readiness.docx](#)

Good evening:

Please review the attachment which outlines a number of challenges rural school districts face concerning the calculations of the A-F letter grades. The author of this work is my colleague, Superintendent Rickert. I understand everyone is working hard to create a system that is both equitable and accurate. I think you will agree that a number of miscalculations have occurred which materially impact smaller school districts. I have already appealed the letter grade issued to my 3-6 elementary school. In evaluating my request, I ask you consider the information Mr. Rickert has outlined so well. Thank you for your consideration.


Kind Regards,

Michael L. Wright

Superintendent of Schools
Blue Ridge Unified School District #32



This message, and any attachments, are intended only for use of the individual or entity to which it is they are addressed, and may contain information that is privileged, confidential, or exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that you are strictly prohibited from printing, storing, disseminating, distributing, or copying this communication. If you have received this communication in error, please notify me immediately by replying to this message and deleting it from your computer.

From: Mike Wright [mailto:
Sent: Tuesday, October 10, 2017 4:11 PM
To: 'AZSBE Inbox'
Subject: RE: A-F Appeal Blue Ridge Elementary

To Whom It May Concern:

Our Elementary and Middle Schools are one in the same. This past year we consolidated facilities. Our appeal submitted included grades 3-6. Please note this fact within the review of our submission.

Respectfully,

Michael L. Wright

Superintendent of Schools
Blue Ridge Unified School District #32



This message, and any attachments, are intended only for use of the individual or entity to which it is they are addressed, and may contain information that is privileged, confidential, or exempt from disclosure under applicable law. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that you are strictly prohibited from printing, storing, disseminating, distributing, or copying this communication. If you have received this communication in error, please notify me immediately by replying to this message and deleting it from your computer.

From: AZSBE Inbox [REDACTED]
Sent: Friday, October 06, 2017 4:57 PM
To: Mike Wright; AZSBE Inbox
Subject: RE: A-F Appeal Blue Ridge Elementary

Good Afternoon,

Thank you for your appeals application. The A-F Appeals Committee will engage in a timely review. Board staff will contact you.

Arizona State Board of Education



NOTICE: This e-mail (and any attachments) may contain PRIVILEGED OR CONFIDENTIAL information and is intended only for the use of the specific individual(s) to whom it is addressed. It may contain information that is privileged and confidential under state and federal law. This information may be used or disclosed only in accordance with law, and you may be subject to penalties under law for improper use or further disclosure of the information in this e-mail and its attachments. If you have

received this e-mail in error, please immediately notify the person named above by reply e-mail, and then delete the original e-mail.

From: Mike Wright [REDACTED]
Sent: Friday, October 06, 2017 3:53 PM
To: AZSBE Inbox [REDACTED]
Subject: A-F Appeal Blue Ridge Elementary

Please see the attached appeal. Thank you for your consideration.

Kind Regards,

Michael L. Wright

Superintendent of Schools
Blue Ridge Unified School District #32

[REDACTED]
[REDACTED]



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From: [REDACTED]
To: [AZSBE Inbox](#)
Subject: Website Contact Request
Date: Saturday, October 7, 2017 6:18:32 PM

Submitted on Saturday, 7 October 2017 – 6:18pm Submitted by anonymous user: 172.68.46.8
Submitted values are:

First Name: Jason Last Name: Bennett Email: [REDACTED] Topic: General
Information or Comments on Proposed Rules Message: I just got an email from our child's
school Superintendent regarding the new A-F system. Why is the new A-F accountability
system so focused on growth? What about schools that are consistently (and already) high
performers? It seems they are penalized under the new model.

The results of this submission may be viewed at:
<https://azsbe.az.gov/node/35/submission/1006>

From: Tim Carter
To: [Luke J. Narducci](#); [REDACTED]; [Alicia Williams](#); [Catcher Baden](#); [Karol Schmidt](#)
Subject: FW: A-F Letter Grade Memo
Date: Wednesday, October 4, 2017 3:55:37 PM
Attachments: [A-F Letter Grade Memo - T. Carter - 10-3-17.pdf](#)

FYI.

Tim Carter

Yavapai County School Superintendent
Yavapai County Education Service Agency
2970 Centerpointe East
Prescott, Az. 86301
[REDACTED]
[REDACTED]



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From: Bryan Bullington [REDACTED]
Sent: Wednesday, October 04, 2017 3:42 PM
To: Tim Carter
Subject: A-F Letter Grade Memo

Tim,

Attached is the memo regarding the Middle Grades A-F issue. Please let me know if you need additional information.

Thank you,

Bryan



Bagdad Unified School District, #20

P.O. Box 427 • 515 Breezy Circle, Bagdad, Arizona 86321

P [REDACTED] [REDACTED]

www.bagdadschools.org

"Home of the Sultans"

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Superintendent:
Bryan Bullington

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Gary Cummins, IT Hardware Dir.

To: Tim Carter, Yavapai County Schools Superintendent
From: Bryan Bullington
Date: Oct. 3, 2017
Re: ADE A-F Letter Grades

As you well know, Bagdad Schools are separated into two entities (K-5, 6-12) that do not match the traditional K-8 / 9-12 Models that were adopted for the A-F Letter Grades. This has created an obvious dilemma for which there is no easy solution.

For schools that have entities that include grades 7-8 or 6-8 such as ours, these grade groups were provided with a letter grade using the K-8 Model. In the limited time that we have had to review the data and methods that are utilized, we have found that our 6-8 group is missing data that is currently included in our K-5 school profile. Whether this data would result in a positive point total change for our middle grades group is unknown, it is our hope that the data necessary to make an equitable assessment can be provided.

Without input from the Achievement Division of ADE I cannot verify the accuracy of our assertions yet our analysis comparing the data from our K-5 School to our 6-8 Group appears to stem from the core data that was extracted based on the two different Models.

The following are examples of missing data for our 6-8 Group:

Stability Proficiency – 1) FAY Data Fields (ALL) – No Data
2) 3-Year FAY Weight – No Data

Acceleration / Readiness - 1) Subgroup Improvement ELA – No Data in the Following Fields
a. No Hispanic Population – Overall Group Population approx. 30%
b. No African American Population – 1 or More
c. No Pacific Islander Population – 1 or More
d. No SPED Population – 16.23%

Here at Bagdad Schools, challenging circumstances within our District makeup such as; Enrollment, Career & Technical Program Opportunities, Staffing, Administrative Responsibilities, 6-12 Certification Rules, Budgetary Constraints, and Facilities dictated a change from a K-8 / 9-12 entity makeup to a K-5 / 6-12 split nearly three years ago. This entity makeup was based purely on the specific needs of this rural District as a whole although the modeling for individual school Letter Grades was built on traditional entities that are predominant throughout the state. It is our hope that an amicable and equitable resolution can resolve this challenge.

Preliminary A-F Survey Comments/Results

Q1 SUGGESTED REFINEMENTS TO GROWTH MEASURES

Answered: 172 Skipped: 82

#	RESPONSES	DATE
1	<p>SGP and SGT measures should include an added weight for high poverty schools. The weight should at least be equal to or greater than the percentage of poverty students based on the already collected Title I data(Free/reduced lunch count forms). This should be at least, if not more than the 10% used for the ELL part of the final grade. It is obvious that if an ELL child is affected by their ELL status, then definitely the high poverty rating should carry equal or higher weight. A large amount of research has gone into studies of high poverty student populations and the negative effect it has on learning outcomes and rates of cognition and cognitive growth. Some of the newest books written by Eric Jensen ("Teaching Kids With Poverty in Mind") speak to the research now showing not only are the academics of these kids diminished, but their social and emotional skills are extremely different than the students not living in poverty stricken homes. Any educator that has ever worked in a high poverty school knows firsthand that these emotional and social issues create many problems for these students when entering the classroom environment. Depression, anxiety, and anti-social behaviors lead to greater numbers of "acting out" incidents which takes away academic time in the classroom. This of course leads to less proficiency and growth for these kids and the others in the room as well. The SGT is especially troublesome in that it creates a trajectory that is ludicrous when dealing with high poverty children. Their lives are so filled with continually occurring negative events that the last thing they care about is their academics. They are thinking about eating, having clothes/shoes, where they will sleep that night, will they be molested, will they be beaten, who will be in the house with drugs, which relative went to jail,etc. Also, our Kinders are now coming to school without ever having held a crayon or pencil, never had a book read to them and have extremely limited language skills due to the lack of Language stimulation in these homes. I am a Reading Specialist and I can tell you these kids are entering school for the first time with barely if any pre-emergent reading skills and many are later testing into Speech and Language Special Services due to this lack of Language development. Several of our transferring students are also coming to us already diagnosed for Speech and it is NOT for Articulation(actual Speech Difficulties), but for a lack of Speech and Language development. Therefore, when a school can find/create methodologies and programs that actually move students up the achievement ladder, those gains are HUGE compared to a normal child that does not carry all those extra burdens on a daily basis. These students cannot be expected to stay on a predetermined trajectory driven by a mix of data that includes a majority of students with more normal lives(2 parent homes, supportive parents, books in the home, boundaries and supervision in the home and regards to homework, etc.) The amount of "highly charged" incidents that occur in their lives, disrupts the learning process and projected trajectory, therein skewing their SGT scores. Therefore, they should both(SGP and SGT) be weighted for high poverty kids and my suggestion would be to abolish the SGT altogether and just have the SGP, like the old grading system.On the old system our school showed extremely high growth scores(73%) giving us a final grade of an A, but with this new system we were highly penalized and we dropped significantly. (We have a 70% high poverty population.)</p>	11/6/2017 9:27 PM
2	nothing	11/6/2017 12:10 PM
3	<p>I'd like to see students measured with weights for showing growth across the board and especially in the "Low Growth" column. At risk, special needs and ELL students who show a larger percentage of growth are not rewarded at all, why? We've talked about tracking our bottom 25% and getting them up to proficiency, where the school is then rewarded for minimal growth. Again I track these students and their data which reflects the greatest % of growth on campus and I feel the students and staff should be recognized and the school rewarded for their efforts</p>	11/6/2017 10:12 AM

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4	<p>SGT and SGP should be given a higher weight for students of low income. This is due to the fact that a great deal of research has shown that students of higher poverty levels have more challenges and therefore their growth is more difficult to obtain. Also, placing these students on such a rigid trajectory(SGT) is not a level playing field for evaluation. I run a 60-70% high poverty level Title I school. The constant daily issues that these kids must face and overcome before they even get to school is huge and deeply affects their learning. Research by Eric Jensen "Teaching Kids With Poverty in Mind" is just one example of the research showing the deficits these students carry. To compare and score them without an extra added point structure is not fair and discriminates against them and the schools they attend because they are not provided any of the means which higher income families typically are given. I am not saying they cannot learn, it just takes many more creative and time consuming and costly measures to accomplish the same thing that a child coming from a non-impooverished environment would require. Our kids on a daily basis have a parent placed in jail, live with only one parent or none, are in foster care because of sexual/physical abuse, have no food at home, are homeless(some living in a car and some in shelters), most are in counseling, have no books in the home and go home to broken families which do NOT value education, homework or reading!!! As per the research on this subject, students with these issues are totally different students in terms of their emotional and social issues coupled with the fact their cognition is much more difficult to move forward. Our Kinders come to us with barely any language development, they have never used crayons or held a pencil, or been read to at home. Most have never been to a preschool and we have seen an increase in SLP diagnoses, especially with the onset of I-pads and cell phones being in toddlers' hands long before a crayon or book! It only makes sense that if the Federal Govt. feels it is necessary to give extra funding to assist Title I schools, then they are acknowledging all the facts I have just stated. Yet AZ's A-F grading system does not reflect any of this. Also, the fact that teachers who teach in high poverty schools(Title I) are forgiven large portions of their student loans if they teach in these schools for at least five years. This fact also proves the difficult challenges of teaching in this type of school. We were told at preliminary meetings that there was going to be some sort of weighted points for poverty levels in this new system. It was stated in the text about it last year, yet it was left out, except for a ridiculous 2 pts. Yet, ELL is highly weighted at 10 %. If you are going to acknowledge that having English as a second language has at least a 10% impact, then you MUST acknowledge that students living in poverty have at least that much of a deficit and usually more. I strongly feel that there should be a percentage of a weighted point structure based on the level of poverty in the school. The higher the poverty, the higher the added weight, especially for all growth scores and for proficiency points, as well. My Principal lives in a very high end community of Mesa, AZ. Her sons both attend schools which always score high and with this new system, scored an A as well. She is very familiar with the programs and staff at her sons' schools. She said that they have not even 1/10th of the program offerings that our school does and some very poor teachers, but because the kids come from 2 parent, higher income families who work with their kids daily, take them to dance and karate lessons, music lessons, etc. and give them a proper, stable home life with good emotional and social skills, these kids don't come to school behind the curve and don't struggle to get through the day. Therefore, their levels of cognition are not as impaired and students score well!!! This is nothing new to education-we educators have known this for years, so let's finally look at what's really going on and evaluate these kids appropriately-WEIGHT their scores!</p>	11/6/2017 12:24 AM
5	Eliminate SGT...calculation process not easily understood by stakeholders.	11/5/2017 4:04 PM
6	These are difficult to understand— particularly the SGP; what is the advantage of comparing who grew more? Is there a significant advantage of that over simply using one student's score during the previous year compared to his/her score in the current year?	11/4/2017 9:01 PM
7	The higher a student scores, there is less room for growth. Consider scoring schools with a reverse growth or school proficiency score and flip the 50% growth and 30% proficiency. 2) If students are already showing proficiency to exceeding, and they remain in the same category, have their scores account for a higher percentage in the growth since they will not be able to show as much growth are at grade level.	11/3/2017 4:24 PM
8	Growth measures need to have a cap. It is mathematically impossible to continue growth beyond 100%.	11/3/2017 2:25 PM
9	Keep growth measures in-tact, and if any changes are made allow points to be earned for smaller growth with students in special education with identified processing, short term memory, or other significant learning disabilities that might hinder the baseline growth required for points.	11/3/2017 1:27 PM
10	For Title I schools this is fair	11/3/2017 10:25 AM
11	It is necessary to have vetted data before analyzing any data	11/3/2017 8:45 AM

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12	Way too complicated. Don't compare students to their peers. How does this scoring help teachers to become better?	11/2/2017 4:52 PM
13	Too complex. Make this simple but effective.	11/2/2017 2:18 PM
14	The public does NOT know anything about this. The dashboard would be very useful in explaining the growth points. The public only knows the grade of B is higher than a C or lower than an A. It needs to be clarified so ANYONE can understand the growth points.	11/2/2017 9:12 AM
15	works well and appears valid.	11/2/2017 8:54 AM
16	SGP may be a good indicator for low performing students, but it is not for HP students. HP students have already surpassed the proficiency marker and therefore they do not need to be ranked. Highly proficient IS highly proficient. The issue with SGP/SGT is that you are running a totally blind race throughout the year and in late May or June you find out how well you ran/performed. Students and teachers don't operate that way. We check in constantly to see how well we're performing. We need a better system to help students be rewarded for becoming proficient regardless of how others do. The growth measures are not transparent or easy to understand for the common lay person.	11/2/2017 8:29 AM
17	NONE	11/2/2017 7:41 AM
18	As this was the first year utilizing common core standards, I feel the growth measures rate should be extended, rather than move forward at such high speed. It is not a true definition of how our kids learn anyway.	11/1/2017 10:59 PM
19	First of all you need to give schools time to digest and know the formula before you start looking at letter grades. The teachers and staff did not have time to know what criteria was being used to grade the schools with the ongoing changes with standards constant revision has to be made to curriculum so that staff is adjusting and making sure students are ready for the assessments. The growth measures need to be in the schools before the beginning for the school year not mid stream. This is unfair to use if the schools are not helping teachers know what we need to do to improve our growth and expectations. Unfair to grade when this is not approved in time to get the info out to stakeholders. Teachers as we know are hard to find and now when we look at growth for low income schools there is little success compared to high income areas. I live in a high income area so the students score high in the area school. No growth for income level of the students and how to calculate poverty levels.	11/1/2017 1:43 PM
20	The growth measures are currently set up to put high performing schools at a disadvantage. I suggest a revision to the formula that does not penalize very high performing schools. A school in the top 10% (performance) should be receiving an "A".	11/1/2017 9:28 AM
21	70	11/1/2017 7:40 AM
22	In the at or near target category, the weights should have less of a discrepancy. In schools where there are more students who already start as highly proficient, and you keep them highly proficient then you are at a disadvantage. Raven though your students are scoring highly proficient. I'm wondering if there could be a category for highly performing schools, just like there are for alternative schools? The qualifications could be %mastered on AZ Merit. This mostly effects the elementary model.	11/1/2017 6:41 AM
23	Figure Fine Arts into your measures.	10/31/2017 5:38 PM
24	Right now, these growth measures are biased against high-performing students who have little room to grow relative to the standards. For SGP, if a highly-proficient student in a population of highly proficient students simply maintains his/her high proficiency, the student receives a weight of zero. It seems like maintenance of proficiency year-over-year is undervalued by these weightings. Perhaps give some reward to schools that maintain their population's proficiency against the standards? Similarly, the expectation that a proficient student will become highly proficient is unreasonable given the factors outside the school's control (such as cognitive ability) that have a significant impact on a student's score.	10/31/2017 5:36 PM
25	Reduce the percentage of growth which factors into the K-8 model, and/or bump up the weights awarded to highly prof/proficient students. The current formula negatively hits schools with more high-performing populations, and particularly with large populations of highly proficient students whose scores can only grow so much.	10/31/2017 3:55 PM

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26	#1 - three year growth model does not penalize two year schools but it does not afford them the same scoring possibilities of other schools (mostly middle schools). Sample size measured is reduced from one year FAY to three, and the group also improves significantly due to the stability of the students who remain as qualifiers of 3 year FAY as compared to two or one year. Hence this is an additional advantage to schools with more stability or schools that have 3 year FAY students. #2 - Growth model does NOT include students who are retained. In fact, it does not count them for growth at all. In reality, these are the students in need of the most support and growth. Schools who choose to "play the game" would be deterred from retaining students even if there were a need. #3 - The language of the growth model refers to an unknown target for SGT - how does the state expect a school or a teacher to know what they are striving for if the target is arbitrarily set and not disclosed? #4- Advanced students who do NOT take their current grade level test and take EOC tests are not included in the growth model. Again, this is an incentive for schools to cancel programs for advanced students in order to increase label status.	10/31/2017 3:09 PM
27	The growth score is based on a test that was not designed or intended to be used for that purpose. The growth score is based on grade level standards and, as a result, does not provide meaningful information for students working above or below grade level. Because the growth score is based on a comparison, it is always a moving target (grading on the curve). So it only indicates who is doing better or worse than someone else.	10/31/2017 3:07 PM
28	There are so many cut scores embedded in the formula that it is clearly manipulated and open to future manipulation. A system that identifies ten clear bands of performance and awards points when students move to a higher band would be less prone to manipulation. The presence of weights and cut scores and reliance on the lopsided Achievement Levels (minimally proficient makes up most of the spectrum) presents a difficult to decipher, non-transparent system for measuring student growth.	10/31/2017 2:57 PM
29	It seems that SGP would be enough to cover growth....SGT just seems to further confuse calculations.	10/31/2017 1:28 PM
30	Keep it the same.	10/31/2017 12:46 PM
31	How is growth then presented? As a 50/50 split of those two measures or is an emphasis put on one method of growth over the other? Then is it shown as a number, %, on a graph? So then if a school reaches major growth one year due to a new method of doing things and it catches everything up and shows grade level jumps of growth, is that more important than the district who already has their kids at the level they should be at and is continuing their growth at a smaller rate?	10/31/2017 11:20 AM
32	Keep the growth measures. They are an indicator of the impact the school has on student learning. The primary factors correlated to proficiency are non-school factors (e.g. parent income and education levels).	10/31/2017 11:16 AM
33	include the arts	10/31/2017 10:02 AM
34	This growth model does not address the AZ. state law's direction to consider other multiple measures such as achievement in the arts. The arts are required to be taught in K-8 but the model does not reflect that. And the arts are specifically recognized as part of a well-rounded education in ESSA. This model will disadvantage students who wish to study the arts as schools may direct students to take accelerated math because the school will receive more points. The HS model should account for sequential completion of arts study at the accomplished or advanced levels according to the standards. And if schools offer AP or IB classes or students are taking concurrent college classes in the arts, these should be counted as they are for math, science etc. Otherwise the model is not equitable and punishing student who choose the arts. The arts do have assessments that can be used for this.	10/31/2017 9:51 AM
35	no growth suggestions	10/31/2017 9:48 AM
36	It seems higher achieving schools are at a disadvantage if they already have high scores.	10/31/2017 8:49 AM
37	Way too much emphasis AzMerit, especially for K-8. HS CCRI is too much of a black box - we need clarity about calculations.	10/31/2017 8:01 AM
38	none	10/31/2017 8:00 AM
39	This is too complex for the average user to compute. If we are to create targeted goals for our schools, we need to have easier ways to measure those.	10/31/2017 7:47 AM
40	Pay teachers more money. None of this means anything without quality motivated teachers.	10/31/2017 6:59 AM
41	None	10/30/2017 8:05 PM

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42	Continue to keep growth as 50% of score	10/30/2017 3:59 PM
43	The present system fairly and accurately ensures that growth is factored into a school's accountability label. Not only does this meet the spirit of ESSA, it is also what all schools should be doing. In fact, this is a far easier target to hit than under the previous system, aka Colorado Growth Model. Schools who have not focused on growing its students, no matter their level, should not be ranked in the top echelon. In fact, this punishes schools who sort and select, which is considered de jure segregation.	10/30/2017 3:04 PM
44	None. The growth measures I feel are an accurate assessment of students growth from year to year. We have to be able to show growth in a student while they are in high school not just a test at the end of the year that measures proficiency. Together, they give a true value of the students growth and proficiency.	10/30/2017 1:08 PM
45	I feel that the growth measure is essential to keeping this system fair.	10/30/2017 12:57 PM
46	What are schools supposed to verify? Are schools supposed to verify the excel data file, AZEDS, or ADEConnect reports? Shouldn't the Board and the ADE make sure those items are using the same rules and are correctly displaying data prior to asking over 1000 schools to redundantly review the data for errors? Member Kaye was the only board Member that realized and noted the correct steps to address all of the errors. First, fix the issues, and then re-engage the schools. Thanks to member Kaye.	10/30/2017 12:23 PM
47	No refinements. Growth should be a critical piece of measuring school effectiveness. Equally important, all students should continue to be measured in the current growth formula.	10/30/2017 11:53 AM
48	Students who are Highly Proficient should receive weighted points for achievement. Students who score 100% on the test should receive points for achievement an not be penalized if their subsequent scores are less than 100% but still Highly Proficient. The current weights of the points penalize high-performing students and discourage achievement in early grades.	10/30/2017 9:36 AM
49	Growth should be measured by Galileo testing. A method that shows growth in a student and accountability for student of ELL and Sped not be included in growth.	10/28/2017 9:23 AM
50	I teach at the lowest grade in our school and do not have access to performance data from the prior school year. I would like to have access to testing results form the previous year. Students who are highly proficient are capped in their growth by the structure of the test. Highly performing students who continue to be highly performing should not be categorized as "low growth".	10/27/2017 3:13 PM
51	A-F grading system does not take into consideration special needs students. I know you give 1 or 2 points for having a specialized program on campus, but most of the self-contained students should not have to take AZ Merit tests. Most, definitely bring scores down.	10/27/2017 1:45 PM
52	Ranking students by percentile, even though you are comparing them to a group of students who had the same previous scores, guarantees that a subset will have to have "low growth" in terms of SGP - I don't believe this should be the case. If all students do well - relative to their own previous year score - they should be marked as high growth. I realize that SGT partially accounts for this, but they could be unnecessarily docked in SGP.	10/27/2017 1:28 PM
53	If almost the entire school tests as proficient, then extra weight should be given to that school	10/27/2017 12:57 PM
54	High growth appears to be a margin increase that requires someone to start low and show large gains. That means it is a stat that I snot normally achievable in the real world since those who start high cannot make enough gains or those who start low normally do not show that gain. Which then skews data weight. Further in trying to say you are comparing them to peers, that is not very easily done. Just because they both are the same gain does not mean showing gain levels in that group is peer equivalency. That is highly complex analysis that needs to take into account years of language fluency, socio-economics, family structure, etc. Essentially this system rewards stable communities and punishes challenging communities.	10/27/2017 12:52 PM
55	None.	10/27/2017 8:41 AM
56	How can you measure growth in other ways than testing? Growth in student retention? Growth in extra curricular activities offered? I think that how students grow should be a larger overall measure. 60 percent of k-8 40 percent of high school	10/26/2017 10:52 PM
57	none	10/25/2017 7:34 PM
58	Create a formula that is a little bit easier to interpret.	10/25/2017 4:04 PM

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59	I have personally taken the time to do the math and figure the system out. Now that I have done that, I am tasked with trying to explain this very complex system to staff, parents, and board members. A system where I cannot see the students who qualified for the SGP and/or STG. The only data that is listed are percentages which are multiplied by weighted factors. It would be nice to be given the students who met both improvement measurements to confirm the numbers and to promote more growth. You can make something better if you don't know the target, which we don't.	10/25/2017 9:55 AM
60	Does this method give fair treatment to schools whose students are already highly proficient because they have already topped out in their scores?	10/25/2017 9:32 AM
61	AZ Merit should be eliminated as an instrument to measure student growth. It is a flawed measure for growth.	10/25/2017 8:46 AM
62	Unfortunately, many minimally proficient students are not able to reach proficiency so the student and the school are punished for this. Not every child who is low achieving qualifies for special education, so the accountability measure is flawed. The tests are designed to test for proficiency- the questions were created with "grade level" standards and do not accurately show growth from the student's beginning of the year to end of year.. An appropriate growth measure should be created if schools and students are going to be held accountable for this measure.	10/25/2017 7:40 AM
63	Second language learners shouldn't be tested until they are proficient in English. It is unfair to them and the school they attend.	10/24/2017 5:07 PM
64	SGP makes a lot of sense, but SGT is confusing. Rather than having two targets, one for Proficient and one for Highly Proficient, there should simply be one target.	10/24/2017 3:02 PM
65	Only count Minimally Proficient students' higher weighted scores if they meet minimum attendance requirements. It's inappropriate to hold schools hostage to the proficiency scores for students with chronic poor attendance decisions. This exemption would apply only for schools who have documented and multiple attendance interventions following best practices for encouraging good attendance.	10/24/2017 1:54 PM
66	Students should be weighted by subgroups of socioeconomics, ELL, and past learning trends.	10/24/2017 1:28 PM
67	There should be a way to measure an individual student's growth from school year to school year. Even if a student never reaches "proficient" but experiences gains, this should NOT be discounted. The student still experienced gains and the school should be credited for this. Additionally, when a student or student group (cohort) experiences growth from year to year this should also count. Rather than looking simply at a freshman class to compare to a freshman class the next year, we should look at how a last year's freshman class's score compares to the sophomore score and so on. This is a true picture of what the teacher was able to help the student accomplish over the course of a year.	10/24/2017 1:12 PM
68	Keep Growth Measurements. It values how far our students have come rather than just who is proficient.	10/24/2017 12:50 PM
69	Growth measures are great, for schools with students that are under performing when they enter 3rd grade. However some "bonus" point system should be implemented for those school that have prepared students for 3rd grade. Students, and their schools, should be given the same opportunity for points by maintaining proficiency as those that make significant growth. Otherwise you are penalizing schools for preparing K-2 students for 3rd grade.	10/24/2017 12:19 PM
70	get rid of the proficiency piece altogether and focus on growth.	10/24/2017 12:18 PM
71	It is equally important for students to maintain Proficiency or High Proficiency as it is for students to grow into those categories. By weighting the point system towards growth over maintenance of proficiency or high achievement, schools whose students are already proficient are ultimately penalized by not being able to receive these weighted growth points. Since Growth Points comprise 50% of the overall letter grade score, this greatly affects the representation of school quality by the letter grade. A school where 90% of the students score Proficient or Highly Proficient mathematically can't show enough growth to receive a letter grade that reflects this incredible achievement according to this metric.	10/24/2017 11:46 AM
72	I agree with the current system to develop school letter grade labels.	10/24/2017 9:56 AM

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73	Are you kidding with this? You can see that if you take a highly proficient student, and they don't grow their scores (due to already being highly proficient), it tanks the schools rankings. Example: Small school has several students with a perfect score. The following year, those students retain their perfect scores, or perhaps only score 99%. By all measures, these kids scored highly proficiently on the test. But you will penalize their schools for it, because they didn't grow. Please tell me you realize how irrational that is.	10/24/2017 9:42 AM
74	Points for growth should not be in categories of MP,PP,P,HP. a student may move over the line with fewer growth points than one who moves up within the category. The point movement should be the count	10/24/2017 7:36 AM
75	Within the growth model, students who were highly proficient the previous year should receive a 0.25 weight if they exhibit low growth due to there being less room for improvement. The weight of 0 should be if highly proficient students regress.	10/23/2017 1:30 PM
76	The weighting should be adjusted so that those students who remain HP or P are not penalized by not receiving a full point.	10/23/2017 1:12 PM
77	Specify how students with a perfect score can attain SGP points.	10/23/2017 10:19 AM
78	the greatest flaw seem to be that schools/students who are already high performing have fewer potential "points" to earn compared to schools/students who are low performing and can grow. The effect is limiting the number of points a high-achieving school can earn.	10/23/2017 9:58 AM
79	As a K-4 school, 90% of our letter grade is based off 3rd and 4th grade AzMerit scores and most of that is 4th grade growth since 3rd graders cannot show growth. This formula does not accurately assess how we are doing as an organization. Also, it is WAY TOO COMPLICATED to figure out exactly how the calculations are being made. My recommendations are to find ways to assess our organization as a whole and make it easy for educators and parents to understand.	10/23/2017 9:33 AM
80	Growth needs to continue to be a factor in this equation.	10/23/2017 9:23 AM
81	The growth measures are not easy to understand. Additionally, the growth measures are really penalizing schools that have higher achievement. Once a school becomes an "A" they should stay an A as long as their achievement remain steady.	10/23/2017 8:41 AM
82	Students who were previously proficient or partially proficient should not be penalized for making growth that places them "At or Near Target". They should be weighted at 1.0 since they were able to meet the growth target established.	10/23/2017 6:51 AM
83	Support at home is a big factor in student success. How then can we penalise schools when they have no control over what is possibly the biggest factor determining the success of a student?	10/22/2017 9:08 PM
84	How does this 3 year growth work for intermediate schools or middle/junior high schools who only house 2 or 3 grade levels. Students who are already achieving proficiency should receive equal weighting for maintaining proficiency as for a student who moves from minimal to a higher proficiency level.	10/21/2017 1:15 PM
85	This is a very confusing formula which makes it difficult to accomplish, especially at a 7/8 middle school.	10/21/2017 10:03 AM
86	What you do not mention is the impact of FAY to the calculation. Students who move around never get counted the year of the move, which is understandable. But if a student enrolls within a certain window of time from the beginning of the year, especially when from a state or district that begins later in the year—for instance, in mid or late August versus July, there should be a way to petition those students to include as FAY. Also, students who scored NS on the writing portion of the test are excluded from the count for the year of the assessment and the following year. For my school, this involved 18 students who scored NS at the elementary school but now at the middle school, their scores will not show growth because they were NS the year before. If writing is non-scorable one year but scorable the following year, it seems to me that growth has occurred. Not understanding why we should not be able to include those scores the second year.	10/20/2017 9:00 PM
87	Don't weight growth. Growth should be celebrated for all students rather than punitive to high achieving students. Also, get rid of the targets for SGT...for high achieving/high growing students, it's mathematically impossible to exceed the growth target as defined, which is yet another penalty for being a high achieving student.	10/20/2017 5:52 PM
88	Add points or partial points for students who are proficient or highly proficient and stay in that category instead of zero points.	10/20/2017 4:06 PM

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89	Consider the weighting of Highly Proficient and Proficient students who are on track and continue on track, even if only in SGT. Otherwise once you have pulled the majority of you students up to proficient you will be unable to attain an A or B rating.	10/20/2017 3:57 PM
90	Get rid of target.. it makes no sense to many.. and how do we know what a "target" should be? Keep it all SGP	10/20/2017 3:22 PM
91	Growth and career readiness should have a higher value. Proficient test scores should have a lower value.	10/20/2017 3:08 PM
92	None! I like this model.	10/20/2017 3:05 PM
93	Seems to punish high performing students who maintain high performance.	10/20/2017 1:29 PM
94	Everything I look at says AZ MERIT, a one time based computer test. As a parent who is in a title one school, I cannot afford I pads and computers at home. My school provides as much time on a computer as possible and yet not nearly enough as a student whose parents can afford these luxury. Yet, we continue to provide letter grades based upon lack of needs addressing civil rights of all children. God bless those title 1 schools who keep on trying and continue to work with in your illegal framework.	10/20/2017 1:08 PM
95	I like the growth measures; however please stop changing them and/or the test. We can't hit the targets in front of us if they keep changing.	10/20/2017 1:00 PM
96	The weighting system is flawed. In unfairly penalizes schools that have a high percentage of proficient and highly proficient students. Growth is important regardless of child's level of proficiency. Our school received a C on the latest report card even though our pass rate has historically been in the top 10-15% in the state. Had more of our students been eligible for the weighted percentages, e.g., 1.8, 2.0, etc., we would have received a higher grade. It has created a great deal of confusion among teachers and families.	10/20/2017 12:53 PM
97	I simply cannot believe that you think after two pages of explanation that this is easy for a parent to understand. But then I see in the header you think you are the "Board of Education" and I totally get it. This is an idiotic system designed to hurt the system and attempt to further erode public support for education. (thats the proper spelling, by the way) I'm not saying this means you are stupid, it means that attention to detail has not been paid, ironically to any of this!	10/20/2017 11:54 AM
98	Keep growth measures. This is one of the only school-level data that teachers can look at to measure their effectiveness in moving students' level of achievement.	10/20/2017 11:44 AM
99	The way AZ has worked to determine growth measures is perfect! There is no need to change it. Very equitable to move ALL students to proficiency.	10/20/2017 11:38 AM
100	This format is very difficult for most to understand and needs to be simplified. In addition, growth should be about an overall measure not just moving from one level to the next. This cuts students out of mattering who are far from achieving the next proficiency level.	10/20/2017 11:28 AM
101	None	10/20/2017 10:57 AM
102	I agreed with the way the state measured growth	10/20/2017 10:39 AM
103	For SGT, make the target scale score ranges clear. Hard to know what scale score we are shooting for.	10/20/2017 10:33 AM
104	This is a great measure for students in traditional brick-and-mortar school environments. However, there are students who complete coursework through schools based in an online environment (for such reasons as credit recovery, residential treatment centers, summer school, etc.). Metrics and measurements should be able to reflect those students in some way, shape, or form. How does the State Board of Education plan to address the ever-growing population of students who work in the online environment?	10/20/2017 9:10 AM
105	Highly encourage that GROWTH measures be LEFT in PLACE as they currently are. This is critical to demonstrate student progress towards mastery of the standards.	10/20/2017 7:11 AM
106	None	10/19/2017 2:59 PM
107	It is difficult for high students to grow because they have reached a ceiling. Socio economic status is also not taken into account when working with growth.	10/19/2017 1:25 PM

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108	While growth is important, it should not could for as much as (or more, in the case of schools with a low ELL population) than EVERY other measure combined. Further, this method of calculating a letter grade based so substantially on growth narrows a K-4 or K-5 school's grade down to the test performance of a few dozen students on just one or two grade levels on two high-stakes tests in a typical K-4 or K-5 school. A dashboard of measures of success provide a better a look at school success for parents to make truly informed choices.	10/19/2017 12:52 PM
109	Partial points/weights should awarded to those in the low growth or below target if a student is higher than their previous year's score, like .10 to .25.Low growth is growth it is not ideal but it might be all that particular student is capable of achieving.	10/19/2017 12:14 PM
110	Return to the old scoring method. Remove AzMerit as a guide and return to AIMS	10/19/2017 11:33 AM
111	I think SGT would be a better indicator of growth if the scale score was used as the target measure instead of SGP. The essence of SGT is to get the student to progress to a proficient level so it would make more sense to use the scale score because the scale score is what determines proficiency, SPG is a rank based on a comparison to other like students which doesn't directly relate to proficiency.	10/19/2017 10:48 AM
112	SGP means you have winners and losers, no matter how much growth a student makes. Tying SGT to SGP means that is also a winner/loser scenario. Growth is important, but we need to find a methodology that rewards growth without penalizing students/schools that are showing appropriate growth but not as much as everyone else.	10/19/2017 9:05 AM
113	While looking at growth is important the current formula places too much weight on it 50%. While almost no points are awarded for proficiency. High performing students at high performing schools are penalized for doing their job the correct way. I believe that 25% of total points should be based on the % of students that "passed the test" and 25% on growth.	10/19/2017 8:25 AM
114	The weights seem backwards, minimally proficient students should weigh less because they are the ones that have the harder time with growth, they are the ones that are normally chronic absenteeism, low learners and have lots of problems outside of school that stumps their ability to learn.	10/19/2017 7:29 AM
115	I don't understand why the state is lowering requirements for educator certification and then penalizing schools when students are not performing or showing growth. Education just doesn't seem to be a priority here. If it was we could keep professionals in the classrooms. Currently there is an abundance of teaching positions open or being filled by substitute teachers. I feel it is counter productive to measure how students are improving on a test when we are not providing them with professionals to learn from. How can we expect students to show gains in learning when we can't keep teachers in the classroom.	10/18/2017 8:06 PM
116	These are not good measures for students at the top end.	10/18/2017 6:43 PM
117	Get rid of the test	10/18/2017 4:42 PM
118	Students should not be compared to their peers. That is not a true measure of that individual student's growth; rather it is a measure of how that child performs on a test versus those his peers. Growth should be based on the individual student; not comparisons. If growth is to be so highly weighted, this test should be given 3 times during the school year to truly measure the growth of the individual student. First test is the baseline, 2nd test is to measure progress, 3rd test measures growth and proficiency over the course of the year.	10/18/2017 4:31 PM
119	I think the State nailed this correctly. Good job! It recognizes that growth is "more, or just as, important" as proficiency. It puts the Charter Schools on notice that just skimming the "top kids" from the public schools, counseling out the special needs, and passing by the difficult students the public schools won't be tolerated. If the student was going to pass anyway without your program, why should you get extra credit on not giving them a year's growth? I think growth should even be worth more!	10/18/2017 4:14 PM
120	If a student is highly proficient and maintains HP then the school should get points for that student no matter what.	10/18/2017 2:32 PM
121	Please do NOT alter the growth measures at this point in time. Letter grades have already been publically released to the media; this will create MORE problems if things are altered at this point in time. Wait until the 17-18 year to make adjustments...	10/18/2017 2:29 PM
122	Keep SGP, absolutely critical to measure the impact of the school.	10/18/2017 2:05 PM

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123	This weighting system is heavily biased against schools that get their students up to the highest proficiency levels early in their academic career. Assuming two schools have students showing identical growth (1/3 are below target, 1/3 are at or near target, 1/3 exceed target), a school with 100% of its students scoring in the highest proficiency category only receives half as many points as a school with 100% of its students scoring in the lowest proficiency category. What is the rationale for this weighting system being biased in favor of schools serving lower performing students? It does not appear in the technical manuals.	10/18/2017 1:07 PM
124	Have a separate category and system for Sped or learning disabled. They are not going to grow at the same rate as non-disabled peers.	10/18/2017 12:48 PM
125	A k-4 school has only 1 chance to earn growth points. Could they show growth with additional data to balance this out. (Galileo benchmark tests?)	10/18/2017 12:33 PM
126	When students move from one school to another. Students who are in this situation may be behind or not from our state. Then they are tested at the current school and that school is held responsible for growth.	10/18/2017 11:56 AM
127	Ignore federally mandated requirements for standardized testing and instead use the average ACT or SAT scores for the school as a method of rating. Students don't care about the AzMerit because it doesn't directly impact them and their potential college aspirations. It is a grim irony that our school has a "D" rating but an average ACT score of 26, 6 points above the average in Arizona.	10/18/2017 11:52 AM
128	Instead of using test scores of the student, which teachers in the past have informed us that can't hurt us in which we have no incentive to succeed, judge the growth of the students learning with their grades that they receive in their classes. The entirety of a school should not be judged on a test that is in a sense, not taken seriously by many students. This is also bad for smaller schools as the percentage of those willing to try on a test that "wont effect your grade" is remarkably smaller than larger schools.	10/18/2017 11:36 AM
129	Input about community influences in the scoring.	10/18/2017 11:33 AM
130	N/A	10/18/2017 11:27 AM
131	None. This whole letter grade system is bogus since the grades are normed and there is no standards scale for an A, B, C, D or F.	10/18/2017 11:18 AM
132	Please keep the growth measures. They are the best addition to the system and provide actionable data for educators to use with all students -- no matter their proficiency levels. This set of metrics also help school leaders find pockets of need and strengths within their schools that other assessment tools do not reveal.	10/18/2017 10:56 AM
133	Really hard for educators to set goals for individual students if you don't know the target until all students in the state of AZ have taken the test and groups are formed and group targets are set. This is way too convoluted especially when targets are set until after the test. Please set stationary targets for each group with appropriate expected growth, and use those targets to determine growth; ie; HP = 4%, P = 8%, PP = 10%, MP = 12% growth FROM THEIR SCORE LAST YEAR.	10/18/2017 10:50 AM
134	Not awarding any points for students who still show growth, even if it is low, is not valuing their progress at all.	10/18/2017 10:50 AM
135	High Growth is difficult to achieve for the Highly Proficient. Consider allowing full points for Highly Proficient regardless of the growth.	10/18/2017 10:39 AM
136	N/A	10/18/2017 9:54 AM
137	Still not enough points allowed for growth, especially for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:44 AM
138	If growth, all should be equal points.	10/18/2017 9:42 AM
139	Student growth is given too much weight. 50% is too high, and does not account for the 'ceiling effect'	10/18/2017 9:36 AM
140	This punishes schools that achieve well consistently from year to year but may not display growth. Honestly growth should ONLY be measured on students LESS than proficient.	10/18/2017 9:31 AM
141	Students should also be evaluated based on personal growth from one year to the next year. This demonstrates levels of successful intervention, teacher effectiveness, and the school-wide use of data to drive instruction.	10/18/2017 9:31 AM

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142	I would like to see growth weighted heavier at the high school level. Rural schools could also be grouped into peer groups for weighting purposes which would be more accurate.	10/18/2017 9:24 AM
143	Find a way to calculate growth for our schools that house K-3 grades. These schools don't qualify for the points and are thus not given a grade.	10/18/2017 9:10 AM
144	Get rid of the target growth scale.	10/18/2017 9:03 AM
145	SGT +/- ten points is not needed. Seems it was added out of pity. Either a student is on track or not. A student gets credit for "coming close" in performance already. SGT - Reduce emphasis on prior performance- HP-1.0, P-1.0, PP-1.2, MP-1.5 (in recognition of the fact that Minimally proficient students have a much steeper curve and schools should be incentivized to focus on them.) SGP- Every category that has average growth should be weighted equally. That's the expectation: all students should experience average growth. Then incentivize only high growth-- but at the same weight. It is just as hard (or perhaps even harder) to have a HP student experience high growth as an MP. 1.0 for average growth, 1.5 for high growth, regardless of prior year academic level.	10/18/2017 8:54 AM
146	None	10/18/2017 8:46 AM
147	1- Remove special education students from this calculation. 2- Because each student in a small school/class represents such a huge statistical percentage, any child's poor performance on test day skews the entire scoring system. This is ridiculous. 3- The test is called 'End of Course', but by testing in March instead of at the end of the school year there are a number of concepts that your test measures that have not yet been taught. 4- You will ignore these comments because they do not fit into the department's paradigm for comments.	10/18/2017 8:30 AM
148	In a k-5 school your growth model only accounts for 2 grade levels 4th and 5th. Over half of the letter grade is based on 2 grades. What about the other 3 grades?	10/18/2017 8:29 AM
149	Growth should not be based on a curve. Either the students grew or didn't grow, but comparing one student to another is counter productive. Students should be compared to themselves only against the measurement criteria.	10/18/2017 8:16 AM
150	The measure of growth is critical especially for schools in urban and rural communities. A diverse school needs to be rewarded for the growth achieved by students. Changing the weight on this measure will continue to benefit schools located in wealthy neighborhoods and schools with competitive selection processes. The SES factor has to be recognized and growth is a measure. Keep the growth factor as is, especially at the K-8 level.	10/18/2017 7:30 AM
151	Students already in highly proficient that maintain highly proficient should be weighted (counted). It is challenging for students to remain highly proficient from year to year. Even small amounts of growth (less than 10 percentile points) should provide positive points for the school.	10/17/2017 10:09 PM
152	None. Keep as is.	10/17/2017 8:50 PM
153	None. The growth measures seem reasonable. The current distribution allows schools to be evaluated growing students and not just percentage passing which is more balanced for all schools.	10/17/2017 8:42 PM
154	Get rid of them!	10/17/2017 8:41 PM
155	Define cut scores to measure growth.	10/17/2017 8:16 PM
156	SGPs and SGTs are unreliable in measuring the actual growth of students. It only measures growth compared to other students. This is a ridiculous measurement.	10/17/2017 7:36 PM
157	Keep all growth measures as is, but possibly adjust the higher weight on the growth of the minimally proficient. I recommend HP at .50, P at .60, PP at .80 and MP at .90 or a similar adjustment. The higher weighing for lower proficient students should remain, but not to the extent that it is currently at.	10/17/2017 7:18 PM
158	How can school old	10/17/2017 5:51 PM
159	Keep the growth measures.	10/17/2017 5:38 PM
160	No refinements. It is appropriate to measure growth for FAY students and to measure with SGP and SGT.	10/17/2017 5:25 PM
161	Award schools points for improvement in the lowest SGP, the current way methodologically punishes schools with chronically underserved students.	10/17/2017 5:13 PM

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162	Provide data to LEAs that enables them to track student's growth. These measures make it difficult to target student for intervention because the metrics are out of the hand of the LEA.	10/17/2017 4:53 PM
163	None, I like this model.	10/17/2017 4:52 PM
164	Move to a criterion referenced growth-to-standard model. The weightings are less of a problem than the method in which "growth" is being measured.	10/17/2017 4:52 PM
165	The 50% growth-30% proficiency model is flawed—not fair. Schools that had the highest proficiency in the state should have as much of a right to an "A" as a school with 34% proficiency that gets an "A." As a former inner city principal, I wanted my students to achieve equally to the students performing at the highest level, not a "handicap" score like in golf to give them a false sense of accomplishment. Will businesses want employees performing at high proficiency or at high growth? It should be at least both equally. In addition, the SGP has a flawed model. Three students all at high levels where the lowest could theoretically get zero points because of their "comparison group" when they are actually very proficient is punitive. Finally, try to explain this convoluted formula to parents—even very educated parents.	10/17/2017 4:41 PM
166	Use actual percentiles rather than just four categories. An upper MP is much higher than a lower MP, for example.	10/17/2017 4:31 PM
167	Very fair—growth is why we teach...all other factors are secondary.	10/17/2017 4:27 PM
168	It is CRITICAL to keep growth points as a majority of the formula. Schools should be rewarded for improving students in lieu of marketing to highly proficient students.	10/17/2017 4:14 PM
169	Keep the focus on growth for K-8. Don't increase the weight on proficiency as growth is most important. It also helps mitigate the correlation between letter grades and poverty levels.	10/17/2017 4:03 PM
170	It is crucial to keep the same test and to not keep changing it if we want to compare growth. Also SPED plays a huge roll in this.	10/17/2017 4:01 PM
171	None	10/17/2017 3:53 PM
172	Growth points are critical but the formula is too complicated to explain to parents regarding their specific child. Does not take into consideration other factors that might impact growth points obtained (SPED, EL, poverty, etc.)	10/17/2017 3:42 PM

Q2 SUGGESTED REFINEMENTS TO K-8 ACCELERATION MEASURES

Answered: 161 Skipped: 93

#	RESPONSES	DATE
1	<p>The extra points given in the area of the 3rd grade minimally proficient ELA scores is invalid for most charter schools, especially if they bus their students. Charters have no control over where their students come from and how low their skills are. When you have a highly transient population which is very typical in high poverty populations you see a lot of movement in and out of schools. When you do not have the luxury of having a set group of kids who are within a certain district set of boundaries that will typically continue through your school from K to at least 6th grade, then you do not get the expected consistency for your third graders. In the case of charter schools, many of our students come from schools where the child was not successful, had issues or were "counseled" to leave and attend a charter. We also get a lot of kids that were home-schooled. They come to us very far behind and a year is not usually enough time to get them caught up. Since we have no control over where they were the year before 3rd grade, it is invalid to measure minimally proficient growth. Our third graders change year to year and many come from outside our school so this is an unfair measure for charter schools. Also, no school, public or charter, has control over the ability levels of any specific class of third graders from year to year. Some years you may have a class with several high ability kids and other years you have a high number of low ability kids, it is never consistent, therefore I feel this is a totally invalid measurement of any school's growth for any measure. The chronic absenteeism measure is also not fair to schools. No matter what great programs you create to incentivize attendance, the families that have chronic absenteeism are NOT going to change, for the most part. The more pressure and problems you present to them for not attending school, the more they cause you problems, or they pull their kids out and leave or in the case of kids 16 or older, they just drop out! Many of our problem families in this measure will take off many weeks for a funeral (high poverty families have a lot of these), extend their winter and spring and fall breaks extra weeks to stay in Mexico or go to see relatives, etc. We also have parents who keep their older kids home to babysit, help with the sick and elderly and work for their parents. Sending in the truant officer doesn't help, and incentives are not big enough to change their motives. High poverty families view life very differently and convenience is of the utmost importance to them. Remember many of these families are on public assistance and do NOT work, therefore they do not have any schedule they have to follow, so keeping kids home or out on longer family visits is very easy for them to accommodate. I think a better way to reward schools for good attendance would be to look at their overall ADM and base it on that. The Special Education measure would be ok if it did not use a 7% population requirement. This will only push schools to direct more kids into SPED rather than work hard to get them out. A school does not get to choose how many students they have in Special Ed, the students are placed there based on the needs of the students. Therefore, to place a minimum percentage required to be in SPED does not make sense.</p>	11/6/2017 9:59 PM
2	Chronic absenteeism is generally a parent issue and should not reflect on the school.	11/6/2017 12:12 PM

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3	<p>Grading schools on the percentage of Minimally Prof. students they have in 3rd grade ELA is ludicrous, because in a charter school you take in students from large amounts of districts and your population is continually changing. You have no control over who enrolls in your school in the 3rd grade that year and typically charter schools get the students who are NOT making it in public schools or who have been home schooled(Most home schooled kids that we have taken in over the last 17 years, have all been significantly behind grade level). Also, with the advent of more time spent on electronics in the home, especially in the high poverty homes(believe it or not, they all seem to have money for ALL their kids to have smart phones)kids are NOT utilizing books at home. Again, as I already mentioned in the growth scores response, students living in poverty, have much more limited language skills and it takes much longer to get their Reading proficiency levels raised.(I myself and my Principal are both Reading Specialists.) Plus our school is actually teaching Science and Social Studies, whereas from information I have gathered from many other teachers and administrators, many schools have all but eliminated these subjects, and if they are taught it is in a very limited fashion. With ADE and the Feds placing all this emphasis on STEM and hands on learning in these subjects, the opposite is being tested. Many teachers I have interviewed, said their old schools only taught Math and ELA all day long so they could get their scores up. This shouldn't be the affect of this grading system. It should not force schools to abandon all the research on "good" teaching methodologies and force them to "teach to the test". Over the long haul, this does not create critical thinkers and life-long learners who will be able to go out into the world after graduation and solve problems. Ask anyone in industry-they will tell you most college graduates today cannot think creatively, cannot problem solve and are not able to be placed into the work force until they have gone through extensive on the job training. I know for a fact that the engineers hiring on at the Palo Verde Nuclear Plant do not do engineering work until they have been through 3-5 years of training, yet when my husband took his engineering job there 34 years ago, he started engineering right away. We need to grade and give points to solid STEM and other learning programs in the K-8 schools similar to how the new system adds the CCRI points in grades 9-12. Also, the chronic absenteeism points should be abolished, because no matter what you do to try to decrease this, parents in high poverty homes base their decisions on what is easiest for them, for that day. We give away free ice cream every Friday to all students who came to school every day that week. Yes, it helps and has kept our attendance rate above 96% with 100% testing as well, BUT when a family wants to keep their child home to take care of a sick adult or babysit or go on a trip or stay in Mexico longer on one of the breaks, or go to a funeral for over a week-they will do it without a care in the world that their kids are missing school. IT IS JUST NOT IMPORTANT TO THEM! So, why is it fair that the school get punished for something out of their control? They shouldn't. The families that have this type of problem only get angry and keep their kids home more, when you call them about it. We even participated in the cuts program and cited parents, all they did was cause more problems and then just moved schools.</p>	11/6/2017 1:01 AM
4	Continue.	11/5/2017 4:05 PM
5	<p>In larger districts, students in need of more special education supports are sent to particular schools, where there are self-contained classrooms designed for their needs. These schools may be disproportionately penalized by the use of inclusion as an acceleration measure. While inclusion is a goal, it requires resources to which not all districts have equal access, due to disparities in funding. Also- why was math chosen for certain grades but not others, and why math rather than English language arts (maybe the reason for this has been articulated elsewhere and I'm not aware of it)?</p>	11/4/2017 9:06 PM
6	<p>The 5 - 8 should also be scored on a comparative model than increases in those scoring proficient. Therefore, schools that demonstrate proficiency from one year to the next will still attain points in the proficiency and not be docked for lack of growth.</p>	11/3/2017 4:33 PM
7	<p>Some of these measures aren't applicable, thus leaving some schools unable to collect bonus points.</p>	11/3/2017 2:29 PM
8	<p>I agree with the acceleration measures; however, once a 80% or higher proficiency rate is met, points should be awarded for maintenance not just improvement. The state also needs to provide additional resources for school resource officers and counselors if attendance is to be factored into the equation and/or hold parents more accountable to get their children to school.</p>	11/3/2017 1:29 PM
9	<p>SPED seems a bit odd, but I understand the intent.</p>	11/3/2017 10:25 AM
10	<p>Continue use of poor data will confuse the public when label are given, taken back and delayed. Pubic perception is already low, when data is inaccurate causing tentative labels it creates a lack of trust.</p>	11/3/2017 8:46 AM
11	<p>If Grade 3 is a target year, we need funding for preschool/early childhood programs to help the disadvantaged students/families.</p>	11/2/2017 4:54 PM

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12	Make this easy to interpret.	11/2/2017 2:35 PM
13	I am a high school administrator and don't know enough about it to provide feedback.	11/2/2017 8:55 AM
14	1. Decrease Grade 3 MP: This is good and should remain. We need to have a reasonable score once you get down to 5% in that group. Let's be honest, getting all students out of that level may simply be impossible. Let's reward schools who got their MP down to 0-5%. 2. Chronic absenteeism: This was a terrible measure to put into place. Yes, we should all work to lower this, but the reality is the Court System and Police system WILL NOT put any teeth into truancy. High poverty areas are riddled with this issue and simply cannot control parents. Yes, the children DO want to be at school, but without parent support that won't happen. Please remove chronic absenteeism. 3. SPED Inclusion: This is based on a coding structure in the SPED department. We need to have a secondary code for all SPED students that directly relates to this measure. The current SPED code is outdated and does not accurately report this measure. This MUST be fixed before next year. 3. Subgroups: This initially looks good, I like it and think it is important to always look at your subgroups; however, smaller schools and districts toward the international border simply do not have an N-count large enough for multiple ethnicities. Now all of a sudden this measure is not so good for smaller schools. It is quite possible that a school might only be eligible by N-count for 1-2 subgroups. The thinking in this measurement is good but lacks equity.	11/2/2017 8:42 AM
15	Does not apply to 9-12 Acceleration Measures	11/2/2017 7:42 AM
16	SMART analysis should be used rather than a test that most people with four-year, degree and above, have difficulty navigating.	11/1/2017 11:02 PM
17	how is it decided on chronic absenteeism this is not clear to schools who explained the criteria for disabilities. There needs to further online trainings for teachers to understand what is being used Not sure why are using inclusion of students in sped in this formula. This does not make sense	11/1/2017 1:48 PM
18	50	11/1/2017 7:41 AM
19	Data are skewed without considering the whole person.	10/31/2017 5:40 PM
20	Eliminate the absenteeism requirement. That is a social problem for which the school has zero control. Likewise, eliminate the special education measure. Schools have zero control over who is in special education and how those students will respond to various measures taken to improve their proficiency against the standards.	10/31/2017 5:39 PM
21	I like the acceleration measurement categories. If anything, I would weigh it at 9 or 10 percent of the score. Those students can greatly impact the overall proficiency percentage.	10/31/2017 5:34 PM
22	EOC testing is not encouraged in this model. Our school reached 100% proficient in Algebra - we are now faced with the task of maintaining 100% for the full five points. There is no in between, all or nothing. Schools who do not qualify for these points have ten points taken from the "points possible" on the scale, incentivizing school to drop advanced programs to make other points count. Inclusion model creates an incentive for schools to inappropriately place students in something other than the least restrictive environment in order to garnish additional points. Bonus points reward schools with high populations of SPED students, could it also become an incentive to qualify more students? Decrease in absenteeism also creates incentives to find ways to drop students even for a time....cease to count towards FAY.	10/31/2017 3:18 PM
23	Schools can be penalized, and as a result, discouraged from if they choose to have a greater proportion of middle school students take the high school AzMERIT Math test. Points for decreasing chronic enrollment is a great idea, but schools achieving substantial improvement and success in this area are working themselves out of the opportunity to earn these points.	10/31/2017 3:12 PM
24	Because schools are only awarded points based on measures they are eligible for relying on n-count limits, schools should only be responsible for those measures they are eligible to receive points. Either the 10 points should be prorated, or schools should have their total "points out of" value reduced to reflect points they aren't eligible to receive. Measures the rely on year over year improvement should have thresholds that recognize that beyond a certain level further improvement is unnecessary.	10/31/2017 3:00 PM
25	Hmmmm.....looks like this encourages keeping students in SPED or over identification, Is chronic absenteeism defined at 10% absences.....seems like this encourages schools to push students out if they incur absences. AZMERIT math i would bet works better for schools with students who are not FRL! Subgroups.....hmmmm if same subgroup of 20 I wonder how smaller schools would benefit?	10/31/2017 1:32 PM
26	Consider including Fine and Performing Arts	10/31/2017 1:29 PM

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27	Some aspects of chronic absenteeism are out of the school's control. Example: those students with Chronic Illness Forms completed and signed by a medical professional--how are we able to "overrule" a certified medical opinion about not attending school. Also, the inclusion model works for some students but not all and we must always follow an IEP.	10/31/2017 12:56 PM
28	These increases or decreases are judged by what? Is it literally any increase or decrease? Is the increase or decrease measured in proportion to the affect that it has (what is the difference in a 2% change to a 1% change)? What is defined as chronic absenteeism?	10/31/2017 11:27 AM
29	Clarify the coding for special education student placement during the day. We're unsure about the fields from which the data was pulled.	10/31/2017 11:18 AM
30	what attracts people to public schools over charter or private is the arts. Most smaller charter or private schools can not support an arts program like band, choir, art and music but public schools are well established in those areas, include them in the label.	10/31/2017 10:04 AM
31	This growth model does not address the AZ. state law's direction to consider other multiple measures such as achievement in the arts. The arts are required to be taught in K-8 but the model does not reflect that. And the arts are specifically recognized as part of a well-rounded education in ESSA. This model will disadvantage students who wish to study the arts as schools may direct students to take accelerated math because the school will receive more points. The HS model should account for sequential completion of arts study at the accomplished or advanced levels according to the standards. And if schools offer AP or IB classes or students are taking concurrent college classes in the arts, these should be counted as they are for math, science etc. Otherwise the model is not equitable and punishing student who choose the arts. The arts do have assessments that can be used for this.	10/31/2017 9:52 AM
32	Having growth and achievement rolled up into one 'letter grade' is the opposite of transparent and understandable for parents. Provide a dashboard instead that truly helps us comprehend these two different ways of looking at the data; lumping them into the grade confuses the matter.	10/31/2017 9:50 AM
33	Chronic absenteeism is sometimes subject to the effectiveness of law enforcement in a city or county. This seems unfair if a school can't get law enforcement to follow through with the law in chronic situations. Junior high kids taking high school math don't seem to count in favor of a middle school. How can the formula be fixed for that?	10/31/2017 8:52 AM
34	none	10/31/2017 8:00 AM
35	Measure to be created involving students' growth and performance within the fine arts subjects	10/30/2017 8:06 PM
36	Please consider a school and a District Arts offering's for students and the consistency of Arts Programing from K-8 be factored in to the Elementary Model	10/30/2017 6:54 PM
37	There is some concern over sustained measures which focus more on a grade level rather than cohorts of students. My recommendation is that schools can submit data from their MOWR programs to track and trend student achievement by cohort, rather than try to quantify an apples to oranges approach to measurement.	10/30/2017 3:07 PM
38	I would suggest that points not only be given for decreasing these measures. I feel that points should be given for meeting a specific target OR decreasing in a measure.	10/30/2017 1:12 PM
39	None	10/30/2017 1:08 PM
40	Chronic Absenteeism data is not accurate.	10/30/2017 12:25 PM
41	The refinements in this area should include specified targets for each area. For example, schools should receive points for chronic absenteeism or meeting a specified target. The term "decrease" is narrow and sends a message that we should be careful how students we serve in each area.	10/30/2017 12:04 PM
42	Schools with high percentages of Highly Proficient and Proficient students in 3rd grade should be able to earn points in this category.	10/30/2017 9:37 AM
43	It is evident that majority of students are not reading at grade level. These students are passed to the next grade level. Retention of these students has to be enforced. Sped students need extra help and an aide assigned to them.	10/28/2017 9:29 AM
44	A-F grading system does not take into consideration special needs students. I know you give 1 or 2 points for having a specialized program on campus, but most of the self-contained students should not have to take AZ Merit tests. Most, definitely bring scores down.	10/27/2017 1:45 PM
45	N/A	10/27/2017 1:29 PM

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46	Schools who have very low SPED students so they can't show the inclusion growth that you want, should not be penalized	10/27/2017 12:58 PM
47	This again rewards upwardly socially mobile community scores. Absenteeism is a reflection of family and community culture NOT of the school's efforts. Are teachers supposed to drive around and pick kids up and bring them to school. This is ridiculous. The subgroup stat is incredibly skewing. If a school has 1 Native American and that 1 student misses school regularly or does not take the standard tests the school rating is disproportionately skewed. Should schools ignore the welfare of most students to make sure a small handful show up and do well. This is a special kind of dysfunction the system appears to want to create	10/27/2017 12:55 PM
48	None.	10/27/2017 8:42 AM
49	I don't know that all the focus on standardized testing is beneficial to students. What about project-based learning and arts integration which are known to improve critical thinking, real world application, and team work? These are also value able skills for our students. I like the measures in this section that encourage inclusion of students in special education into general education classrooms.	10/26/2017 10:55 PM
50	Bonus points should be given for student achievement in other subjects such as foreign language, arts etc.	10/26/2017 12:26 PM
51	Chronic absenteeism is not always a fair judgement. For example, one of our students was diagnosed with leukemia and has had months of treatments. Yes, he is chronically absent, however, we have kept his learning process moving forward. Also, in many cases, it is solely the PARENT'S fault. The school's hands are tied, no matter what they do! That is not a realistic measure. The method of special education measurement is not a fair measurement. We are nearly 100% of Indicator A (out less than 21%), yet, we do not get points because we don't have enough special education students. So, despite doing it "right", we get no points.	10/26/2017 10:49 AM
52	Not within my area of teaching	10/25/2017 7:34 PM
53	This largely seems like a repeat of the "Proficiency" and "Growth" categories. Measuring increases in students scoring proficient = growth and proficiency rates = Proficiency. Additionally, the growth of subgroups is measured twice - once here and once in "Growth." It seems like a measurement should only be measured once.	10/25/2017 4:07 PM
54	Chronic absenteeism shouldn't be a factor. School sites shouldn't be graded on this. If students don't show, it is a double hit on the school, with a low score on AzMerit because the student missed the teaching and for the absenteeism.	10/25/2017 10:00 AM
55	I don't understand how all of this group of measures are related to each other.	10/25/2017 9:34 AM
56	No comment.	10/25/2017 8:46 AM
57	Chronic absenteeism can be solved by parents more than schools. Disciplinary action by the school for absenteeism only creates students who avoid school to avoid the discipline. Our school is full inclusion into the general education and I have not seen points added to our score for this. Where can this be found?	10/25/2017 7:55 AM
58	?	10/24/2017 5:08 PM
59	50%	10/24/2017 3:16 PM
60	These categories can sum up to more than 10, which causes some schools to ignore the rest of the measures once 10 points have been achieved via subgroups. Thus, too many schools are getting 10 out of 10, and do not take this section seriously. Rather, every possible acceleration/readiness factor should contribute to the sum of 10. Chronic absenteeism is a huge indicator of how well K-8 students will perform and the quality of a school (whether it has bullying or other factors that will make students not want to go to school). Thus, chronic absenteeism should be weighted more highly. Additionally, discipline data should be used somewhere in this model, as the effective use of discipline for rehabilitation and prevention of disruptive behavioral problems should be considered in school quality. This could look something like decreasing the number of out-of-school suspensions, or the number of reported infractions at a school. And of course, the number of students who repeat a grade should be measured somewhere. Acceleration/Readiness seems like a good area for this.	10/24/2017 3:08 PM
61	Require charter schools to accept and appropriately serve the needs of both high incident and low incident disabilities; no more "cherry picking" their students and creating an unfair advantage for charters.	10/24/2017 2:06 PM

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62	Thank you for targeting a decrease in chronic absenteeism. This is a very important component in helping students be successful.	10/24/2017 12:59 PM
63	Keep!	10/24/2017 12:50 PM
64	Suggestion might be to award points to schools with a low minimal proficient student ratio in 3rd grade. Rewarding schools for their hard work in preparing students from K-2. As far as absenteeism, how do you make a parents bring their child to school? We all understand the importance of attendance. Maybe this would be better as a bonus point for schools that implement a program specifically to drive down chronic absenteeism.	10/24/2017 12:26 PM
65	eliminate retention practices for 3rd grade children. It's demoralizing.	10/24/2017 12:19 PM
66	I agree with the K-8 acceleration measures to determine the schools' letter grade labels.	10/24/2017 9:57 AM
67	If a school is already at the top, they can't keep improving their scores. All they can do is maintain, yet you penalize them. Schools are being punished for being consistently good. Isn't that the opposite of what we want?	10/24/2017 9:43 AM
68	By definition on AZELLA a student is not proficient if designated ELL. That is not about the instruction but about the readiness of the studnets in processing English. If one year you receive a lot of monolingual or PE/B students you may get the AZELLA growth points, but will still most likely have students in MP category. for my school that was 25% of our third grade as ELL students. It seems a handicap in being rated on AZMerit. Our students made the AZELLA growth points.	10/24/2017 7:40 AM
69	Schools should be rewarded for the percentages of students who are taking high school level English, math, and science courses and demonstrating proficiency. There are other alternative assessment measures allowed at the high school level, and these options should be available at the K-8 level.	10/23/2017 1:32 PM
70	Subgroups should be based on total population demographics, like percentages. 20 students for each subgroup per school seems like an arbitrary number. Subgroup points should also be differentiated based on percentages. Getting 2 points for having 400 in one subgroup and 2 points for having 20 in another also seems arbitrary.	10/23/2017 10:25 AM
71	The measure is unclear to me	10/23/2017 9:59 AM
72	I appreciate that there are many options for acceleration. This category should hold more weight.	10/23/2017 9:34 AM
73	The potential problem I see is when a school gets to a low % of students minimally proficient in 3rd grade and then receives a cohort that includes several struggling students. Judging a school based on cohort's reduction doesn't make sense as it's not comparing kid to kid. I believe it should be "decrease or below 5%" to not fault schools that have a low percentage one year. The same is true for chronic absenteeism.	10/23/2017 9:25 AM
74	As I understand this, some schools have 20 points available and some only have 10. Schools that have 10 available have to get 100% of their acceleration measures in order to get the 10 points. For schools that have all 20 points available, they only have to achieve 50% in order to get all of their acceleration measures.	10/23/2017 8:43 AM
75	The acceleration measure of mathematics for students in 5th-8th grade concerns me. I believe that this could have the potential to have students who are not truly ready for this acceleration placed in these programs to ensure these points are earned. I am also concerned with elementary schools having the available qualified staff and resources to provide this opportunity in the same fashion as unified districts. I believe this creates an unintended inequality for elementary districts.	10/23/2017 6:56 AM
76	If we want students in special education programs to increase their proficiency in a main streamed classroom, why are we not limiting class size? We know that the more students in a class, the less time a teacher can spend with higher needs students. It seems as if we are setting up the few trained and dedicated teachers we have left to fail. Maybe we need to put aids in classrooms to help the special needs students achieve and maintain proficiency.	10/22/2017 9:14 PM
77	You need to take into consideration those students with chronic illnesses and severe physical disabilities. These students tend to miss 20-40% of the school due to no fault of theirs or their families. Schools should not be held accountable for those students and there needs to be an exemption process for those students. They should not count towards the chronic absentee rate.	10/21/2017 8:33 PM

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78	In small and/or rural districts not all subgroups are present. Our district houses 1 single gifted program at 1 elementary for all students. The other elementary schools lose the majority of their gifted kids to this 1 school, which happened to be the only A school in the district under the preliminary scoring. I also question why we are setting a limit on inclusion of special education students. With open enrollment, many parents of special needs students elect to have their students at one elementary where their child can receive small group or one-on-one pull out services. We cannot play a game of percents when it comes to educating children for the sake of being able to earn "points" for a letter grade to avoid public scrutiny.	10/21/2017 1:24 PM
79	How is this measured in a 7-8 middle school?	10/21/2017 12:16 PM
80	Schools should earn points for consistently high student attendance. My school consistently has 95% attendance rate which makes it highly challenging to earn points. The acceleration measure should be a higher percentage at the middle school. There should be more points for 8th graders taking high school math courses as well as the Algebra EOC test.	10/21/2017 10:07 AM
81	The inclusion of students acceleration model rewards schools with 7% or more sped included for 80% of their day in regular education classes. For 6% included, consider awarding one point instead of two or something acknowledging that the majority, still, is included. For my school, it was only the most severely handicapped that were NOT included for more than 70% of the day. Again, this could be considered in the calculation. Consider graduating this calculation so it's not an all or nothing award.	10/20/2017 9:02 PM
82	Instead of one grade the school should get a grade in each category.	10/20/2017 7:45 PM
83	Adjust SPED inclusion calculation to be based on the percent of students with IEP who are included in the regular classroom 80% or more of the time. As is, if a school's special education population is <7%, they cannot qualify for the points.	10/20/2017 5:55 PM
84	Include all special ed students (levels A, B, C) not just those that spend category A, 80%+. Schools that have high populations of students in self-contained settings where most students are categorized as B or C are being unfairly penalized even though those students are in gen ed classes and many take the AZMerit.	10/20/2017 4:08 PM
85	Thank you!	10/20/2017 3:57 PM
86	Acceleration is not necessarily a great idea from an elementary stand point. 8th grades that have to go to the HS to take algebra may cause scheduling issues. At my school, I have at least 5 kids that could have passed our exam to get them to the high school program. However many of them are involved in student leadership and with other activities and school that part of the program (leadership) happens in the morning. In order for our eighth graders to go to take algebra they would miss leadership opportunities. Many of them knew this and blew off Our placement exam. A strong school culture is important and our kids love being in eighth grade. Acceleration should be a schoolwide/district initiative where algebra is taught in eighth grade. In regard to AZ merit and move on when reading, the assessment is too rigorous and metric changes in cut scores seem to be an annual issue. Acceleration/ readiness does not really make sense in the way it is measured	10/20/2017 3:28 PM
87	K-8 proficiency percentage of 25% should be lowered.	10/20/2017 3:09 PM
88	AZMERIT a one time test. Did anyone want to ask the schools where their data is? How are they providing growth and proficiency. You continue to give wealthy school districts advantages even over the poor as evidenced in computer only testing.	10/20/2017 1:10 PM
89	The dates for FAY year in special education should be later than October 1st. Subgroups are not explained to us - what subgroups are you speaking to?? Schools who have self-contained special needs programs are punished because those kids are not fully included due to their disabilities.	10/20/2017 1:00 PM
90	Simplify. These add-ons seem like an attempt too many special interests. They are all important, but so are a myriad other things we can quantify. The subgroups, if I understand it correctly, tracks particular ethnic groups. There are many ways to group human beings (socio-economic, age, geography) that all impact learning. I don't understand why ethnicity requires particular attention.	10/20/2017 12:57 PM
91	10%? Why not just say, "None of this matters to us." Because that's what this says to anyone paying attention!	10/20/2017 11:59 AM
92	Could you add acceleration points for advanced science as well as math? What about points for a robust foreign language program?	10/20/2017 11:53 AM
93	Keep these acceleration measures. Teachers and principals working with students in poverty or underrepresented populations need to be able to be rewarded for movement in a positive direction with these students.	10/20/2017 11:45 AM

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94	Additional measures like music performances, athletic and artistic opportunities as well as extended day learning.	10/20/2017 11:39 AM
95	There seems to be some confusion on 5-6 math and whether or not this is all growth (increases in proficiency) or just growth in EOC. The current formula states: The intent of this metric is for schools to annually increase their percent proficient of grades 5-8 students taking HS EOC math. Some schools have been advised that the only credit given for growth are students who are working at a higher level.	10/20/2017 11:32 AM
96	None	10/20/2017 10:57 AM
97	Do not penalize schools for absences from students that are suspended. The majority of the absences at my school were from suspensions. This cost me 2 points.	10/20/2017 10:41 AM
98	Use elements of effective school ratings from CNA to award points.	10/20/2017 10:34 AM
99	None at this time.	10/20/2017 9:12 AM
100	Leave as is...	10/20/2017 7:12 AM
101	How does this work for small schools that are 7-12 grade? Or for stand alone middle schools? It seems that the 3rd grade ELA measure does not reflect what a middle school, or a 7-12 school is doing. They have no control over what the elementary is doing. A suggestion is to develop a middle school stand alone measure.	10/19/2017 3:16 PM
102	Please consider changing the dates on inclusion data to January 1st. We have students who are in the process of moving to inclusion, but we were unaware of the October date. The date in October is already past, so we lose the opportunity to earn those points.	10/19/2017 3:04 PM
103	These seem appropriate. Thank you for your efforts to include measures other than high-stakes test scores into this process.	10/19/2017 12:53 PM
104	Absenteeism is not really in the control of the school or district. There are not resources to enforce students attendance.	10/19/2017 12:33 PM
105	Our acceleration should not be measured by the AZMerit testing. We are individuals, not a standard test.	10/19/2017 10:25 AM
106	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:32 AM
107	Each cohort is different. Providing points for a decrease in MP for grade 3 is comparing apples to oranges. Instead, we should be looking at the cohort decrease and providing points for that. I would like to hear how many traditional elementary schools actually qualify for the 5, 6, 7, 8 math EOC points. This feels like it was specifically included to reward specific schools that are not inclusive of all students.	10/19/2017 9:09 AM
108	The measures as currently presented place importance on growth, so it appears that we are trying to assist a certain group of schools appear better than they are while penalizing good schools for doing the job the correct way.	10/19/2017 8:28 AM
109	Chronic absenteeism should not be placed on schools, this is a parent issue, school do their best in trying to get students to attend school. When parents do not ensure that their child gets to school whether they are sick, woke-up late and do not have a ride or decide they do have to attend, this should not weigh on any school or district itself. Schools with special education students whether 1% or 9% should be awarded points because most of these students are not going to be proficient but as long as they grow at least 1% the school should receive points because they are learning.	10/19/2017 7:36 AM
110	Get rid of the test	10/18/2017 4:42 PM
111	How does any of this truly shed light on how well a school is performing academically. You're giving points to schools with FEWER English Language learners who are minimally proficient. Does this mean you are taking points away for those schools who have an increase? Public schools are not given the luxury of turning students away who might not be able to make the cut. Further, those students who are an increase in LA minimally proficient are likely to be higher in chronic absenteeism. So that's a double whammy against the school. Schools should be measured on the GROWTH and PROFICIENCY of the individual students. How many kids show growth over the school year? How many are showing proficiency? That is how a school should be measured with special concessions given to schools with a higher population of special education and students in SPED spending 75% of their day in GE classes.	10/18/2017 4:36 PM

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112	The State got this correct. This puts the Charter Schools on notice that the "difficult" students have value and pushes the Public Schools to mainstream struggling students as much as possible.	10/18/2017 4:15 PM
113	Again kids that are HP get points as long as they stay HP. For chronic absenteeism if the school has a low rate of absenteeism say 5% or less they automatically get the points. My school had 1.65 and stayed 1.65 and we did not get the points since we did not decrease. Decreasing from 1.65 is hard when the rate is already so low.	10/18/2017 2:36 PM
114	Keep the same measures in place; altering this now will only create more confusion for the parents.	10/18/2017 2:30 PM
115	Special education is important because AzMERIT does not accommodate special education students. Special education students tend to struggle as a group on the AzMERIT. To address schools with little "chronic absenteeism" keep growth but also set a threshold, say below 4%, to capture all the points.	10/18/2017 2:15 PM
116	Subgroup growth should only be evaluated if the school meets the minimum n value in BOTH years. Currently the system considers any subgroup with an n value lower than 20 to be at 0% proficiency (instead of NA) so if a school goes from serving 19 to 21 students in a subgroup, they will automatically receive growth points as long as at least one student scored proficient, even if the proficiency rate among the whole group actually decreased from one year to the next. It's a flaw in the underlying logic of the calculations. The A-F rating should also consider acceleration among student by determining how many students are taking an end of course exam rather than a grade-level exam and awarding points to a school based on that course/exam acceleration. Since these students' scores cannot be used to calculate school growth measures, the A-F accountability measure is incentivizing schools to keep kids in lower-level courses rather than accelerate them to higher-level classes. This could at least be offset through some addition of bonus points for acceleration.	10/18/2017 1:20 PM
117	Subgroups aren't counted unless there are 20 students. Small schools with 150 students would need huge groups to even be counted. Reduce n=20 requirement to a percent of school population i.e. 4% of school population could make up a statistically significant subgroup. Chronic absenteeism is hard to continue to improve each year. We reduced from 10% to 2%- it's going to be near impossible to continue to improve. Instead award bonus points for either a reduction or for below a certain percentage.	10/18/2017 12:51 PM
118	End the plight that is common core.	10/18/2017 11:52 AM
119	Students who require special education should not be spending 80%+ of their day in a general education classroom. You need to keep in mind that not everyone is the same. These students learn different than others. They need education that is refined to their needs that way they can succeed instead of fail because they do not understand.	10/18/2017 11:36 AM
120	Have curriculum that allows for success for all.	10/18/2017 11:34 AM
121	N/A	10/18/2017 11:27 AM
122	Get rid of the letter grade system in its entirety. It is too complex, not transparent and includes too many hidden algorithms.	10/18/2017 11:19 AM
123	Subgroups are intrinsically biased against smaller rural schools which tend to have a less diverse population with substantially lower numbers of ethnic subgroups compared to urban high population centers.	10/18/2017 10:59 AM
124	Just because special ed. students are in gen. ed. classes, doesn't mean they are being accelerated! Also, some schools have district sped. programs and that should not effect their score regarding the % of special ed students. Also, what about students with chronic illness excuses from their doctor. Are these students counted against the school's attendance? However, moving students from one category up to the next category is definitely a sign of growth/acceleration and should be part of the formula. Growth of subgroups is also an area that should remain part of the grade as well.	10/18/2017 10:57 AM
125	At a certain point, schools with already low absenteeism will be penalized by not being able to receive more points once they meet the goal.	10/18/2017 10:50 AM
126	none	10/18/2017 10:41 AM
127	It is highly unlikely that the average fifth grade student is adequately prepared for high school level courses. In pursuit of a better label schools will be pushing students to take courses in order to take EOC tests regardless of the appropriateness of the testing.	10/18/2017 10:38 AM

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128	How can you grade us for absenteeism. Shouldn't this a parent issue! You've already cut our budgets to the bone. We're running on duct tape and bailing wire as it is. This just shouldn't be on the table.	10/18/2017 10:06 AM
129	The # of ESS students required to show inclusion and population is ridiculous considering the entire goal of special education is to get out. Absenteeism has no true correlation to CCRC - and should not be used as an indicator. Proficiency is the goal, that should be weighed heavier.	10/18/2017 9:45 AM
130	Still not enough points allowed for growth, especially for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:44 AM
131	1. Decrease in Gr3 ELA for MP Students - we should get points for low/no/maintaining low numbers. 2. Decrease in chronic absenteeism - we should get points for low/no/maintaining low numbers.	10/18/2017 9:42 AM
132	Include students who are taking high school level classes in English and Math.	10/18/2017 9:33 AM
133	So school that, year to year, have low rates of all of the aforementioned are punished in a sense due to not being able to accumulate as many points? What's up with that?	10/18/2017 9:32 AM
134	Allow us as small schools to count our subgroups and other fields/values that are N=20+. We lost half of the pie (50%) in our HS letter grade because we are a small rural school.	10/18/2017 9:13 AM
135	None at this time. This looks good to me.	10/18/2017 9:11 AM
136	It seems like we are giving points to a very small percentage of students. I don't think there are many 5th and 6th graders passing Algebra Tests. Is that something we want to encourage anyway? Is pushing students beyond their developmental level appropriate?	10/18/2017 9:08 AM
137	Refine 3rd grade...My school is a 3-5 school. You are comparing last year's 3rd graders with this years 3rd graders. That is not fair!	10/18/2017 9:04 AM
138	When embargoed scores are released, also define a tentative "state average" for scores using that as a standard. Identify what subgroups were given points for growth.	10/18/2017 8:55 AM
139	Reduction in chronic absenteeism I see as a parent responsibility not a school's responsibility.	10/18/2017 8:31 AM
140	The suggested refinement would be to provide additional points for students who are accelerating in math, english or science. Students in middle school who are taking high school classes or students in 5th grade who are taking middle school courses.	10/18/2017 7:31 AM
141	Schools with few special ed. students will get fewer points. A school should not be punished for having few special ed students or with few disabled students. Putting emphasis on this is counter productive. We get the type of students that are available. To get extra points or points deducted based on special ed students or disabled students is not fair.	10/18/2017 6:30 AM
142	none	10/17/2017 10:10 PM
143	None. Leave as is.	10/17/2017 8:51 PM
144	N/A	10/17/2017 8:46 PM
145	Get rid of them!	10/17/2017 8:41 PM
146	Some schools can not earn all of the points possible in this category due to the demographic makeup of the school.	10/17/2017 7:37 PM
147	Keep as is.	10/17/2017 7:19 PM
148	So many more measures you could look at besides AzMerit!!	10/17/2017 6:55 PM
149	Keep targets, but don't penalize schools for absenteeism if their is a large number of migrants or the city is located within 50 miles of the border.	10/17/2017 5:41 PM
150	Eliminate the high school AzMERIT Math option. This disproportionately benefits a very small number of schools, mostly charter schools, that serve a population that is not reflective of the general population of students. It would be inappropriate for many, if not most, students in 5th or 6th grade to participate in a HS-level math course.	10/17/2017 5:27 PM
151	Create additional distinction s between k-5 and 6-8 programs.	10/17/2017 5:14 PM

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152	Set thresholds in EOC testing and if a site is above the threshold variance could be considered negligible. Also set a threshold with minimally proficient ELA Grade 3 in the same manner. Put outcomes with the SPED metrics. In other words it should be about having some percentage of SPED students and having end outcomes.	10/17/2017 5:01 PM
153	The SpEd measure needs clarity regarding how these students are identified and how the state pulls the participation in the GenEd classroom. Need clarity. Also need clarity regarding subgroups, who are they and what is growth (compared to whom)?	10/17/2017 4:56 PM
154	None at this time.	10/17/2017 4:52 PM
155	Fair measure...	10/17/2017 4:47 PM
156	There are 10 subgroups for ELA-10 for math. Lucky schools have all 10/20. Our schools only had 4 possible and some only 3. A school should not be at a disadvantage because of fewer subgroups. In addition, drop the minimum # of students per subgroup. You may only have 15 students and they are all showing growth—but it doesn't count. Some schools in this comparison are K-5, some K-6, some 6-8, some 7-8, some K-8--the number of grades included makes a difference. Again, not apples to apples comparison.	10/17/2017 4:46 PM
157	GET RID OF THIS MEASURE!	10/17/2017 4:32 PM
158	Proficiency rates of 25% or higher statement creates a unfair disadvantage for school who are serving at risk population. If their growth is high but had low proficiency, they are penalized.	10/17/2017 4:10 PM
159	This is a good start. We need more here to move away from strictly measuring schools based on AzMERIT scores.	10/17/2017 4:04 PM
160	None	10/17/2017 3:54 PM
161	Indicators and how the points and the number of points are not clear.	10/17/2017 3:43 PM

Q3 SUGGESTED REFINEMENTS TO COLLEGE AND CAREER READINESS INDICATOR

Answered: 140 Skipped: 114

#	RESPONSES	DATE
1	This is a great indicator and should be expanded to include other programs which contribute to Leadership and successful career readiness achievements. The only change is that ALL schools no matter how large your graduating class or N count, should be able to count their CCRI points. It really hurt our school to not get these points, we would have moved up another whole letter grade and with grad rate also included, we would have been an A school. This is highly discriminatory to not allow these points, no matter what your N count. The N count should be one(1). This measure is the only one not based on outside variables and are not linked to the AZMerit. It is one way a school could do a lot of good and be rewarded for it. We have had many of these programs in place for over 16 years and excel in this area and our 100% grad rate, but now have received zero credit for it. If you do not change this N count, you will de-incentivize schools to work on these measures and drop out rates will rise do to the lack of incentives to keep their grad rates high. Even if a school only has a few graduates, they could be the next brain surgeon, the next president or the next scientist. ALL students and their achievements are important and the State of Arizona needs to send that message- NOT the message that because you are a small school, you do not matter! CHANGE THE N COUNT TO ONE(1)!!!! People do judge schools by their grade and then they look at program offerings. Charter Schools especially must maintain higher grades to gain students and continue to get funding. We also must maintain a specific grade to be allowed to function under the Charter Board rules and can get our license revoked very easily and quickly. The public schools do not exist under that strict scrutiny and have much more room and time to improve, they do not get shut down except in extreme, extreme circumstances! Therefore, every point counts for charters or we don't exist! We don't have the luxury of just existing in a certain area where students will automatically attend your school because it is their district. We have to go above and beyond and constantly prove ways that we are better than the public and private schools to keep kids!	11/6/2017 10:19 PM
2	nothing at this time	11/6/2017 12:12 PM
3	I like the scoring system for college and career readiness.	11/6/2017 10:23 AM
4	Schools should be allowed to get points for their students even if they do not have 20 graduating seniors. The n count should be one. We spend a lot of time and funding on our high school programs in these areas and have been doing this for many years. It has helped us have a good graduation rate, keep our kids in school and guided them into college and the military. This year we were not allowed to enter any points because we always have a small graduating class. This is NOT fair and we would have had a good deal of points with this and grad rate, enough for us to be at a minimum of a B school and possibly an A. (We have been an A school in the previous years before this new system.) You definitely need to let all schools get their points for this field, otherwise it is highly discriminatory.	11/6/2017 1:07 AM
5	To be completely honest, I'm finding this difficult to understand-- with more time, I might be able to figure it out and give more meaningful feedback, but nothing really to add right now.	11/4/2017 9:08 PM
6	I have managed federal college prep grants and the data is nearly impossible to collect for CLEP, ASVAB, and other outside agencies. The access to this data is limited. The idea to collect the data is good, however, the practicality and reality of it is limited in scope.	11/3/2017 4:35 PM
7	Although a pretty great list, again these aren't always options available to students for example they may be in a socioeconomic condition that restricts access.	11/3/2017 2:38 PM
8	I am not at a high school, and do not feel that I can fairly provide feedback in this area.	11/3/2017 1:30 PM
9	Seniors not just graduates	11/3/2017 10:26 AM
10	The basis of all of this is on potentially inaccurate measures . All of this confusion and lack of direction is detrimental to schools and public perception.	11/3/2017 8:48 AM
11	I believe this is a good indicator, but schools struggled to collect data without knowing ahead of time what was needed.	11/2/2017 8:15 PM

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12	Way too complicated—FAFSA requires personal information to be submitted.	11/2/2017 4:58 PM
13	Too complex. Keep it simple but effective.	11/2/2017 2:35 PM
14	Despite earning a high score in this category, our school has been denied having it count towards our label since we fall below the 'N' number. Our first graduation class was just 11 students and all were accepted to a four - year college or university. What a victory for a brand new Title I school. What a travesty that the credit was denied to our learning community due to an arbitrary 'N' number....	11/2/2017 9:04 AM
15	This measure does not apply to my current situation.	11/2/2017 8:42 AM
16	To include the arts: Dance, Theatre, Music/Band, Choir, Art, Photography, etc. Dance also includes National Honors Society for Dance.	11/2/2017 7:44 AM
17	Remove this completely from the scoring as it is to objective.	11/1/2017 11:06 PM
18	WE are a small high school and so we do not get these points so the points do not matter thus I think it should be taken out for small schools and we should not be penalized for not getting these points. Once again this was not approved at the beginning of the year so we had no idea what we were being graded on. So frustrating to have all of this thrown at us and not being able to know the details in time to let staff know.	11/1/2017 1:51 PM
19	70	11/1/2017 7:46 AM
20	The bonus point calculation is not done well. I had students who graduated with 30 college credits versus a student who took one college credit sand a year at EVIT that received a higher score don to the bonus point. Who is more prepared for college? Also certain tests like tha ASVAB don't get taken until after high school which makes it nearly impossible to track. I believe that each category should be worth more. A student with the college diploma who has passed AZ Merit, taken multiple college classes should get the highest points. So should a student who has successfully competed an EVIT type program am that has their certification. Both students are above average in their preparedness. They shouldn't have to do both to get the bonus point to then get the score possible. Plus it needs to be out of 20 points and not 15 for transparency reasons.	11/1/2017 6:49 AM
21	Split college and career readiness into separate categories and give separate scores based on the school type. College and career readiness are two completely different pathways with competing measures. For schools that are college preparatory and do not offer any form of CTE, having a separate college readiness score would give a more accurate picture of that school's effectiveness in preparing students for college. Likewise, schools that have CTE and college-prep pathways could earn two scores that differentiate their effectiveness in each area.	10/31/2017 5:44 PM
22	This will "work" as well as any variation...	10/31/2017 5:41 PM
23	No where in this document are we encouraging enrollment in the arts. Research has proven that students in visual and performing arts are creative thinkers and problem solvers. Businesses look for employees with these skills. No wonder high school counselors don't discourage students from taking arts classes. It doesn't earn them an "A" rating. Instead they have CTE pushed down their throats. I know - I've had 3 of my own children who experienced this as freshman. They didn't want to take a Career/Technical course and yet they all graduated with honors and went on to complete college and careers. We are NOT just about getting kids ready for careers and college. We are supposed to be helping students become well rounded individuals who can appreciate the differences in the world around them. Art is the key.	10/31/2017 3:20 PM
24	none	10/31/2017 3:18 PM
25	There should be points awarded for students who have enrolled in an institution for post-secondary education. This could be calculated as a year-over-year improvement value (with a threshold) that is added as a bonus point.	10/31/2017 3:03 PM
26	Stop with the blue and red	10/31/2017 1:32 PM
27	The blue and red points makes sense to keep track between career readiness and college prep, but so if a student gets 1 indicator point, red or blue, the school gets 8.5 points total (7.5 + the bonus? point) from that student? And if they accumulate 2+ indicator points, the school gets at least 17 points (15 + 2 or more bonus) per student? Then are those numbers added up and compared school to school? How is that number or calculation then added into the 20% score of the school?	10/31/2017 11:42 AM

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28	The arts prepare student for career and college better than most subjects including CTE. The arts teach students collaboration, creativity, commitment, risk-taking, all the 21st C skills. Businesses identify the creativity and innovation as top requirements for employees.	10/31/2017 9:54 AM
29	CCR is a WONDERFUL and MEANINGFUL addition to the accountability model. I know it is not as easy to collect the data and calculate it right now, but as a parent, this really matters to me.	10/31/2017 9:51 AM
30	We need to know if we have to self report for this year or not as we should be tracking this somehow now. Schools were informed that we would be self reporting only in the first year.	10/31/2017 8:53 AM
31	Add fine arts classes	10/31/2017 8:46 AM
32	none	10/31/2017 8:00 AM
33	To include measurements that are an infraction of public rights to privacy/choice should not be allowed—such as the FAFSA. Also, the data collection for all of these elements takes away from the time we need to help prepare students.	10/31/2017 7:49 AM
34	no music????	10/31/2017 7:01 AM
35	Visual and performing arts should be added in this indicator as well.	10/30/2017 7:54 PM
36	Arts education programing should be included within the scoring model. Points should be awarded for the program completion sequence in an equal manner to CTE for Music and Visual Arts	10/30/2017 6:58 PM
37	We should have known this information a year before the assessment that determined school grades.	10/30/2017 6:45 PM
38	Please add Fine Arts courses in a sequence to the red indicators. Students that are highly involved in fine arts (band, choir, drama, piano, dance, etc.) should be considered for the red indicator if students take them in a sequence like CTE courses. Many of these students are unable to take CTE courses due to their involvement in fine arts.	10/30/2017 5:03 PM
39	There is absolutely no indicator related to the Arts. So many of our students are prepared in their high school Fine and Performing art classes for post-secondary Arts opportunities. So many student excel in this area and it NEEDS to be included in the readiness indicator. We are doing a huge injustice by leaving out an entire population of students who focus on arts and not CTE during their high school career! Do not leave these kids out!!	10/30/2017 5:01 PM
40	What about students who take all 4 years in a fine art class like dance, theatre, music, or any arts class? These are another way to assess intelligence. what about students that go on to higher level art classes? All performing and fine art classes use higher level thinking skills.	10/30/2017 3:45 PM
41	This is a fair metric for measuring student readiness at the College and Career proficient level. Again, I believe that all students should have skills development in these areas as part of the standards, and there should be a sort of crosswalk between the standards and career-based skills in the 4 C's of 21st Century readiness to optimize and action these data points.	10/30/2017 3:09 PM
42	No comment	10/30/2017 1:16 PM
43	None. This is a great addition to what AIMS didn't do. The AzMERIT test measures growth and proficiency. However, there is more going on at the secondary level and this gives schools an opportunity to prove they are providing a curriculum that meets both college and career indicators.	10/30/2017 1:10 PM
44	I would like to see the arts included in the scoring process somehow. Maybe the number of students enrolled in arts classes?	10/30/2017 12:51 PM
45	Why use red and blue?	10/30/2017 12:25 PM
46	No changes	10/30/2017 12:04 PM
47	Inclusion of students who explore more artistic areas of CTE such as technical theatre, lighting/sound design, Media Arts, Film, Broadcast, and advanced AP Fine Arts Classes.	10/27/2017 3:55 PM
48	A-F grading system does not take into consideration special needs students. I know you give 1 or 2 points for having a specialized program on campus, but most of the self-contained students should not have to take AZ Merit tests. Most, definitely bring scores down.	10/27/2017 1:46 PM
49	N/A	10/27/2017 1:29 PM
50	This seems an excellent measure of actual individual student achievement and should weight heavier in school rating. This is something schools can actually control outcomes on	10/27/2017 1:17 PM
51	fine	10/27/2017 12:59 PM

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52	None.	10/27/2017 8:45 AM
53	Nothing prepares students for life and career better than the arts. Points should be given for concurrent arts courses taken at colleges and for honors, AP and IB courses. ESSA states a well-rounded education.	10/26/2017 12:30 PM
54	When ASFAB is administered results are returned to students and reviewed with them.	10/25/2017 7:36 PM
55	Small schools (less that 20 graduates) do not receive any points. Why???? We had 3 students in college classes, most of our students go to college after graduation and we get no credit for this. Small schools may not have resources or funding for these extras-again-penalized.	10/25/2017 4:19 PM
56	This is ridiculous. Period. A student equal to or greater than 2 is a goal? Demeaning and ridiculous.	10/25/2017 4:10 PM
57	It is really CTE heavy why couldnt the arts be a part of that, if they complete two years with an average grade of B or better.	10/25/2017 11:42 AM
58	Love the idea... It just takes a lot of effort to collect the information. It also penalizes schools with less resources a.k.a. SMALL high schools. How many ended up with "A"s?	10/25/2017 10:03 AM
59	This seems like a very time consuming review for the school to put together for self-reporting. Small schools probably don't have the staff to do this. What will they not be able to do because they are doing this?	10/25/2017 9:37 AM
60	Lower Internship requirement to 100 hours.	10/25/2017 9:01 AM
61	For our school not including Gen Ed classes other than English,Math,Science, and social studies is punitive in nature to students working on their associate's degree. All classes 100 level and above should be included.	10/25/2017 8:37 AM
62	Please take into account the money required to provide these programs of study. There isn't staffing in CTE to accomodate all the students who want to take those classes now. We have no more classroom space nor the computers, nor the WiFi strength to serve the students we already have in those classes. In order for students to complete a sequence of CTE classes we would need funding for staffing, space, and computers.	10/24/2017 5:12 PM
63	This seems like a great system, and recognizes that college is a risky/costly endeavor that is not for everyone. High schools that dedicate resources to technical careers are recognized, and high schools that teach both college and career readiness are similarly rewarded.	10/24/2017 3:11 PM
64	Making the scoring equitable for all learners in all learning environments throughout the state of Arizona.	10/24/2017 1:30 PM
65	There should be some consideration of internships that students complete apart from test scores and CTE enrollments to account for students who simply do not have time within the school day to meet all of these.	10/24/2017 1:15 PM
66	There is incredible weight given to CTE courses while other courses that enrich life and offer possible career paths (Performing and Visual Arts) are neglected except for successful completion of courses at the AP level. Two years of successful work in a performing or visual arts class should also count for points.	10/24/2017 1:02 PM
67	increase points for CTE classes and include points for how many students sit for college-level exams.	10/24/2017 12:20 PM
68	I agree with this indicator.	10/24/2017 9:57 AM
69	Not applicable at my grades	10/24/2017 7:41 AM
70	This is so arbitrary it seems ridiculous. Additionally, trying to input all of the data puts a huge burden on the schools.	10/23/2017 8:44 AM
71	There is a concern on the burden this indicator places on Districts. Another concern is how the data submitted is verified at both the District and state levels.	10/23/2017 6:59 AM
72	Provide funding to high schools to hire someone to collect the data for these self reported items.	10/23/2017 3:51 AM
73	Why not bring back shop class and metal work classes. Not everyone is cut out for college but that doesn't mean they won't be successful. Ma y people are mechanically inclined, but may not test well. Where do they fit in?	10/22/2017 9:17 PM
74	Are these self-reported? Where is the accountability on that?	10/21/2017 1:25 PM

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75	Accountability	10/21/2017 12:17 PM
76	Middle schools should have the opportunity to earn these points if CTE pathway Exploratory classes are offered.	10/21/2017 10:08 AM
77	Do n-scores figure into the high school model? Elementary and middle cannot consider any population without a minimum of 20 students, so it seems unfair that the high school level should be able to apply credit when a threshold is not met as far as the numbers populating a group. And I don't understand how earning an A, B, or C in a CTE class should count toward anything. I agree that credentials in a CTE area should count for additional points, but when one looks at a week's grade distribution across a high school campus, CTE classes don't typically have an abundance of grades below a C. Another thing is that 20% of a high school's letter grade is information that is self-reported whereas NO part of K-8 schools are self-reported. Younger students could be credited for community service projects that lend themselves to creating a richer resume. This could begin being tracked in the middle grades through ECAP participation. It doesn't all start in high school.	10/20/2017 9:14 PM
78	Instead of one grade for the school, each category should receive a grade that is reported to the public.	10/20/2017 7:46 PM
79	Include all students in the graduation cohort.	10/20/2017 5:56 PM
80	I will say this 1 million times. ADE and the A to F ad hoc committee is defining college and career readiness as specific course success. The definition of college and career readiness is not about a class it is about the way classes are planned, designed, and the way instruction is implemented. Rigorous learning in any classroom is considered college and career ready. Please review the definition that is brought forth by CTE websites and other educational research. All students should be able to add scores to their school success. They don't need to take a CTE course in order for this to happen. Arts education, foreign language, and other 21st-century coursework would lead this way along with CTE courses in schools. This is a political issue and by the way funding is that a screeching halt. Rely on all school programs in the high school to be better and prepare for successful College and career readiness.	10/20/2017 3:32 PM
81	Indicators are good!	10/20/2017 3:09 PM
82	Holding schools accountable for a parent filling out the FAFSA is not fair. Students are not able to fill it out without their parents. That is like issuing grades to a student based on if their parent signed a form.	10/20/2017 2:50 PM
83	STOP....lets stop pushing the schools to go more in debt and allow them to become the schools of preparatory and academic achievements. From the looks of this, every Charter school will need thousand more dollars to compete. We are lucky to have Charters in AZ. The competition has even made the wealthy districts look at the charters. Now you push even more bureaucracy upon charters with no more income than a 1%. Start over.	10/20/2017 1:14 PM
84	I have not looked closely at this section.	10/20/2017 12:57 PM
85	When one student in a CTE course, who also takes the appropriate college readiness assessments can be worth as many as 3 points all by themselves you have a problem. Is it just possible that high schools are rating higher than K-8 because you have so many bonus points available?	10/20/2017 12:03 PM
86	Our district is an elementary K-8 district.	10/20/2017 11:46 AM
87	Put more emphasis on this and not the AZMerit test	10/20/2017 10:57 AM
88	NA	10/20/2017 10:42 AM

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89	I do not find the College and Career Readiness Indicator to be relevant to a school's success at all. It seems as though it is an invasion of privacy to students after they have completed their High School careers and begin starting on their lives. Yes, students will report this to their schools if they are proud of their achievements; and - wish to report them. To make this part of a school's success seems as though an over-reaching of typical school bounds. I notice there are points added for a lot of things within this indicator. However, playing Devil's Advocate, what if a student runs into issues? For instance, a student has unfavorable encounters with law enforcement? Or something else of that nature? Will a school lose points? All areas have to be considered. This could potentially over-inflate a school's letter grade if a school has high activity rates within any of the fields listed. It would be the equivalent of awarding bonus points which would infalte a course grade so high as to allow a student to pass without mastering the coursework. Same is true here. A school could have an over-inflated grade with sub-par performance elsewhere in the metrics. This indicator is unnecessary. My refinement would be to remove this indicator.	10/20/2017 9:34 AM
90	N/A	10/20/2017 7:13 AM
91	This is one of the best things I have seen, but implemented completely unfairly. If the schools n count is below twenty, then none of this counts. A small school that does the same work in providing student with CTE classes, encouraging ACT participation, meets board of regents suggestions, and all the other college and career ready indicators does not get to count it just because they only have 16 students graduate. That leaves a small school without the ability to earn those points. Please do not punish small schools, and change the n count to zero. Let all schools and all students get credit for all the work they do.	10/19/2017 3:19 PM
92	LOVE this idea, but it is VERY time consuming to collect this data. Please help us with a system for collecting this data.	10/19/2017 3:05 PM
93	Thank you for these efforts to include measures other than high-stakes test scores into this process. Unfortunately, many of these measures are nearly impossible to track accurately. Further, no safeguards are in place to mitigate against a school over-reporting.	10/19/2017 12:56 PM
94	I am unclear as to why students can only earn 1 point in the category if they complete more than two. Schools should also earn more for those students.	10/19/2017 12:39 PM
95	IGCSE should be weighted equal or greater than the AZMerit, as it is more rigorous and requires critical thinking	10/19/2017 12:35 PM
96	LEAs need help with gathering this information. Use Accuplacer as an example. We will have the scores of our students who take the test for our dual enrollment courses but not for those students who take it on their own accord. If ADE were to work with these organizations to compile a master list of all data including the student SAIS number we would then be able to get an accurate and comprehensive list for all of our seniors giving us a more accurate CCRI score. Relying on students and their parents to provide us with proof on their performance after the fact (when it doesn't really matter to them) is proving to be problematic which results in an inaccurate CCRI score, not to mention a significant amount of work time dedicated to this task.	10/19/2017 11:04 AM
97	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:32 AM
98	These are self-reported scores. How do you ensure that districts and schools are accurately reporting these numbers? These indicators need to be verifiable. I would also like to see a correlation between letter grades and median red/blue scores.	10/19/2017 9:11 AM
99	Schools need more exposure to these in the earlier years such as middle schools. Most middle schools do not have a wide variety of electives that students are exposed to encourage them to seek these different paths. All students are not make for college.	10/19/2017 7:43 AM
100	My school offers three types of diplomas but none of them would qualify for any of this even though students have to perform at a high level and complete extra course work to earn the higher diploma. Why do IB students get rewarded but other are not? You should not be picking and choosing which diplomas are better simply because the IB program has a criteria for their diploma. My school has a criteria for a Master Diploma but that is not on here. Seems biased.	10/18/2017 4:44 PM
101	Since this is "self-monitoring" it allows for mistakes and misuse. If the State only uses self-reported data and it doesn't "go through" any system of checks and balances, it will be misused.	10/18/2017 4:16 PM
102	Keep the same measures in place for 16-17 letter grades; These letter grades have already been released to the media and the public. Altering this now will only create more confusion and lower the trust of the ADE for the parents.	10/18/2017 2:31 PM

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103	How are these indicators validated? Might it be problematic to have schools self-reporting data for such a high-stakes accountability system? What is the recourse for schools that report invalid data?	10/18/2017 1:23 PM
104	IB exam cut score is 5, but students can earn college credit in-state with a 4. IB cut score should be 4 for CCRI.	10/18/2017 12:33 PM
105	You cannot keep judging the success of students based on tests and diploma's. Is it the easiest way? Yes of course it is because all a test really is, is a percentage of answers the student got correct on a screen. You cannot judge the knowledge of a student based on a number. Even diploma's, you can not base a student's career readiness on a diploma. There are many people out there more competent and prepared for a job straight out of high school rather than someone with a 4 year degree. It is all dependent on the person. For the last 3 years I have been a police explorer outside of school, and I am almost positive I am more prepared for a career in law enforcement than someone who has sat in a classroom and passed some tests, I have life experience in my favor. Instead of using tests on general education, you need to focus on the career path the student wants to take on. Someone may not be good in math, but they may be great in the field that they want to go to. Arizona needs to be the first state to put the students wants before the general education needs. Test the students in subjects based on their future career path. Get survey's from the teachers and ask the teachers of the student how they feel about the students real world readiness.	10/18/2017 11:36 AM
106	Include guidelines for special education students.	10/18/2017 11:35 AM
107	N/A	10/18/2017 11:27 AM
108	Allow for students who are program completers in more than one program. Get the finalized information to schools in August rather than April. It took hundreds of hours to collect the data.	10/18/2017 11:20 AM
109	Another very convoluted formula, however, since I work in an elementary school district and not a high school, I will leave this critique to the folks with more knowledge regarding this criteria.	10/18/2017 11:07 AM
110	Schools with less than 20 students in a category/ graduating class are inelegible. It should be based on a per student basis not if there are more than 20 graduating seniors.	10/18/2017 10:59 AM
111	I liked this	10/18/2017 10:42 AM
112	In order to administer tests like the SAT and ACT, schools have to be acceditated. Many charter schools find the process to be onerous from a financial, time, and personnel point of view, therefore they don't pursue this. If a school isn't accredited then their students are required to test in other locations, thereby depriving the school of directly reported information from the testing organizations. As a result, we must rely upon students providing their schools for us to report. It is often difficult to capture this information fully or accurately, therefore reducing the score for the school.	10/18/2017 10:41 AM
113	All good here.	10/18/2017 10:06 AM
114	There is no mechanism in your scoring system for college or work (post grad + 12 month) success rate. AZ student drop out rate from college is comparably very high. No alumni survey available/included in scoring. No market survey available.	10/18/2017 9:56 AM
115	This is so ridiculous! What do high school administrators and counselors recommend that is a) easy to understand and b) reflective of learner potential	10/18/2017 9:47 AM
116	I don't understand why elementary schools should be scored on strict, limited criteria, and high schools get credit for a student filling out a form, or for so many items that cannot be readily, independently verified. It seems the scoring integrity is not reliable.	10/18/2017 9:45 AM
117	Still not enough points allowed for growth, especially for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:44 AM
118	The self reporting is very challenging for rural school districts who lack the staffing required to do it.	10/18/2017 9:36 AM
119	Simplify this formula if possible.	10/18/2017 9:25 AM
120	You made school fill out the massively complex spreadsheet even though you knew we couldnt count this area because again, N did not equal 20 or more! Make it a percentage of your campus enrollments to be fair! Stop hurting small rural schools!	10/18/2017 9:14 AM
121	This is laborious for schools to track but overall I think this is a good way to determine if schools are preparing students for college and career readiness.	10/18/2017 9:12 AM

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122	We have to remove the N count. If the AzMERIT Results are valid for an N count of less than 20 then so are all the other indicators.	10/18/2017 9:09 AM
123	This appears to be an accounting nightmare for HS staff. Surely there is a simpler way!	10/18/2017 8:32 AM
124	None suggested. The current list is extensive, I believe we should let this measure play out for a few years before refining. How can we refine a measure that has not yet been tested for effectiveness?	10/18/2017 7:33 AM
125	none	10/17/2017 10:12 PM
126	None. Leave as is.	10/17/2017 8:51 PM
127	NA	10/17/2017 8:42 PM
128	Make this section less convoluted. ACT and SAT paid for by State. Drop FAFSA and ASVAB requirements.	10/17/2017 8:21 PM
129	no change	10/17/2017 7:20 PM
130	The CCRI excel file was time-consuming and arduous to complete. This could be simplified by tracking three metrics: percentage of students enrolled in post-secondary coursework (Clearinghouse report); percentage of students enlisted in the military (Military report) and percentage of students in the workforce (self-report).	10/17/2017 5:31 PM
131	No changes needed besides improvements in data quality and data flows to the ADE.	10/17/2017 5:02 PM
132	None, this gives high school students to have their CTE participation and success count towards the school label.	10/17/2017 4:54 PM
133	Take out the items that not all schools are lucky to have. Schools without JTEDs because their voters won't approve the .05 tax should not be penalized. Parents who do not want their students to go into debt and have their private information compromised should not have to have their students complete a FAFSA for points. And then there is the issue of schools self-reporting.....	10/17/2017 4:49 PM
134	N/A I am not a high school district and not informed enough to provide quality input	10/17/2017 4:47 PM
135	GET RID OF THIS MEASURE. Or at least make its weight lower.	10/17/2017 4:33 PM
136	I like this part because not all of Arizona's students are going to a four year college. A true high school is preparing students for their future not someone else.	10/17/2017 4:05 PM
137	This is good. It may need refinement, but it is good to try to include other measures besides AzMERIT.	10/17/2017 4:04 PM
138	None	10/17/2017 3:54 PM
139	Remove the items from self-reporting that are already collected by ADE, as this increases the burden on school districts.	10/17/2017 3:45 PM
140	Self reporting issues and access to a fair number to earn the 1.0 point and how to communicate the point to parents is complex.	10/17/2017 3:44 PM

Q4 SUGGESTED REFINEMENTS TO BONUS POINTS

Answered: 133 Skipped: 121

#	RESPONSES	DATE
1	Again this does not make sense unless you are a school specifically designed for SPED students(Deaf School/Autistic school). This also sends a message to larger districts to place all their SPED kids in one school(which many already do this) so you can get the extra points. This also allows them to create higher point structures in their other schools because now all their sped kids are in a separate school and their scores which are mostly lower than non-SPED kids are not counted against them in those other schools. This creates higher scoring schools except for the one SPED school. That is very convenient for larger districts, yet cannot be utilized by one school districts/charters. Therefore, they get an advantage all the way around. Again, this is NOT good for the kids in the SPED school because now they are not in classrooms with a normal population and the other schools are missing that SPED population which should be part of their diversity in a school which should mirror society.	11/6/2017 10:58 PM
2	nothing at this time	11/6/2017 12:13 PM
3	80% is too high, why not 1 bonus point for 10% and 2 for 20%? Most school will not even come close to this bonus point system	11/6/2017 10:30 AM
4	This should be deleted, you can't control how many students enroll in your school that are Special Education, unless you are a school designated for Special Ed.	11/6/2017 1:42 AM
5	Continue.	11/5/2017 4:06 PM
6	I'm not sure what is meant by this... does this mean that students in special education remain enrolled the entire year? (When I read it, it looks like there are bonus points for having 80% of students enrolled in special education, which doesn't make sense...?)	11/4/2017 9:28 PM
7	WHAT! So it behooves a school to enroll students in special education? 80%! Specialty school I am assuming?	11/3/2017 2:44 PM
8	I agree. Special education students require extra support that can pull resources away from other students, so these schools have to spin their wheels twice as fast most of the time.	11/3/2017 1:36 PM
9	Again, I understand the intent but odd...	11/3/2017 10:28 AM
10	Take the time to refine data and vet a good label system.	11/3/2017 8:49 AM
11	fine	11/2/2017 9:53 AM
12	My school received 15 bonus points this year yet I was only allowed to use 10 in my scoring. No one knows about the five extra points I received and it did not assist my score.	11/2/2017 9:16 AM
13	The bonus points should be a bonus and not included in the current 102% calculation. First, figure out a system based on 100 points and then, at the end, add in the 2 BONUS points. (Emphasis bonus)	11/2/2017 9:05 AM
14	None	11/2/2017 7:46 AM
15	None	11/1/2017 11:10 PM
16	Why is this important? our population is mobile, I don't understand why we have to use this at all in the formula.	11/1/2017 2:08 PM
17	60	11/1/2017 7:49 AM
18	"...greater than or equal to 80% of the current year state average of full academic year students enrolled in special education." What? Why would that merit a bonus? This statement is unclear at best.	10/31/2017 5:53 PM
19	None.	10/31/2017 5:44 PM
20	I suggest 3-5 bonus points. A fair system should recognize school populations with a high number of SpEd students. Those students have wide ranges of special needs that can adversely affect other students' learning on a daily basis.	10/31/2017 5:36 PM

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21	If a school doesn't have any special education students or students on 504's or IEP's, they should lose points. This will ensure that Legacy and Basis Charter schools would be put on an even playing field with public education.	10/31/2017 3:41 PM
22	The effort to give credit for serving special education students is appreciated, but there is great diversity among the types of disabilities and the 2 bonus points based on the proportion of special education students barely begins to reflect the true difference in test scores among schools due to the specific special education students they serve.	10/31/2017 3:20 PM
23	none	10/31/2017 3:19 PM
24	None	10/31/2017 3:10 PM
25	Are we encouraging over identification?	10/31/2017 1:37 PM
26	Yes and thanks!	10/31/2017 1:02 PM
27	Schools get bonus points for enrolling special education students? Are we assuming the scores will be lower on tests so they need the bump?	10/31/2017 11:48 AM
28	arts	10/31/2017 10:06 AM
29	This is a confusing element; why are we giving points just for population size in a model that only awards results in all other areas? Also, the fact that small schools fail to have access to these points, because of their size, seems unfair.	10/31/2017 9:57 AM
30	Points for enrollment in arts classes, AP and IB class, concurrent college classes.	10/31/2017 9:57 AM
31	This is still a good direction to move. No suggestions here.	10/31/2017 8:54 AM
32	If the school has 80% special education students 2 points will do nothing. They shouldn't even be in this A-F system. This scale painfully hurts any school with a high special ed population.	10/31/2017 8:53 AM
33	none	10/31/2017 8:04 AM
34	How can you penalize schools for the amount of students in SPED? Charter schools send their students to the public schools because we can provide services—they do not.	10/31/2017 8:03 AM
35	pay teachers more. none of this means anything without quality motivated teachers	10/31/2017 7:03 AM
36	Bonus points for students enrolled in the fine arts and/or after school programs and extra curricular activities which further educational growth	10/30/2017 8:09 PM
37	Add bonus points to schools who accomplish a high rate of growth that is similar to how the Colorado Growth Model worked. Those schools who grow students to Proficient from Minimally Proficient in one year should receive additional bonus points.	10/30/2017 3:11 PM
38	No feedback	10/30/2017 1:17 PM
39	None. I think we are supposed to educate everybody. These bonus points are appropriate for all the public schools that don't "select and sort" SpED students out of their schools.	10/30/2017 1:13 PM
40	Include performing and visual arts somehow	10/30/2017 12:51 PM
41	Great Idea! Too many schools coach students to find schools that are a better fit. The reward for providing a public education to all students should be higher than two points.	10/30/2017 12:31 PM
42	This is an important addition. It speaks to the state of Arizona meeting the needs of ALL students.	10/30/2017 12:06 PM
43	Bonus points should be given to schools who provide high quality Arts Education opportunities for their students as outlined by state statute. High School students enrolled in AP Fine Arts Classes should be allotted a bonus point.	10/27/2017 4:04 PM
44	Should we be setting quotas in special education?	10/27/2017 3:15 PM
45	Self-Contained students should not have to take these tests.	10/27/2017 1:47 PM
46	N/A	10/27/2017 1:35 PM
47	this seems an attempt to reward schools with more challenging students but rewards schools who inflate this stat by putting students on plans and it will be gamed very soon	10/27/2017 1:19 PM
48	It seems that a school with more SPED students or minorities can actually score higher than that of a high achieving school that doesn't have this type of students. The letter grade is then skewed.	10/27/2017 1:04 PM
49	None.	10/27/2017 8:51 AM

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50	Schools should get bonus points for having programs that are known to benefit students but not recorded elsewhere: Arts: Music, Theatre, Dance, Technology... , Passing Physical Education Tests...	10/26/2017 11:01 PM
51	Either this question is a misprint or the State is hugely encouraging massive special ed placements! Or, out of context of the actual form, this statement can be misinterpreted.	10/26/2017 11:01 AM
52	None	10/25/2017 7:53 PM
53	This might encourage schools to enroll students in special education rather than truly taking into account individual needs --and should not be worth any points. It has nothing to do with achievement.	10/25/2017 4:14 PM
54	This question is not correctly written. At the k-8 level, it is 7% of the sped population attending in the regular classroom environment 80% of the day. 9-12 grade is that we have at least state average of sped students placed in sped. It would be much better to give these points in the growth model. Why can't we have a different improvement model for sped students? Less then half actually pass AzMerit. Why not give points for sped students who might test minimally proficient, but they still showed growth from the previous year.	10/25/2017 10:22 AM
55	Does this really show that a school is performing better because they have a higher special education population? Or what is it that the "grades" represent?	10/25/2017 9:44 AM
56	For a very small school not including SPED student below 20 is not fair	10/25/2017 8:37 AM
57	Maybe separate gifted students as well	10/24/2017 9:20 PM
58	?	10/24/2017 5:14 PM
59	What about title one or ELL population	10/24/2017 3:17 PM
60	This is a great addition, and helps to even the playing field for schools with high SPED populations.	10/24/2017 3:16 PM
61	Bonus points can be passing mandatory classes to extracurricular activities.	10/24/2017 1:31 PM
62	Gifted education should count in this number.	10/24/2017 1:16 PM
63	As I mentioned before, the bonus system is great for some schools. I do think it could be expanded to close the unfair gap the point system has created for small and highly-performing schools. I support bonus points for schools that stay at the the top, have a small percentage of minimally proficient 3rd graders and high percentage of students that are say 25%-30% above state passing rates.	10/24/2017 12:48 PM
64	I agree with this indicator.	10/24/2017 10:00 AM
65	Instead of bonus points, offer those schools bonus money. We don't fund special education (or really, any education) well enough in this state.	10/24/2017 9:47 AM
66	If you don't have a self contained special Education class at your site then you do not have a chance for the 4 SpEd points. It may be that students are at a neighbor school in th eDistrict where services can be consolidated.	10/24/2017 7:47 AM
67	I think this should be within a certain range (i.e. +or- 2%) of the average as opposed to equal or more. Making it equal or more encourages over diagnosis of Special Education students.	10/23/2017 10:30 AM
68	this is a comparative measure, so schools have to "compete" to enroll more ESS students or transition students to ESS to try to reach the goal?	10/23/2017 10:03 AM
69	How are we as an organization able to predict this? Where would we find this data?	10/23/2017 9:47 AM
70	This doesn't even make sense to me.	10/22/2017 9:23 PM
71	Does this negate the 7% in inclusion? Why 2 points? Is 2 points enough to make up for the lack of proficiency that is likely seen in a school with a large population of special education students?	10/21/2017 1:29 PM
72	I don't even understand what this means.	10/21/2017 10:13 AM
73	Again, the all-or-nothing approach to these points seems to punish schools who take advantage of RTI-type interventions to limit the number of students identified as sped. Even so, what if the special education population represents 70% of the current year state average? Should that not be awarded some consideration?	10/20/2017 9:45 PM

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74	Parents & the public understand report cards and that students don't get the same grade in all subjects. Instead of one grade, the school should receive a report card with a grade in each category.	10/20/2017 7:48 PM
75	No suggestions.	10/20/2017 6:00 PM
76	Again count all categories of special education students not just students that spend 80%+ of the day in gen ed.	10/20/2017 4:10 PM
77	I find it offensive that students in special education are considered something outside of the General education system. The idea of "bonus" just means that they need to be smarter than other children who do not have a disability. This is offensive and it ridiculous consideration. Look at the data 75% of students in special ed or failing the state test. The 25% or more than likely on an IEP for speech and communication. Again allow all children and opportunity to do what they can do, and strive in their passions, to add to their school success.	10/20/2017 3:41 PM
78	Read last comment	10/20/2017 1:16 PM
79	The date needs to be moved until later in the year due to students who just got into the programs. If you have a self-contained classroom and those students have a disability that puts them into category b or c, the school is punished for having those programs.	10/20/2017 1:00 PM
80	An all-or-nothing binary system does not capture the impact any number of students with IEPs can have on a school's test scores.	10/20/2017 12:59 PM
81	Why are bonus points only available to 9-12?	10/20/2017 12:37 PM
82	I'm not sure that I understand the rationale behind these bonus points?	10/20/2017 11:49 AM
83	This is a great and equitable measure as we educate all children in free appropriate public education regardless of disabilities.	10/20/2017 11:42 AM
84	None	10/20/2017 10:58 AM
85	Let the percent be adjusted as needed based on the students IEP	10/20/2017 10:43 AM
86	none, this is a good indicator.	10/20/2017 10:37 AM
87	None	10/20/2017 9:41 AM
88	Our middle school does not have enough SpecEd students to make grade. Our feeder schools gave up with the SpecEd process as it has become unwieldy and ineffective. Also, I have grave concerns about penalizing schools by removing principals when grades are not met. We are a rural district and have a much more difficult time finding and keeping teachers. Teachers must be asked to change subjects and fill in as needed. Changing principals as well as trying to fill positions (such as science) is very difficult.	10/20/2017 8:14 AM
89	None	10/19/2017 3:15 PM
90	Excellent idea in general. These points should vary, based on the % of SPED students.	10/19/2017 1:01 PM
91	This should be lowered to 50%.	10/19/2017 1:00 PM
92	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:33 AM
93	The cut scores were implemented with the bonus points included. If these are truly bonus points, then cut scores should have been established without these included. There needs to be clarity on the numbers and when those numbers are established.	10/19/2017 9:14 AM
94	SPED students should not be required to take tests that are not at their level of ability. If a SPED student is reading at the 2nd grade level but is in the 10th grade WHY are they taking the 10th grade EOC test when they cannot even read at that level and then they fail it and it hurts the schools overall grade. My school only has 30 students in our whole 10th grade. If 3 of them are SPED, odds are there are, then 10% of the tests I am graded on are not even at the ability level of the student. Who benefits from this? NO ONE	10/18/2017 4:49 PM
95	That depends....does Special Education mean only those with disabilities or does it include those who are gifted? This is undefined by this statement.	10/18/2017 4:49 PM

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96	Although the idea is good, perhaps the "percentage" of special needs students should be included in the equation. I.E. if you are Charter X in a community where the public school has 17% special needs students and the Charter has 2%, and they are all LD or Speech, that should be a red flag that they are coaching out students or not serving the population. There should be a penalty when they don't reflect the community.	10/18/2017 4:22 PM
97	Keep the same measures in place for 16-17 letter grades; These letter grades have already been released to the media and the public. Altering this now will only create more confusion and lower the trust of the ADE for the parents.	10/18/2017 2:32 PM
98	Critical to keep in order to recognize the additional needs and demands in supporting students in special education. Hopefully, all schools will actively encourage the enrollment of students in special education.	10/18/2017 2:21 PM
99	Bonus points for acceleration among students into End of Course exams (instead of grade level exams). What is the incentive for moving students out of Special Education? It seems like this motivates schools to keep students in Special Education even if they no longer require the services.	10/18/2017 1:43 PM
100	Allow more bonus points- we are doing little things well without credit	10/18/2017 12:59 PM
101	All for points for students that are exited.	10/18/2017 11:36 AM
102	This whole system is ridiculous.	10/18/2017 11:21 AM
103	Again, not sure why this is a factor. Students either qualify for a service or they don't. Schools should not be encouraged to consider other factors when deciding a students qualification, services, or placement.	10/18/2017 11:20 AM
104	Biased against small schools, should be based on per student	10/18/2017 11:05 AM
105	none	10/18/2017 10:47 AM
106	You should take points away from schools who don't have special education students or whose special education populations are less than or equal to 50% of the state average.	10/18/2017 10:20 AM
107	All good.	10/18/2017 10:06 AM
108	NO! The GOAL of special education is to get OUT of special education with appropriate scaffolds, supports, accommodations and modifications for success. My school had FULLY INCLUDED students with primary disability of Autism and the state made an ASSUMPTION they were NOT included, thus taking the learners OUT of the formula.	10/18/2017 9:49 AM
109	Is this penalizing K-8 schools twice for low special ed counts? Because those schools would have already lost points in the acceleration section.	10/18/2017 9:48 AM
110	All bonus points should be counted instead of a maximum of 10. This is the only area of parity for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:46 AM
111	THIS is my favorite part of the entire scoring process!	10/18/2017 9:41 AM
112	NOne	10/18/2017 9:33 AM
113	Seems unfair to give points to schools that have no control over whether or not students are enrolled. I would eliminate all points that schools have no control over.	10/18/2017 9:18 AM
114	This should be kept in the program.	10/18/2017 9:13 AM
115	This is very confusing. Are we encouraging kids to be placed in Special Ed. or giving credit for their growth in Sped.	10/18/2017 9:08 AM
116	No refinements suggested here.	10/18/2017 8:40 AM
117	None	10/18/2017 8:04 AM
118	Again, getting penalized for having few special ed. students.	10/18/2017 6:38 AM
119	none	10/17/2017 10:13 PM
120	No refinements needed.	10/17/2017 8:54 PM
121	None. Leave as is.	10/17/2017 8:53 PM
122	Keep dreaming!	10/17/2017 8:27 PM

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123	How is that fair to schools that specialize in helping students who have special needs?	10/17/2017 7:40 PM
124	no change	10/17/2017 7:22 PM
125	This indicator seems to suggest that schools get points for having a high special education count. Is this to offset the lower scores many of these students receive on testing? 2 points is definitely not enough to offset the scores!	10/17/2017 5:46 PM
126	Account for outcomes as well.	10/17/2017 5:07 PM
127	None, I like that the high number of special education students, within a school, can be taken into consideration. They do have an impact on achievement.	10/17/2017 4:56 PM
128	Very important for forcing schools to work with special needs students...not sure how severe disabilities can be averaged.	10/17/2017 4:53 PM
129	SPED students should have a separate AzMERIT test.	10/17/2017 4:45 PM
130	This starts to help. There still are too many schools who don't have to worry or work with SPED kids. The finances to have these students are greater.	10/17/2017 4:14 PM
131	There should be more bonus points for schools with even higher SPED rates. Perhaps 4 points if the school has 120% of the state average of SPED enrollment.	10/17/2017 4:09 PM
132	None	10/17/2017 3:54 PM
133	??? what does this mean bonus points for students in special education?	10/17/2017 3:47 PM

Q5 SUGGESTED REFINEMENTS TO n COUNTS

Answered: 116 Skipped: 138

#	RESPONSES	DATE
1	This is the most negative piece of the entire grading system and is highly discriminatory. This definitely needs to be changed to an N count of one(1). As I have already discussed, all graduating classes should be counted for Grad Rate and CCRI points. Many of our programs are all geared for that end result of a graduating senior being motivated to go on to college, a Tech school or join the military and in the end become a productive citizen. If you discount all these small school graduating classes, then altogether you have discounted many graduates who are just as important as the kids who graduated from a class of 1,000. The incentive for schools should be to continue creating great programs for high school graduation and CCRI programs and gain their points for doing so. NOT de-incentivizing them by not allowing their points. It will be a great loss for America if these graduates and their schools do not get their just rewards like everyone else. Also, many small schools may quit doing a lot of these programs because they don't see any payback in the point structure and therefore decide to place their time, effort and funding into the areas where they do get points. That would then diminish the programs available to students in smaller schools and therefore have more far-reaching negative implications than meets the eye or paper. LOWER THE N COUNT to One(1)!	11/6/2017 10:58 PM
2	nothing at this time	11/6/2017 12:13 PM
3	20 is also too high, why not 10 FAY	11/6/2017 10:30 AM
4	This n-count especially for CCRI and Grad Rate needs to be a count of one(1). We have always had a high grad rate, usually 100%, even though our graduates range from 6-12 each year. It works both ways on grad rate, if you are small like us, and one kid drops out, it really penalizes you, but you also only have a smaller group to work with and keep on track, so it levels out. We definitely are penalized by not getting our grad rate or CCRI points because we did not have the 20 n count. The message you send is that those kids, because they are small in number are not important, whereas one of those graduates could become the next president or brain surgeon, they are all important and need to be counted. Schools should not be punished because they have a small graduating class. We spend a large amount of funding on programs to promote graduation and preparation for college. We travel with students on curriculum based expeditions all over the US(3 week bus expeditions), and we take students to Belize, Panama and Costa Rica every year. These are the programs that are life changing and create the biggest impact on our students. This translates into creative, well spoken, well written, well read and highly ambitious graduates who go into the military and on to college. They have traversed the rainforests of Costa Rica, snorkeled the coral reefs of Belize and Panama, walked the steps of the Mayan ruins, saved sea turtles on the Pacific Coast of Costa Rica and taken Spanish books and family photos to indigenous tribes through their Service Learning Programs in Panama. These students have character, can create content rich conversation with anyone and are now inspired to become engineers, scientists, teachers and authors. Yet, all of our programs(only a few mentioned here) got zero CCRI points/grad points. Please change this, it is the easiest of all to change and for many small schools will have the greatest positive impact. In connection to the CCRI points, that is the only 20 points you can gain by actual work completed and not based on a test score or outside variables. Therefore, it gives incentives to schools to create many programs to foster positive outcomes and all they have to do is get the students to be motivated to do them. It is therefore only fair that everyone should be able to earn the points regardless of n count.	11/6/2017 1:42 AM
5	Continue.	11/5/2017 4:06 PM
6	Should be based on student percentage and not a random number. 19 students in a school of 150 kids would actually be a high percentage.	11/3/2017 1:36 PM
7	Well, to FAY or not...that is the question	11/3/2017 10:28 AM
8	Some schools start out small, the 20 FAY penalizes such schools. Our school was denied a C & C indicator since we only had 11 seniors, all of whom graduated and all were accepted to university.... Why have an 'n' count. Our Title I learning community has been denied the credit they deserve...	11/2/2017 9:53 AM

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9	Not a single one of my classes or subgroups has an N count of 20. We are ineligible for these points. The state has an N count for larger schools there should be a separate N count for schools with less than 125 students. The budget has a separate method for schools that are less than 125, why not for the testing.	11/2/2017 9:16 AM
10	This sounds good overall, until you have to break it down into subgroups which smaller schools may not have that N-Count. The same goes for communities toward the international border. The system does not produce equity for districts along the southern border.	11/2/2017 9:05 AM
11	None	11/2/2017 7:46 AM
12	None	11/1/2017 11:10 PM
13	This is really frustrating for small schools since we have less than 10 who graduate and not able to use any data to get extra points. Our teachers work 10+ hours in a low poverty area and do not complain but we don't get to use this as a bonus	11/1/2017 2:08 PM
14	100	11/1/2017 7:49 AM
15	It should just be 20 total. Regardless of FAY. Otherwise, schools we have a lot of students sign up after that first week are able to avoid that indicator, which doesn't make sense (particularly online schools).	11/1/2017 6:55 AM
16	None.	10/31/2017 5:44 PM
17	none	10/31/2017 3:19 PM
18	Keep it the same. A smaller n-count is overly affected by behavior of limited groups. School grades shouldn't be impacted (positively or negatively by the behavior of small groups).	10/31/2017 3:10 PM
19	no ideas but smaller schools will struggle to earn points in subgroup categories	10/31/2017 1:37 PM
20	This penalizes big schools and all children to count. This number should be reduced to 10.	10/31/2017 1:02 PM
21	Sure.	10/31/2017 11:48 AM
22	This makes sense for elementary...but I'm not sure why we use it for high school (since EOC dictates that the students are completing the instructional sequence)? Why not count all tested kids for whom schools are granting EOC credit?	10/31/2017 9:57 AM
23	2-year middle schools seem to be at a disadvantage here.	10/31/2017 8:54 AM
24	Shouldn't there be an equation for how many students are in the school and weight of points based on population not just 1 number?	10/31/2017 8:53 AM
25	none	10/31/2017 8:04 AM
26	This is fine as it is.	10/30/2017 3:11 PM
27	No feedback	10/30/2017 1:17 PM
28	None	10/30/2017 1:13 PM
29	Considering no logic or reasons for 20 is provided here, why not make another arbitrary choice and pick 10 so more schools can have access to bonus points.	10/30/2017 12:31 PM
30	No changes	10/30/2017 12:06 PM
31	The n-count excludes small schools and mixed-age classrooms. The n-count should be 5 FAY.	10/30/2017 9:39 AM
32	N/A	10/27/2017 1:35 PM
33	None.	10/27/2017 8:51 AM
34	This is an unfair judgement which penalizes smaller schools in several areas! ELL bonus, sped bonus, etc. points are not awarded, despite the fact that the school may be doing everything exactly right!	10/26/2017 11:01 AM
35	None	10/25/2017 7:53 PM
36	Small schools may not be able to earn bonus points for graduates. We lose again when schools are penalized for accepting students who are behind in credits and cannot graduate on time. Many schools in our area refuse to take these students and since parents do not know the schools should be taking their child, they come to us. We take these children and teach them and are penalized for doing so.	10/25/2017 4:41 PM

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37	How did you arrive at 20 as the magic number? Seems arbitrary.	10/25/2017 4:14 PM
38	an attendance policy that holds the students accountable to be at school.	10/25/2017 11:45 AM
39	The really small schools there isn't any kind of measurement... and/or small EL, sped, etc, programs...	10/25/2017 10:22 AM
40	Is this supposed to read "The n-count for all indicators is 20 FAY"? What is FAY?	10/25/2017 9:44 AM
41	Should be at least 30 FAY (there was a time when this number was 40).	10/25/2017 9:10 AM
42	Lower the threshold	10/25/2017 8:37 AM
43	This factor should be eliminated entirely.	10/24/2017 4:05 PM
44	This works perfectly in the Proficiency and Growth categories, but ELL points were not available in some schools due to this choice (such as a school with 18 ELL students). This creates a scenario where a school gets an 80/90 (89%) rather than a 90/100. Please remove this requirement, as some schools less than a point away from the next category would have benefited from the ELL calculation of their <20 FAY ELL students.	10/24/2017 3:16 PM
45	Small schools are penalized by the current n-counts. The small size of a school is often a strength because of higher teacher-student ratios which has been shown to produce higher test scores. Since accountability and assessment are meant to highlight school quality in part for parents' information and ability to choose schools, it is important for there to be clear data from all schools and not just the schools that are big enough. The burden of the risk of small school's data being skewed by just a few test scores is on the school, and not the state. For example in a small data set if two students score poorly it reflects poorly on the school at no consequence to the state, but if we are too small to get a letter grade we aren't in the running for award-based funding even if our scores are excellent. In Montessori Schools, which are some of the highest ranked schools in the state, there is logistical difficulty reaching n-counts because they have mixed age classrooms.	10/24/2017 12:58 PM
46	Small schools really suffer from this. I think maybe it could be reduced to 5 students.	10/24/2017 12:48 PM
47	I wish that our school's ELL population's growth could be counted.	10/24/2017 10:00 AM
48	What about small schools? Not all schools can or should enroll 20 students per grade. Stop punishing high performing small schools.	10/24/2017 9:47 AM
49	There is a difference for schools with high ELL numbers (over 100) and those with 20. Those with higher numbers must be clustered into SEI classes. Also there is a difference with in ELL categories. For instance , if your students come to you at Monolingual PE/B level that is a different ELL student than those that come at Intermediate, in regards to the ability to get those students to proficiency.	10/24/2017 7:47 AM
50	I'm not exactly sure what this means, but 20 seems arbitrary when you have schools with thousands of students and schools with less than 20 students total.	10/23/2017 10:30 AM
51	I appreciate that 10% of our grade is not based on a very small number of students. The n-count was a good idea.	10/23/2017 9:47 AM
52	This harms small schools. I am not sure how to refine this, but let me share my example. We were a "C" school. We missed a "B" score by 1.56 points. Our third grade reading scores improved, but since their were less than 20 students we did not receive the points. The 20 FAY rule is one reason we are not a "B" school even though we showed the growth necessary.	10/23/2017 8:49 AM
53	??????? This means nothing to me and yet schools are earning or losing points be a use of it. This grading system should be easier to understand and have some clear meaning.	10/22/2017 9:23 PM
54	If a school doesn't have the required number of students, it should not be penalized for being a rural school. If we don't have the opportunity for points, we should not be punished. Adjust the overall points as is done for ELL students.	10/21/2017 10:13 AM
55	This, again, is true for elementary and middle schools, however, it does not apply to point awards in the area of college and career readiness for high school. Also, for smaller schools, where 20 of a particular ethnic group or sped population represents a significant percent of the overall student population, they remain uncouned due to not being statistically significant to be considered. Larger schools will always meet that n-count, unfairly penalizing smaller schools.	10/20/2017 9:45 PM
56	no suggestion	10/20/2017 7:48 PM
57	No suggestions.	10/20/2017 6:00 PM

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58	All students are important.	10/20/2017 3:41 PM
59	Make this easier to understand.	10/20/2017 1:25 PM
60	Read last comment	10/20/2017 1:16 PM
61	Why does it have to be twenty? Like I said earlier if you have a school with a self contained classroom you have more students in catagory b and c.	10/20/2017 1:00 PM
62	None.	10/20/2017 12:37 PM
63	Makes a lot of sense.	10/20/2017 11:42 AM
64	None	10/20/2017 10:58 AM
65	I agree with this	10/20/2017 10:43 AM
66	Seems reasonable.	10/20/2017 10:37 AM
67	This needs to be revised, as it does not make any sense. In order for a school to be scored a certain number of students must be FAY? Again, this does not account for online schools who tend to have enrollments and withdrawals throughout a given Academic Year.	10/20/2017 9:41 AM
68	I feel that the n-count should be zero (or completely gotten rid of). Having an n-count of 20 says that anyone in a school with a smaller than 20 graduating class is worthless and don't deserve to be given credit for all the work that they have done to get ready for college or careers. Because students in small schools work just as hard to prepare for college and careers as do students in larger schools. Having an n-count is unfair. Please remove it.	10/19/2017 3:25 PM
69	None	10/19/2017 3:15 PM
70	Great plan to mitigate against skewed results.	10/19/2017 1:01 PM
71	I am very unclear on what this is and cannot offer any input.	10/19/2017 1:00 PM
72	Rural schools often are in the low teens and should have an N count of 10...This holds them more accountable for those kids.	10/19/2017 12:41 PM
73	Would like to see the n-count increased to the maximum allowed by ESSA. 20 is too small of a sample set to make determinations from.	10/19/2017 11:07 AM
74	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:33 AM
75	Get rid of the test	10/18/2017 4:49 PM
76	This should be based on 1st day, 80th day, 140th day measures...not just based on the 100th day. This forces schools to not pick and choose the students they want to keep.	10/18/2017 4:49 PM
77	This is a good number...	10/18/2017 4:22 PM
78	Keep the same measures in place for 16-17 letter grades; These letter grades have already been released to the media and the public. Altering this now will only create more confusion and lower the trust of the ADE for the parents.	10/18/2017 2:32 PM
79	20 is an excellent standard and commonly used. Smaller n-counts is negligible for issues like English Language Learners, growth in acceleration areas and special education. For example, the work to support 5 ELL students in a school of 500 is significantly different than supporting 100 ELL students in a school of 500.	10/18/2017 2:21 PM
80	Any time there is an n-count below 20 there should appear an NA instead of a 0 for reporting and calculation purposes.	10/18/2017 1:43 PM
81	Reduce to a percent of the school population. 20 kids for my school is 13 percent, that's quite a large subgroup!!	10/18/2017 12:59 PM
82	Make the number smaller so small schools can get a grade. Make it 20 or 30 days to be FAY	10/18/2017 12:35 PM
83	Make it the same for each school.	10/18/2017 11:36 AM
84	Remove N-Count requirement or small schools are not eligible. Or reduce N-Count to 10 or 12.	10/18/2017 11:29 AM
85	This whole system is crazy and misleading.	10/18/2017 11:21 AM
86	That makes sense.	10/18/2017 11:20 AM

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87	Biased against small schools, should be based on per student	10/18/2017 11:05 AM
88	This should be lowered to about 15 to both keep a sound statistical measure and capture more schools in the state's picture of educational health and readiness.	10/18/2017 11:01 AM
89	none	10/18/2017 10:47 AM
90	20 is a ridiculous FAY number, as each student carries 5% of the entire cohort's score on their back. There should be a method to reduce the impact of one student's poor test result on the entire school's grade, especially for small schools.	10/18/2017 10:20 AM
91	All good.	10/18/2017 10:06 AM
92	I understand this - This has been the case for a long time and makes sense.	10/18/2017 9:49 AM
93	Still not enough points allowed for growth, especially for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:46 AM
94	This is fine	10/18/2017 9:41 AM
95	None	10/18/2017 9:33 AM
96	Rural schools will never be eligible for these points. I would eliminate any points that schools don't have control over. We can't control how many ELL kids come to our school or how long they will stay here if they do come.	10/18/2017 9:18 AM
97	MAKE IT A PERCENTAGE OF SCHOOLS TOTAL ENROLLMENTS/POPULATION, NOT THIS SILLY N COUNT BUSINESS THAT HURTS SMALL SCHOOLS AND DOESNT ALLOW US TO PROP UP OUR GRADE LIKE OTHER SCHOOLS CAN/DID	10/18/2017 9:16 AM
98	This statement is not accurate. The n-count for some indicators is 20 FAY. This needs to be removed.	10/18/2017 9:13 AM
99	No suggested revisions here.	10/18/2017 8:40 AM
100	n-Count should stay as is. To lower the number would create the potential for significant swings in scoring from year to year based on the population of students.	10/18/2017 8:04 AM
101	So small charters are penalized again for having few graduating seniors. Again, this is not fair. Our school is graduating 6 students this year. To my knowledge, all are going to college and most are getting scholarships. We have over 20 seniors and underclassmen currently enrolled in college classes, even a sophomore and they are all doing exceptionally well. We are getting penalized because we have a small graduating class?	10/18/2017 6:38 AM
102	none	10/17/2017 10:13 PM
103	I despise this! A small school is penalized for having less than 20 graduates, EL learners, etc. The smaller (charter) schools are also penalized for being less diverse, even when the area around the school may not be diverse!	10/17/2017 9:11 PM
104	None. Leave as is.	10/17/2017 8:53 PM
105	Adequately FUND public schools.	10/17/2017 8:27 PM
106	no change	10/17/2017 7:22 PM
107	Our school was penalized for not having enough graduates. We had 17 graduates and could not even submit an appeal.	10/17/2017 5:46 PM
108	N-Count is acceptable.	10/17/2017 5:07 PM
109	None. The n-count of 20 FAY appears fair.	10/17/2017 4:56 PM
110	Might use a three year average for smaller schools and classes	10/17/2017 4:53 PM
111	Bring n counts down as low as possible. Most of the schools in AZ in rural areas are hurt by n counts.	10/17/2017 4:52 PM
112	20 is fine.	10/17/2017 4:45 PM
113	In my area many of these so called N-schools are small charters who don't perform!	10/17/2017 4:14 PM
114	This is fair.	10/17/2017 4:09 PM
115	None	10/17/2017 3:54 PM

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116

FAY? need explanations for public and parents.

10/17/2017 3:47 PM

Q6 SUGGESTIONS ON INCORPORATING THE MENU OF ASSESSMENTS

Answered: 126 Skipped: 128

#	RESPONSES	DATE
1	I think Summative assessments for high school similar to the 10th grade AIMS previously administered are far superior and are a better overall assessment of a student's academic achievements. These should be administered in the eleventh grade year when you can gain a more comprehensive look at the students' success and students in this grade are much more mature and take these tests more seriously than 9-10th graders. Elementary should not be tested until 4th grade and possibly every other year. I truly feel that the AZMerit is the worst standardized test that AZ has ever used. I have been involved with the ASAPs, AIMS and now this. The curriculum does not mirror what is needed for a child to succeed in society, especially in Math and writing and the Math answer sheets for hand written tests(not computer) are so hard to understand, kids miss questions just because they do not understand how to record their answers. Since staff is NOT allowed to explain anything beyond the directions in the test booklet, kids are frustrated and confused and get their answers wrong many times just because they couldn't figure out how to fill in this ridiculous answer sheet. Besides that, there are much more comprehensive ways to test kids and check their achievement levels.	11/6/2017 10:58 PM
2	nothing	11/6/2017 12:13 PM
3	We would like to see it incorporated.	11/6/2017 10:30 AM
4	I feel summative assessments given in the junior year, similar to when we gave the test in 10th grade for AIMS would be a better measure of accomplishment and add in a measure for STEM type programs for points like the CCRI.	11/6/2017 1:42 AM
5	Grades, portfolios seem like good options.	11/4/2017 9:28 PM
6	Beginning and ending year assessments during the same grade.	11/3/2017 4:39 PM
7	None, it sucks up so much school time to review and take the tests. You might not want schools to practice, but taking these types of tests is a skill in and of itself.	11/3/2017 2:44 PM
8	There are too many idealistic visions in this area that would create chaos. Districts with more money and resources would have the advantage to create these assessments that leave middle and small districts with AZMerit.	11/3/2017 1:36 PM
9	Internal Interim scoring	11/3/2017 10:28 AM
10	Will there be funding provided for other assessments?	11/2/2017 5:00 PM
11	Although equity isn't measured by treating every school the same I am also aware that 'alternative' schools seem to get a 'pass' on meeting standards. I am also doubtful that if left to their own devices, such schools would truthfully self-report.... That stated, I do think that alternative testing should be implemented for some students with disabilities and ELL designations. Further, that such testing would assign a greater weighting to growth indicators.	11/2/2017 9:53 AM
12	1. Menu of assessments: Before you take action reach out to all HS principals/districts and create a survey to collect information BEFORE moving forward. ASK FIRST! Those who work in the field can accurately tell you the strengths and pitfalls of the issue. Then reach out to all elementary principals/districts and ASK before creating something that doesn't work.	11/2/2017 9:05 AM
13	Performance Base Assessments for Visual & Performing Arts.	11/2/2017 7:46 AM
14	Go to a standard national and stop reinventing the wheel every 3 or 4 years.	11/1/2017 11:10 PM

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15	This is so subjective - I do not think that high school students should take state exams. Since there is no accountability many students do not take this exam seriously and schools are punished for their students not doing well. No way to use a state exam - let teachers give their exams that fit the Standards. So much time is spent on practicing the AzMERIT practice tests, showing how to do the math grid that ADE sent us etc. This is not effective use of our instruction time. Let the professionals decide on what students need to know to pass their subjects. We are trying to set students up for post high school options and would be better use of time to work on scholarships and applying to colleges, trade schools, how to manage your money once you leave your parents. Real life problems. MAYbe 1% of our parents at our school can afford to send our students to college or community college and this is our urgency to make students productive citizens not having them pass the AzMERIT!!!	11/1/2017 2:08 PM
16	70	11/1/2017 7:49 AM
17	I believe anything beyond AZ Merit should be a national assessment. Then we look at the data of our state's data only. ACT and SAT are the only two I believe should be considered. Since universities require them, including them go back to our goal of pointing students to college. There has to be a way for schools to be able to easily see which is the best option data wise.	11/1/2017 6:55 AM
18	Use nationally-normed tests, such as PSAT, Stanford Achievement, or even internationally-normed tests such as PISA. End of course assessments (i.e. AzMERIT) are an absolute NIGHTMARE for teachers, as they require teachers to complete a year's worth of material by early April. Go back to testing certain grades, such as 3rd, 8th, and 10th rather than all grades 3-11, especially for schools that have a high proportion of proficient students.	10/31/2017 5:53 PM
19	Assess as equally important.	10/31/2017 5:44 PM
20	Use of the PSAT as an assessment option Reducing the number of grade levels tested each year (similar to science AIMS - test at certain grade levels) to minimize impact to instructional time	10/31/2017 3:58 PM
21	Good luck. A menu of assessments will only make a labeling system that is already highly inaccurate that much more so.	10/31/2017 3:20 PM
22	Although a good idea, I do not know how schools can be rated with different assessments and be accurately compared....	10/31/2017 3:19 PM
23	Any assessment that is not tied to student graduation will have limited validity when applied to high school students. End of Course Assessments have the advantage of being linked to a student's grade. Summative Assessments with no connection to either graduation or post-secondary enrollment are ineffective. Summative assessments connected to post-secondary enrollment are only effective for the percent of students who plan on attending college. Test scores tell you more about the make up of the student body than they do about the quality of the education students are receiving.	10/31/2017 3:10 PM
24	Great idea....stop with EOC and all paid tests for HS let's use Accuplacer!	10/31/2017 1:37 PM
25	The menu of assessments is worth exploring if it can reduce the cost of the accountability system.	10/31/2017 11:20 AM
26	Lack of continuity is a huge concern. For my own child, I want to be able to see performance on the same test over time. As an educator, this is equally important. The biggest issue with the Menu of Assessments is alignment to the standards. Students and educators need consistent expectations in their standards, curriculum, and assessments. This constantly-changing environment is frustrating to all stakeholders, despite stemming from the best of intentions.	10/31/2017 9:57 AM
27	The arts have end of course assessments and should be included. Including the arts supports state law and ESSA's well rounded education.	10/31/2017 9:57 AM
28	The more variety and timelines the better to keep it fair.	10/31/2017 8:54 AM
29	Not sure this is a possibility	10/31/2017 8:04 AM
30	If the AZMerit is truly an end of course assessment, why is it given almost two months before the end of the school year, taking 3 weeks of valuable instruction time? Also, since the AZMerit is CC driven, why the computer based testing? Close reading strategies require "close reading!" Using a computer facilitates skimming/scanning techniques.	10/31/2017 8:03 AM
31	Ensure that districts do not try to cut corners on this process, and that the assessment is academically rigorous and aligned to standards. Some school districts do not have this in place and may try to pass off an inferior assessment that is not at all rigorous.	10/30/2017 3:11 PM
32	No feedback	10/30/2017 1:17 PM

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33	ACT/SAT tests would be a great option for students and schools to use as an assessment.	10/30/2017 1:13 PM
34	The incorporation of the Menu should be that the assessments are all procured by the Board and are locally selected. A selection requirement should be focused on all applicants being able to calculate a common and valid growth measure to be used in future accountability formulas.	10/30/2017 12:31 PM
35	We need to stick with a statewide approach that is consistent.	10/30/2017 12:06 PM
36	Schools should be encouraged to explore standards-based arts assessments to measure student growth and achievement withing the AZ Arts Standards. Students should have multiple opportunities to demonstrate their knowing. Authentic performance based assessments in the arts allows for the well rounded student to demonstrate their knowing in a more holistic way.	10/27/2017 4:04 PM
37	End of course assessments should be given at the end of the school year.	10/27/2017 3:15 PM
38	Provide student incentive to participate in these tests. End of course assessments are fine, if they come at the end of the course (not the beginning of Q4).	10/27/2017 1:35 PM
39	Making us differentiate instruction and then take a standardized test is an oxymoron.	10/27/2017 1:04 PM
40	Here is a problem for EOC. WE had 45 students in 11th grade. 24 students took the EOC for Algebra 2. 25 students were enrolled in Pre calculus. The 25 students would have a significant impact on the results had they tested for Algebra 2. EOC testing does not allow for acceleration in Math.	10/27/2017 8:51 AM
41	Look at end of course assessments in all subjects including arts. This would address the requirements of ESSA-well-rounded education,	10/26/2017 12:33 PM
42	Schools should get to choose what assessment, within some limits, that correctly determines students' achievements. This school would definitely choose something outside AzMerit!	10/26/2017 11:01 AM
43	Make sure all school styles (rural, charter, etc.) are handled the same.	10/25/2017 7:53 PM
44	End of course assessments penalize schools who take students who are below grade level by not giving them time to help a student catch up. This has caused many schools to refuse to enroll these students. Though all high stakes testing is flawed in some way, students can at least have the opportunity to progress academically and by the time they have earned enough credits to graduate be required to pass a test.	10/25/2017 4:41 PM
45	Why don't we rely on the ACT, an accurate measure of readiness?	10/25/2017 4:14 PM
46	Other options for assessing students in grades 3-8 should begin before 2019. It should be available this year or, at the latest, next year.	10/25/2017 3:41 PM
47	Testing is very inaccurate, I had one group who did not test because they could not get the test to come up. We need computer techs who are trained on illuminate, so they can help when we have issues. We are using the same tests across the district yet we are not testing the same populations of students.	10/25/2017 11:45 AM
48	It needs to be made very clear to the board that high school students don't care about the AzMerit and the data reflects it. What is the solution? There has to be meaning tied to the testing. Graduation... Never liked this but students were interested. I see more of a honor system. A summative test that doesn't punish students for doing poorly. You could have minimum standards for graduation, but make students eligible for scholarships for those who do well.	10/25/2017 10:22 AM
49	Will the tests be comparing apples to apples, not apples to oranges? Different assessments are geared for different purposes.	10/25/2017 9:44 AM
50	Summative Assessment should be used and the students need to have buy-in to the test (back to a graduation requirement). End of Course Assessments are an inaccurate and erratic measure (even more so when you include student attitudinal factors).	10/25/2017 9:10 AM

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51	As for specific suggestions on how to incorporate results data from other assessments such as the ACT and SAT, perhaps a mix is appropriate: adopt a percentile ranking of one school's average score against other schools in the state who choose the same alternative assessment, while at the same time taking the percent of a school's students who reach some benchmark scores that equate to NP, PP, P, and HP. More important than the details on the accountability implications of the alternate tests, I wish to express hope that such a menu will be adopted as soon as possible, and not be delayed again. Speaking frankly, the dearth of both (1) genuine practice test material and (2) robust, detailed post-test feedback for AzMERIT has many teachers shooting in the dark. Yes, they know the standards, and teach to the standards. Predicting where students will perform, and intervening with targeted remedial work, however, is between difficult and impossible without ample, authentic practice instruments and full, detailed feedback after the results arrive. With ACT and SAT, there are enough practice items in circulation that both teachers and students can see exactly how they are progressing, and exactly which content elements & concept strands they need to work on. AzMERIT is severely lacking on this dimension, so in comparison to the other assessments, the teachers and students are to an extent flying blind, or at least with foggy glasses. I would hope that the point of assessment is to improve instruction as much as it is to provide accountability in the form of letter grades to rate schools. If that is true, then there should be vast amounts of practice material for AzMERIT, and enough feedback data provided to allow for meaningful review of student performance at the individual student level. But there aren't, so as soon as there is an alternative path allowed, I'd push for my school to take it. I would also argue that when a school opts out of AzMERIT, whatever savings the state gets due to the reduced number of AzMERIT tests bought and scored should be rebated back to the school to defray the costs of having to pay ACT or College Board for the alternate tests.	10/25/2017 9:10 AM
52	Large middle class schools have the resources to have students take the ACT,SAT, and ASFAB testing giving students multiple points for tests that students who can not afford it are left out	10/25/2017 8:37 AM
53	End of Course Assessments would be good, however how are these vetted, who approves them, etc?	10/25/2017 7:00 AM
54	We need more funding to be able to administer all of these tests. We need more computers and/or better ie more reliable wifi in order to accomplish all of this testing.	10/24/2017 5:14 PM
55	N/A	10/24/2017 3:16 PM
56	Attendance and absenteeism in high school is an ongoing challenge that impedes student success. Some measure of students attendance should be included, perhaps with bonus points given for students with near perfect attendance.	10/24/2017 1:05 PM
57	I'm familiar with the difference between Formative vs. Summative Assessments, but I don't know what End of Course Assessments are (and how they differ from Summative Assessment-- it sounds similar). According to the Department of Education website (www.ed.gov/esea) the Every Student Succeeds Act "Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards." By eliminating small schools with a high n-count and having a metric that is so heavily weighted for growth over achievement, school rating information will not be provided to teachers, parents, and the community about the high quality small schools in Pima County.	10/24/2017 12:58 PM
58	Use ACT Test instead	10/24/2017 12:22 PM
59	No suggestions.	10/24/2017 10:00 AM
60	none	10/24/2017 7:47 AM
61	what is the menu of assesments? PSAT for grades 9-11 would be great and easy.	10/23/2017 10:03 AM
62	The menu of assessments is a great idea. However, you will not be able to accurately and fairly compare students, subgroups or schools. There needs to be a consistent approach to the letter grades if we keep them.	10/23/2017 9:47 AM
63	The SBE will need to ensure that the implementation of the menu of assessments does not provide an advantage or disadvantage to districts. They will need to ensure that no matter what assessment is given a District has the same opportunity in relation to the A-F Model. A particular test should not have the potential to sway the letter grade in a positive or negative direction. It is critical that the SBE ensures the scores of all assessments on the approved list have the same impact on the A-F Model. This process must be shared with all stakeholders so there are not any questions around the impact different assessments have on accountability.	10/23/2017 7:07 AM
64	Education is more than just testing. In my opinion there are too many high stakes tests already. How can we hold schoolsaccountable when they are just teaching to a test?	10/22/2017 9:23 PM

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65	Consider multiple data points throughout the year instead of 1 single data point at the end of the year. Students have zero buy-on to the state test when they do not receive results until after the year is over. Their GPA means much more to them than the single state test.	10/21/2017 1:29 PM
66	Include middle schools in this assessment.	10/21/2017 10:13 AM
67	How does one calculate comparable growth whenever leaving data for one test for another test's data. For instance, if a school decides to adopt ACT as their assessment tool, what happens in that gap year between AzMerit and ACT? When different districts use different assessments, what is the value of a school letter grade? ACT and SAT are not standards driven like AzMerit, PARCC, or SBAC, so how does one draw a fair comparison when using different assessments? How does the state determine the reliability of, say, benchmark tests created by a home district? And when accelerating middle school students, why should the sixth grader taking pre-algebra have to take the sixth grade math test when all of his/her instruction has been based on eighth grade math?	10/20/2017 9:45 PM
68	The menu of assessments should include national tests like the PSAT	10/20/2017 7:48 PM
69	Devise a common scale for AzMERIT and nationally normed assessment, such as Normal Curve Equivalents, in order to be able to compare across assessments and determine growth.	10/20/2017 6:00 PM
70	And of course assessment and summative assessment are the same thing when is local one is state. This drives a narrowed curriculum and minimal expectations. ESSA states that the "whole child" is important. In both the elementary, where 90+ percent of scores come from a state test that drives a low DOK perspective, and a high school that limits coursework to CTE and some advanced work, it's not considering the whole child. Get rid of state testing, we are wasting our tax payer money. ESSA does not require and A through F label.create a state wide audit system that looks at student achievement at the local level, initiatives for the betterment of the children, and the culture and climate in schools, as well as programs that meet every child's needs.	10/20/2017 3:41 PM
71	Allow teachers to pass students who are ready and not fault those teachers who want the student to repeat a class. What a concept?????	10/20/2017 1:16 PM
72	How do you assess the same if you have a menu?? I don't think you have good data then to reflect on.	10/20/2017 1:00 PM
73	I have not looked closely at this section.	10/20/2017 12:59 PM
74	It is a joke that you will allow 9-12 to select assessments but K-8 has to take only AzMerit. Heres an idea! If you force some k-12 into taking NAEP, let them GET POINTS!!!	10/20/2017 12:37 PM
75	How will you explain the comparability of various test to parents and the general public?	10/20/2017 11:55 AM
76	Include social, emotional and other opportunities for kids as they receive a well rounded education that focuses on the whole child.	10/20/2017 11:42 AM
77	None	10/20/2017 10:58 AM
78	NA	10/20/2017 10:43 AM
79	Don't do it. Spend this energy on improving the AZMerit and especially the speed at which we receive the data, and increasing the depth of the data.	10/20/2017 10:37 AM
80	None	10/20/2017 9:41 AM
81	Good luck with this. The best option is to convince the legislature that they need to get rid of the menu of assessments. Otherwise, somehow each assessment must be rated and balanced to make them all equal when it comes to the letter grade. Again, good luck.	10/19/2017 3:25 PM
82	This is a HUGE concern! How can you compare the scores on these very different assessments? This was NOT a good idea! How can you see if your school is improving if the target is different from school to school. BIG mistake...HUGE!!	10/19/2017 3:15 PM
83	Eliminate reporting a single letter grade, and instead report a dashboard of success measures, including results from any of the chosen assessments.	10/19/2017 1:01 PM
84	This should apply to both high schools and 3-8 students in the same years.	10/19/2017 1:00 PM
85	Points should not come from school created exams	10/19/2017 12:41 PM
86	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:33 AM

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87	You have a problem with the menu of assessments in comparing apples to oranges and scaling the scores. I'm not sure how this will be effectively implemented.	10/19/2017 9:14 AM
88	I do not know what could be on the menu so how can I honestly answer this question.	10/18/2017 4:49 PM
89	1) Include midterm and end of course assessments. Formative assessments measure over time and show growth and proficiency, 2) Start including parents in the discussion of ESSA implementation on campuses..... 3) If we are measuring proficiency and growth, there's no need to scale scores	10/18/2017 4:49 PM
90	I like nationally-normed tests such as the NAEP and the ACT as it gives you something to measure yourself against nationally.	10/18/2017 4:22 PM
91	Keep the same measures in place for 16-17 letter grades; These letter grades have already been released to the media and the public. Altering this now will only create more confusion and lower the trust of the ADE for the parents.	10/18/2017 2:32 PM
92	Drop AzMERIT in 11th grade altogether and use ACT, SAT, ASVAB or ACCUPLACER. Drop of End of Course assessment for HS and go back to one 10th grade test, or have a 9th and 10th, non-course specific test, for ELA and math.	10/18/2017 2:21 PM
93	While there are a number of exceptional assessments available that can give schools highly valuable feedback about their students' preparedness, mapping those results back to equivalent scores on the AzMERIT assessments will be next to impossible. I'm struggling to conceive of a way to do this, even for the most popular and widely administered assessments, such as AP or IB exams, since the content of these exams is proprietary. Arizona should be concerned about our ability to produce results that accurately compare student performance from one school population to another. These results are used by researchers around the country, including media outlets that rank schools nationally. When states aren't able to produce results that compare their schools accurately, in an apples-to-apples way, the entire state will be left out of those rankings and research papers. This would be bad news for Arizona since many companies rely on these rankings when seeking states for growth.	10/18/2017 1:43 PM
94	PLEASE!!	10/18/2017 12:59 PM
95	Decrease the number of assessments and speed up results so teachers have time to use the data.	10/18/2017 11:36 AM
96	N/A	10/18/2017 11:29 AM
97	We don't even have a menu yet...get with it.	10/18/2017 11:21 AM
98	Many districts use ATI Galileo assessments to track student growth/progress each year. I wonder if that could be utilized? However, whatever is selected, must be secure and required to be administered in an appropriate testing environment.	10/18/2017 11:20 AM
99	This will water down the comparability between entities. There is enough confusion in reporting assessment to the public – this will only further complicate that aspect. It will also allow some schools to draw a curtain of obfuscation around themselves. We need to trend towards transparency in reporting results, not concealment.	10/18/2017 11:01 AM
100	I really think that, even though national tests like SAT aren't written to test AZ standards, they should be allowed as substitutes.	10/18/2017 10:47 AM
101	As long as the AZ Merit continues to be controversial, a selection of assessments needs to be reviewed in order to provide the best data to evaluate student progress. The scores can be scaled dependent upon the test. Once the name of the assessment has been indicated, the scores could adjust as needed.	10/18/2017 10:44 AM
102	Parent/Alumni satisfaction survey scores Make the End of Course assessment a true end of course assessment, rather than an "End of 75% of the course" assessment, which is where the test currently falls in our school year.	10/18/2017 10:20 AM
103	All good.	10/18/2017 10:06 AM
104	I don't know the highschool credit options and curriculum well enough to answer this in AZ.	10/18/2017 9:49 AM
105	Uphold the integrity of our academic measures by using only independent, nationally-normed tests.	10/18/2017 9:48 AM

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106	This will be VERY challenging. Keeping validity for all while using different assessments really cant be done. I would suggest that to keep it fair, only compare schools who take the same test to each other. Assessments that have a cost to them will not be able to be used at all schools due to lack of money.	10/18/2017 9:41 AM
107	Make sure that apples are being compared to apples regardless of what the measure is.	10/18/2017 9:25 AM
108	It will be hard to compare apples to apples if we aren't all taking the same assessments. Having said that I think it is strange that we require HS students to take the AzMERIT test when they will be assessed using ACT or SAT scores going into college. If you have a menu of tests, limit it to ACT, SAT or AzMERIT for the upper grades and leave the K-8 schools alone.	10/18/2017 9:18 AM
109	The only thing that a menu will do is increase costs for the State and/or the LEAs. The state should offer one test. If LEAs want to use another test, let them figure out how a scaling score works and how to pay for it. The state has deferred this research homework in other areas such as MOWR and ELA curriculum.	10/18/2017 9:13 AM
110	No suggestions now	10/18/2017 8:40 AM
111	Understanding the requirements of the law means this issue must be addresses; however, the comparison of schools based on scores from a variety of tests with different expectations will create significant problems with the comparison between schools. Although the use of scale scores will mitigate some of the concerns the truth is that the different tests are designed with the same intent. This will crate a system over time in which schools will move to the one test that historically provides the best scores. If the menu of assesments must be used move to scale scores as a marker.	10/18/2017 8:04 AM
112	None.	10/17/2017 8:53 PM
113	Hold ARizona Legislators as accountable as Arizona students.	10/17/2017 8:27 PM
114	unsure	10/17/2017 7:22 PM
115	All schools should be measured apples to apples. However, ONE test should not dictate the majority of a school's grade.	10/17/2017 6:57 PM
116	ALL of our students in high school passed AIMS and graduated except one who refused to test. The students knew they needed to pass to graduate. Now students have no reason to pass AZMerit so many students in our school think the test is a waste of their time. Then, about the time students think they know what to expect, everything changes.	10/17/2017 5:46 PM
117	Eliminate AzMERIT at the high school level and replace with a college admissions test such as the ACT.	10/17/2017 5:32 PM
118	At the high school level the SBE should allow for a single test administration as provisioned in ESSA in grades 9th - 12th. This would mean allowing 11th grade school-wide ACT, or SAT, testing to count for meeting the requirement of ESSA. In this manner percentage of students on track for college as determined by ACT, or SAT, cut scores could be reflected in accountability. This also helps with student buy-in to testing which is currently low with AzMERIT.	10/17/2017 5:07 PM
119	None	10/17/2017 4:56 PM
120	I don't see how this can happen...you would have a mess trying to evaluate many different assessments and turn them into points for a score.	10/17/2017 4:53 PM
121	There is no way our state dept. has the manpower to compare different assessments for comparability. This is one more way to not have apples compared to apples.	10/17/2017 4:52 PM
122	I don't see how you can compare test scores if you don't take the same test. Do you have an A given by the state and an A self imposed?	10/17/2017 4:14 PM
123	It is almost impossible to correlate multiple assessments and compare all schools with fair criterion. Schools may use their own internal bechmark assessments but when it comes to compering schools with each other, there should be one assessment that is reliable and rigorous.	10/17/2017 4:13 PM
124	This will never work to provide valid, reliable and consistent measures to fairly rate schools. As poor as AzMERIT is and how unfairly it is being used beyond its design to measure STATEWIDE progress, adding a menu of assessments for accountability will make a bad situation worse.	10/17/2017 4:09 PM
125	No suggestions. Seems impossible.	10/17/2017 3:54 PM
126	Require assessment pass or a benchmark for graduation otherwise some students and parents do not take it seriously and schools are held accountable.	10/17/2017 3:47 PM

Q7 OTHER SUGGESTIONS ON REFINEMENTS

Answered: 107 Skipped: 147

#	RESPONSES	DATE
1	Schools that are K-12 should be counted as one school and not broken into two schools and two grades. We are a K-12 school and many of our programs were designed to incorporate cross-grade interactions, cross-peer tutoring, and more. To separate these two defeats this purpose. It separates students and diminishes that sense of working together as a whole school towards one end goal, our grade. When everyone on campus works together and they have that caring factor for each other, that "everyone" succeeds, all our programs work so much better and are much more successful. My recommendation is to either leave it as one grade for K-12 or allow the school to choose to be counted as one or divided into two.	11/6/2017 10:58 PM
2	nothing	11/6/2017 12:13 PM
3	Grades k-12 should be graded as one school if the school chooses to be graded that way. We work very hard with many across grade level programs and integrate many areas and the splitting of the grades does not accurately reflect how a K-12 school works together to achieve desired outcomes. Definitely K-12 schools should be graded as one entity and get one grade. As I stated in the first section on growth scores, I strongly feel their needs to be an added weight percentage for poverty status. It should go by your Title I percentage and be translated into a weighted percentage similar to a handicap when playing golf. It overall should be at least as much percentage as the ELL, if not more.	11/6/2017 1:42 AM
4	Eliminate SGT and only use SGP for growth indicator. Continue with 50% growth.	11/5/2017 4:06 PM
5	When so much of the letter grade depends on the AzMERIT, and when previous years' letter grades are not taken into account, it seems that rather than serving as a quantitative measure of a school, the letter grade is more like a grade for the AzMERIT for a given year. Based on my knowledge of a number of schools, and their corresponding preliminary letter grades, it seems like, in many cases, there's little correspondence between the grade and overall school quality. Schools should not be able to go from an A to an F or a B to an F; the previous system in which schools had a chance to show improvement before being labeled "F" seems more effective, as does taking into account previous years' letter grade ratings. (Particularly for this year, when the online assessment was used for the first time.) I think using growth rather than just proficiency is helpful, but somehow it seems to have created a system in which some schools were unreasonably punished for having high scores in previous years. Overall, I worry that, rather than serving as a school improvement tool, the letter grade system will serve to stigmatize schools, and end up clustering high-achieving students in certain schools, thus further segregating schools and contributing to inequality in education and society. I don't know exactly why or how it happened, but it seems that schools with more affluent students received higher letter grades, despite the fact that I believe there were efforts to avoid this. Maybe the technology/online assessment factor played into this? I think it would be very important to work to determine what factors impacted this divide and work to address those in making refinements, so that the letter grades serve as more than an indicator of the family income of students in the school. Also- I'm not sure exactly how it would look, but it seems like charter schools and public schools should perhaps be graded on different systems, because charter schools do not have to serve every student as public schools do. So charters can "cherry-pick" students with fewer difficulties; their ratings then appear higher than those of public schools, but they are not dealing with the same challenges, so it's easier for them to score higher. Finally-- I'm not sure what other indicators should be used, and it's good to see that there are some different ones that have been used, but placing so much emphasis on the AzMERIT test increases the likelihood that teachers and administrators will be encouraged to "teach to the test," and students and teachers will lose out on other important, brain-growing, creativity-inspiring, relationship-building educational opportunities.	11/4/2017 9:28 PM
6	Compare schools with low letter grades to their peers in terms of AZ Merit Scores. Score schools like students, with a group of their peers. If a school that has an average AZ Merit Score similar to other schools but receives an F and the other schools received a B, then there needs to be a Tier II model for grading according to their peer schools. Additionally, use demographic comparisons for peer to peer school data comparison. Title I & Free & Reduced lunch.	11/3/2017 4:39 PM

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7	Use test as a tool for growth and refinement. Study the merits of the ZERO in grading and appropriate feedback vs. assigning a letter grade that is destructive to the stakeholders of any school/district.	11/3/2017 1:36 PM
8	alter the model to address non-conventional grade configurations.	11/3/2017 10:28 AM
9	All of this is too complex. Make it simple but effective.	11/2/2017 2:36 PM
10	none at this time.	11/2/2017 9:53 AM
11	1. Some schools do really well on proficiency. Some schools do really well on growth. Please allow for the stronger of these two measures to be weighted at 50% and the weaker of the measures to be weighted at 30%. Everybody wins. I really appreciate the technical group to come up with the standard deviation method to spread out the schools; however, why do they have to be spread out. Why can't we have many schools get an A because they scored well or grew well academically. Let's reward schools for what they are doing. I actually feel badly for the State School Board. This is not what they wanted in this current system. So, time to take a breath and be bold and go after the system that is needed. Not everything has to be tested and valid and reliable. Put that aside for a moment and think about what makes a great elementary, middle, and high school. It IS NOT how well they perform on a test once a year. It is several factors beyond test measurement. Therefore, I strongly support a Dashboard that allows parents to choose a school based on the total quality not because a school got a good letter grade on one test. Please put all politics aside and do what is right for the children of Arizona. That will receive 100%, letter grade of A, support from parents, teachers (who work so hard every day), administrators and even students. We understand the pressure that the State School Board is under. But let's work together to meet	11/2/2017 9:05 AM
12	None, just let teachers teach and stop revising test every few years.	11/1/2017 11:10 PM
13	to get info out to teachers in a mass email to all superintendents in a timely manner with the accountability workbook attached so that they can then send it to staff to review and then go over the details on how we will be graded. Small schools and districts are trying to get kids to schools, make sure they have food for breakfast and lunch and now we have to compare these students to families who have 2 working parents with degrees and making enough money to have their children attend tutoring so they can get scholarships. Mathnasium is 300.00 per month and many families can afford this but low income families cannot - we need to look at the poverty level and adjust the criteria for students whose parents cannot afford outside tutoring or help their own children with homework in grades 3 to high school. This is the reality that we are facing in public education. A letter grade does not talk about the tutoring we offer, parent nights, parent weekend events, - give us points for offering the things to hopefully impact student learning and achievement. Not one kindergarten student at our school can read as they enter school and all but one in the area that I live can read when they enter kindergarten. That is not a fair starting point for all schools. You need to look at what we have with data from k to 2 and how many can not read when we get them and then how do we make parents complete homework, send students to school on time, Teachers are doing their best to work with the students. There are not teachers out there knocking on our doors to teach, So look at how you are scoring schools in rural low income areas and do a spread sheet on how this is impacted by our staff. Ask teachers on how we can improve education and they will say that the parents have to be willing to buy into this model and understand what we are doing to help their child	11/1/2017 2:08 PM
14	65	11/1/2017 7:49 AM
15	Get rid of all the weightings and look at levels of proficiency in a current year, not whether students are growing year-over-year when schools have little control over what happens in students' lives over time. Statistically, the year-over-year measures are confounded with all sorts of variables that are out of schools' control and cause administrators and teachers to chase a moving target. When grading a school, look at large brush-stroke measures of proficiency rather than individual student results where there is lots of noise. Simplify this process so that we don't keep losing good teachers who essentially DESPISE these tests!	10/31/2017 5:53 PM
16	None.	10/31/2017 5:44 PM
17	Scale scores only at the school level - measure growth for students at the school level based upon their preferred test.	10/31/2017 3:58 PM
18	The Board of Education has made a genuine and good hearted attempt to implement the A-F labels required by statute. But in all honesty, A-F labels will never be fair or meaningful. The state should abandon A-F labels in favor of a dashboard system that provides parents and policy makers with meaningful information.	10/31/2017 3:20 PM

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19	no	10/31/2017 3:19 PM
20	Increased transparency would make it easier to understand what was being measured and what needed to improve. Unfortunately many of the factors driving down performance are beyond the influence of district personnel.	10/31/2017 3:10 PM
21	Please reach out to Joe O'Reilly and Wendy Davy for technical support as they have a wealth of knowledge and are interested in supporting ALL students in AZ.	10/31/2017 1:37 PM
22	All of the calculations and additions and subtractions made are fairly vague. Clarification on how each of them are calculated then applied to each school would be appreciated.	10/31/2017 11:48 AM
23	Arts and Arts Education	10/31/2017 11:34 AM
24	Public schools offer the arts and have done so for many years. Support and promote this advantage over other charter or private schools.	10/31/2017 10:06 AM
25	Not only do scores need to be scaled, but all assessments on the menu need to align to the instructional standards teachers and students are using to design learning.	10/31/2017 9:57 AM
26	Please add fine arts to the assessment. This is a major part of education and creativity is a high skill sought after in the workforce.	10/31/2017 8:53 AM
27	I have a grades 3-5 configured school. I would ask that the formula for K-8 be re-visited to determine the formula is equitable for a gr. 3-5 school.	10/31/2017 8:04 AM
28	There are limited resources for practicing this test type (multiple steps for 1 pt.). Most districts do not have the resources available to give students practice in that kind of assessment.	10/31/2017 8:03 AM
29	music....the more students in music the better all test scores	10/31/2017 7:03 AM
30	Assessments for fine arts subjects be aligned with state standards in that subject area	10/30/2017 8:09 PM
31	Incorporate point system for arts programs (visual and performing)	10/30/2017 12:51 PM
32	Fix the data prior to wasting the time of school leaders. It seems like the Board is trying to rewrite history. The letter grades were official and then changed to preliminary by a vote. ADEconnect does not properly execute the growth formula for Number of Students Improving 2 Proficiency Levels and Number of Students Improving 3 Proficiency Levels. It seems that ADEconnect is weighting all of those students at the 1 weight.	10/30/2017 12:31 PM
33	The system in place is fair. Growth must remain a central component in this system.	10/30/2017 12:06 PM
34	A-F grading system does not take into consideration special needs students. I know you give 1 or 2 points for having a specialized program on campus, but most of the self-contained students should not have to take AZ Merit tests. Most, definitely bring scores down.	10/27/2017 1:47 PM
35	Address the implicit affluence bias in creating a test that must be taken on computers - otherwise the school/students are punished by being required to take the test even earlier.	10/27/2017 1:35 PM
36	I think parental input on how the school is achieving would help.	10/27/2017 1:04 PM
37	Include ways to encourage student retention, so schools don't get rid of students who are challenging to bring up their scores.	10/26/2017 11:01 PM
38	The arts must be included in this report card or it is not equitable.	10/26/2017 12:33 PM
39	The largest amount of points should NOT be based on growth. Students who already score high will have a harder time showing growth. Also, when a school has the HIGHEST percentage of students passing the test, yet has a LOWER A-F grade than surrounding schools, someone has missed the entire point of testing in the first place!	10/26/2017 11:01 AM
40	Make sure that Special Education Students, who have IEPs for testing, that their tests are administered appropriately.	10/25/2017 7:53 PM
41	3rd grade high stakes testing is inappropriate for students at such a young age. Many are so afraid they will fail, they have a hard time concentrating according to their parents. this should be eliminated. Some states have different levels of testing. A minimum standard could be developed for passage at each level and students could earn leveled diplomas. I believe this would help students try harder. Many students do not care about their scores on these tests and don't try because there are no real consequences. Either make it important or don't require it.	10/25/2017 4:41 PM
42	There are many proven assessments that are readily available.	10/25/2017 3:41 PM

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43	We talked about not making the grade so much about the AzMerit. If my calculation are correct, the only way to truly do well on the grades is do well with your testing. The other peripheral scores, as I call them-- scores that aren't a part of proficiency or improvement, are just there to keep a school from a D and F. Poor scores and great peripheral will never earn a school above a C, and maybe that was the intent.	10/25/2017 10:22 AM
44	Keep the language understandable by all. This survey does a pretty good job of that, but when you start using a lot of acronyms, it gets confusing. What is the real purpose of giving grades?	10/25/2017 9:44 AM
45	Assessments need to be meaningful to the students taking the tests as well as the teachers. It is not ethical to measure schools' effectiveness based upon a poor and such a flawed assessment as AZ Merit	10/25/2017 9:10 AM
46	Limit points for college entrance exams to one	10/25/2017 8:37 AM
47	# of educational classes/opportunities for growth before and after school	10/24/2017 9:20 PM
48	Very simple: any school whose test scores are in the 79% or above must automatically receive an A grade regardless of other point categories. High performing schools MUST receive an A letter grade for high test scores. Period.	10/24/2017 4:05 PM
49	N/A	10/24/2017 3:16 PM
50	Please do not drop Science scores from letter grades. Science is such an important component of educating our children. If it is not assessed, it will be dropped from schools due to what the state values by their letter grades.	10/24/2017 12:52 PM
51	The A-F grading system on the surface looks great but I feel it might serve the public better if maybe schools are awarded a host of grades, like a report card. Absenteeism, testing, sped population, growth from low-performing, maintaining high achievement, teacher:student ratio, diversity, ELL. Schools these days are not a one-size-fits-all. An overall grade, like a GPA, might be ok but parents are looking for various components of education when they are "shopping" for a school for their children. Not all parents are looking for the same thing in a school and maybe allowing them to see the various strengths (and weaknesses) they will be better prepared to choose a school where their child can have the best chance for success.	10/24/2017 12:48 PM
52	remove proficiency from school letter grade calculation and focus on growth.	10/24/2017 12:22 PM
53	Please do not change the letter grade for a school by lowering it at this point in time. Now that the grades have been announced the public would be upset by this. Only change a school's grade if it would improve its standing. Please.	10/24/2017 10:00 AM
54	When it comes to smaller schools where these metrics don't apply so well, maybe assign a person rather than a computer to look at them and assign their score. It is a travesty that the elementary school in Pima County with the highest pass rate can't get an A rating or any kind of bonus for being so high performing.	10/24/2017 9:47 AM
55	There needs to be additional data provided to Districts related to SPG and SGT. All data used in the calculations must be provided in the data file so a District can replicate the results of these two growth measures.	10/23/2017 7:07 AM
56	These labels feel like a gotcha. The parameters were established after the fact and schools cannot reproduce the calculations themselves because the data is so complicated.	10/23/2017 3:56 AM
57	If you want teachers to make a greater impact on students how about paying them enough to live on so they don't have to work a second job.	10/22/2017 9:23 PM
58	Change the letter grade formula for stand alone middle schools to align with high school formula. Many of the high school points are also applicable for middle schools. For stand alone middle schools, the growth piece is difficult to attain, especially for 7/8 schools.	10/21/2017 10:13 AM

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59	I think the middle school needs some other features to calculate into their school letter grade. No matter how you divide it up—5-8, 6-8, 7-9, it's the only setting where ALL grades contribute to the grade through testing. Elementary and high school will always have at least one level not directly contributing to test scores. Even in high school, PSAT, ASVAB, and ACT/SAT are typically taken before senior year. Perhaps middle school should be able to calculate into their grade parent involvement—in part determined by attendance to events and participation in a survey. I just think there's more to what makes a school a good school than straight test scores, and it seems that for middle school, that's what it's almost entirely based on. And once again, that's where n-counts can make a huge difference. So, for elementary, for instance, in grades K-4, they may more than exceed the 20 required minority population, but the only grade levels tested are 3 and 4, yet their numbers in K, 1, and 2 help them earn 2 points. Whereas in middle school, there are no additional grades contributing to the overall total. At high school there is one additional grade level.	10/20/2017 9:45 PM
60	Again, the school should get a grade in each category not one overall grade.	10/20/2017 7:48 PM
61	Don't base the calculations on adding the percentages of students within the distributions.	10/20/2017 6:00 PM
62	Thank you for soliciting from School Leaders.	10/20/2017 3:58 PM
63	create a state wide audit system that looks at student achievement at the local level, initiatives for the betterment of the children, and the culture and climate in schools, as well as programs that meet every child's needs.	10/20/2017 3:41 PM
64	Make the scoring system for AZ merit simpler to understand. ie. % of questions passed.	10/20/2017 1:25 PM
65	I understand that there has to be a way to measure how schools are doing, or at least the government thinks that, but here's the thing—the kids and their parents DO NOT CARE about the tests! I have always taught in a Title I school district and have found that the families in low socioeconomic areas do not care about the tests. They want their kids to graduate and that is about it. Teachers can talk till they are blue in the face about how kids should do good on these but when no one in the community cares about it, then the kids will never really try their hardest. It is a problem with society in this country right now. Everyone wants something handed to them and not to have to work at anything. Solve that problem and you'll solve this problem.	10/20/2017 12:00 PM
66	The scale score should be on a multi year plan to allow for time to adjust to the new system. Somewhere around 83% to start for an A and then moving toward 87% down the road. Similar adjustments for other grades.	10/20/2017 11:34 AM
67	None	10/20/2017 10:58 AM
68	NA	10/20/2017 10:43 AM
69	Please highly consider creating a better formula for accurately grading Online Schools.	10/20/2017 9:41 AM
70	High Schools are promoting seniors who are failing classes and not proficient on the standards. This is a wide-spread issue. Student should have to demonstrate proficiency on State exams to graduate high school. "School tests" are not sufficient. We need competent, skilled citizens and the high schools are not producing them.	10/20/2017 7:16 AM
71	Please get the system figured out and stop changing it. We are playing "Jenga" with our students education every time we change the target. PLEASE find a way to ensure our 8th grade students who take EOC assessments count for the school they are attending. The bonus points help, but they do not make up for the low scores that make the newspaper. 90+% of our 8th graders passed their EOC Algebra course, but that 90% was added to our high school scores...even though they don't step foot onto our high school.	10/19/2017 3:15 PM
72	Eliminate reporting a single letter grade. Instead report a dashboard of success measures, school demographics, and other pertinent information for parents to make wise choices.	10/19/2017 1:01 PM
73	There should be a criteria for 6-8, instead of k-8 and 9-12. It should k-6; 6-8,9-12.	10/19/2017 1:00 PM
74	Weight of achievement verse growth should be 40%40%	10/19/2017 10:06 AM
75	Small schools in rural areas should not get dinged for having little or no ELL students or little or no ethnic diversity or little or no special education students.	10/19/2017 9:33 AM
76	Proficiency and growth are measured over time, not on a single test. To truly gauge how our schools are doing, this assessment must be spread out over the course of the year with a curriculum that is based on measuring that growth and proficiency—not a force-feeding of 'teaching to the test'.	10/18/2017 4:49 PM

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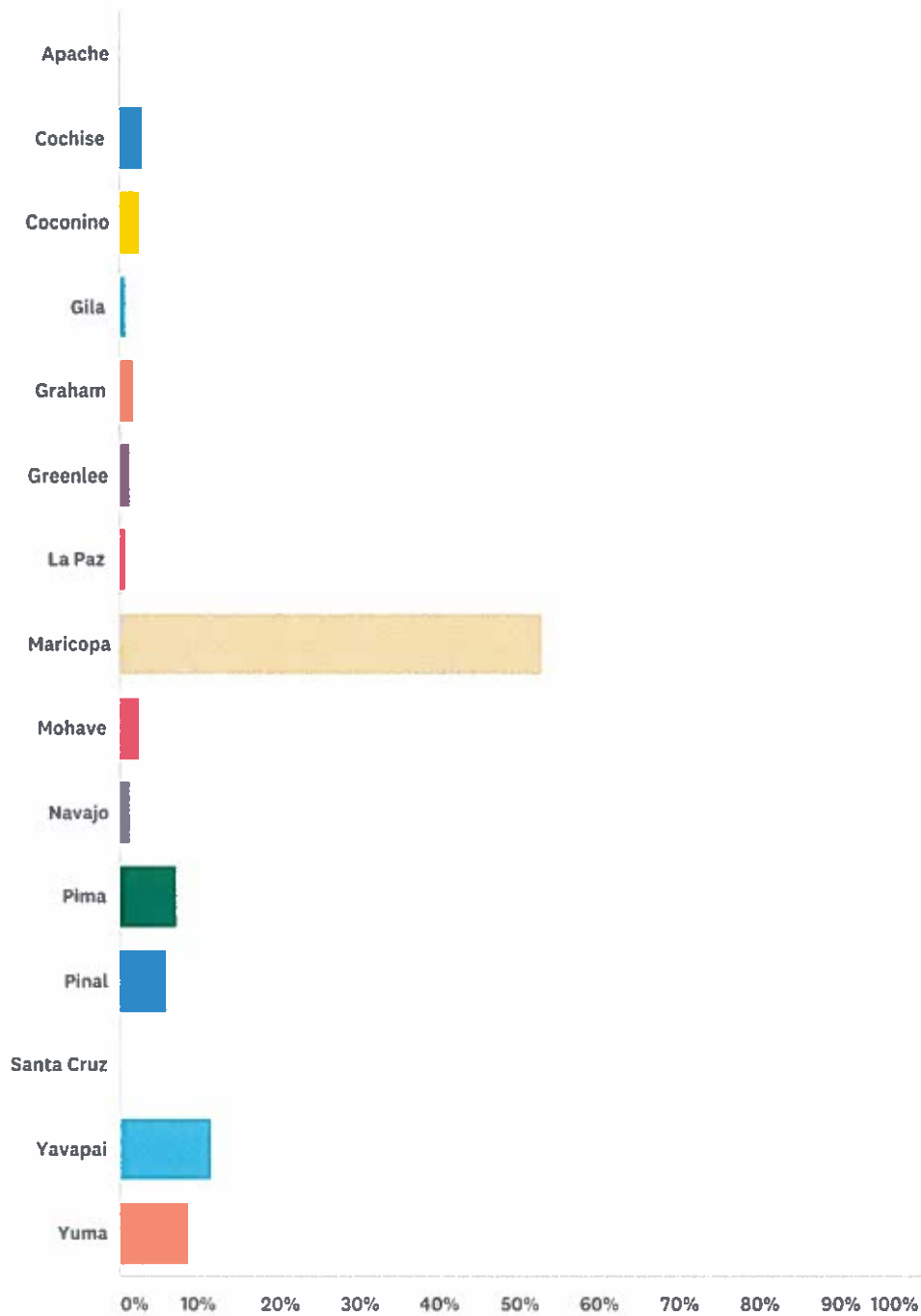
77	The State should not change assessments or "cut scores" if the Charters complain that they aren't doing well. If you skim the top students from the Public Schools, you still should be able to give the a year's growth.	10/18/2017 4:22 PM
78	Keep the same measures in place for 16-17 letter grades; These letter grades have already been released to the media and the public. Altering this now will only create more confusion and lower the trust of the ADE for the parents.	10/18/2017 2:32 PM
79	Demand the model minimizes the effect of schools working with significant numbers of students in poverty. It must not be simply a proxy for socio-economic status of the students.	10/18/2017 2:21 PM
80	There are many errors that have been uncovered by schools in the data presented on the ADE Connect site. The lack of transparency in how scores were calculated and lack of accuracy within ADE Connect do not leave educators with a high degree of assurance that the A-F letter grades are being calculated accurately. As a parent of Arizona children, I find this to be the most troubling element of the A-F Letter grades (next to the biased growth weighting that favors schools with low performing students). Being transparent with parents will mean exposing all of the issues that are uncovered as they are uncovered and ensuring corrections are made to all schools across the state (not just those who come forward to request corrections). I would suggest a transparent audit of the A-F accountability data and calculations before the "preliminary" grades become final.	10/18/2017 1:43 PM
81	Give more points for raising Sped kids up a level than for non sped. The system now penalizes schools for having too high a sped population through proficiency and growth while awarding only 2 bonus points.	10/18/2017 12:59 PM
82	I have no problem being held accountable as a district. However, I don't agree with putting any resources into this A-F deal until we work on fixing the issue of low teacher pay and the fact that we have over 1,300 teacher openings along with hundreds of other positions filled by subs. Until this is fixed, this current and past A-F system just encourages schools to create good test takers, and not necessarily produce lifelong learners. It also puts added pressure on teachers to improve on some test....which will only add to the number of teacher vacancies throughout the state. Just doesn't make sense to me.	10/18/2017 12:01 PM
83	Provide a system that does not include a letter grade, but includes data. This system is crap.	10/18/2017 11:21 AM
84	Not sure.	10/18/2017 11:20 AM
85	Revisit graduation rate. Many small schools, particularly charter are always affected by this formula. Many of them have small graduating classes (less than 20). The loss of one or two not graduating drastically affects the grad rate as compared to a school with several hundred graduates. Also, many of those schools with higher expectations and requirements also can and do graduate students early outside of their cohorts, which under current graduation rate calculations those students are counted the same as a dropout due to graduating outside of their cohort.	10/18/2017 11:05 AM
86	none	10/18/2017 10:47 AM
87	As a charter high school with a 100% graduation rate for our first graduating class, it was very disappointing to not receive credit/recognition for that fact. There does not need to be four years of comparative data for this category, it could be a straight score that is awarded points on a year by year basis.	10/18/2017 10:44 AM
88	Simplify and take into account individual school communities challenges and successes. How about some market satisfaction surveys, like the survey you are asking me to take right now to determine the effectiveness of your A-F system?	10/18/2017 10:20 AM
89	All good.	10/18/2017 10:06 AM
90	Still not enough points allowed for growth, especially for schools with high poverty, high ELL, high migrant, and high SPED counts.	10/18/2017 9:46 AM
91	Give us the rules BEFORE we are judged by them!	10/18/2017 9:41 AM
92	I am an administrator for a K-3 school. I was disappointed that our teachers didn't get a score because we didn't qualify for enough of the points (i.e. growth, ELL, etc.) Wish we could find a way to let schools like mine know where we stand as we relate to the rest of the state. We want a grade too.	10/18/2017 9:18 AM

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93	Rather than issue letter grades, that are so divisive, contested and largely based on socio economic status and bring opportunity for schools to make decision based on how it helps their letter grade rather than what is best for students, simply provide a dashboard that reports all of the various metrics that can then be compared. Boiling a school down to one letter grade further adds fuel to the fire of an accountability system that has yet to yield its purported purpose of improving schools.	10/18/2017 8:40 AM
94	I would hold off on making significant changes to the current system. The current system, even if the original intention, was to not just favor schools in wealthy neighborhoods continues to do so. Do not make changes that make this trend even more pronounced. Currently preliminary letter grades show, at best, approximately 12% of high school and K-8 schools with a letter grade of A coming from rural communities. At the same time 33% of D and F K-8 schools and 50% of D and F high schools come from rural schools. Rural schools make up approximately 26% of schools in Arizona. Prior to making changes be sure that the new formula does not favor schools in wealthy neighborhoods or who have competitive selection processes even more so than the current system. Do not let a small voice of schools who already have inherent advantages in educating students swing the formula further to their side. The letter grades carry funding implications in the Governor's budget so be very careful with additional modifications to a systems that is not perfect, but an honest attempt. If you change now then you need to put out more preliminary grades so the next group of schools that does not like the new system gets the chance to raise concerns, just like the current group is doing. If that is the process then there will never be final grades, because someone will always be upset with their letter grade.	10/18/2017 8:04 AM
95	None.	10/17/2017 8:53 PM
96	ADEQUATELY FUND ARIZONA PUBLIC SCHOOLS!	10/17/2017 8:27 PM
97	It would be absurd to send a report card home with a child that only had one letter on it. A school is extremely complex and CAN NOT be measured with a single letter grade. That is absurd.	10/17/2017 7:40 PM
98	Keep the growth measure in tact! This was a positive change that can lead schools in a positive direction.	10/17/2017 7:22 PM
99	I would never think to create such an important assessment for anyone and especially for children in which the wording of a problem creates a barrier for children to show what they know how to do. There are many ways to ask the same question. The secrecy behind the tests has gotten to the point that teachers can't even help students understand what they did wrong because they can't even have a discussion about it. If a student doesn't understand the work, we reteach it- but at least I can find out why the student missed the correct answer and help them learn how to do it right. I'm not cheating, I'm teaching. I'm sure there are enough test bank questions that students could be given a different set of questions for the next test. Isn't the point of education to be able to help students learn?	10/17/2017 5:46 PM
100	Provide additional monetary support to schools with low rankings.	10/17/2017 5:16 PM
101	The SBE and ADE need to move away from a summative measure and move towards a dashboard style system. A summative measure of "A" is not different than reading "Low Fat" on a box of Wheat Thins. Have the SBE set the 10 - 15 metrics that they value. Have the SBE set the criterion for each of these metrics that establish A-level, B-level, C-level performance. And then rate schools across each of these 10-15 metrics summarizing the score in a school GPA.	10/17/2017 5:07 PM
102	None, the committee has done as good of a job as possible at this time. I want growth to remain a part of the formula.	10/17/2017 4:56 PM
103	The goal should be to have a system that is fair to all schools but also have our students and schools aspire to be the best that they can be. Having a false sense of achievement is just like having another Participation Trophy in Little League.	10/17/2017 4:52 PM
104	Unfortunately schools are still ranked on poverty and the public does not understand this when selecting a school.	10/17/2017 4:16 PM
105	Tell the State Superintendent to quit telling people they can opt out of the test. There needs to be some incentives or students won't take the test seriously.	10/17/2017 4:14 PM
106	Although many schools are unhappy with grades, this is a better system than the one it replaced. However, a dashboard system like other states are adopting, such as California, would provide a much better measure of school quality. The current system is too complicated for parents (or educators) to understand.	10/17/2017 4:09 PM
107	Need alternative assessment for EL	10/17/2017 3:47 PM

Q8 In which county of Arizona do you live, work, or attend school?

Answered: 236 Skipped: 18



ANSWER CHOICES

RESPONSES

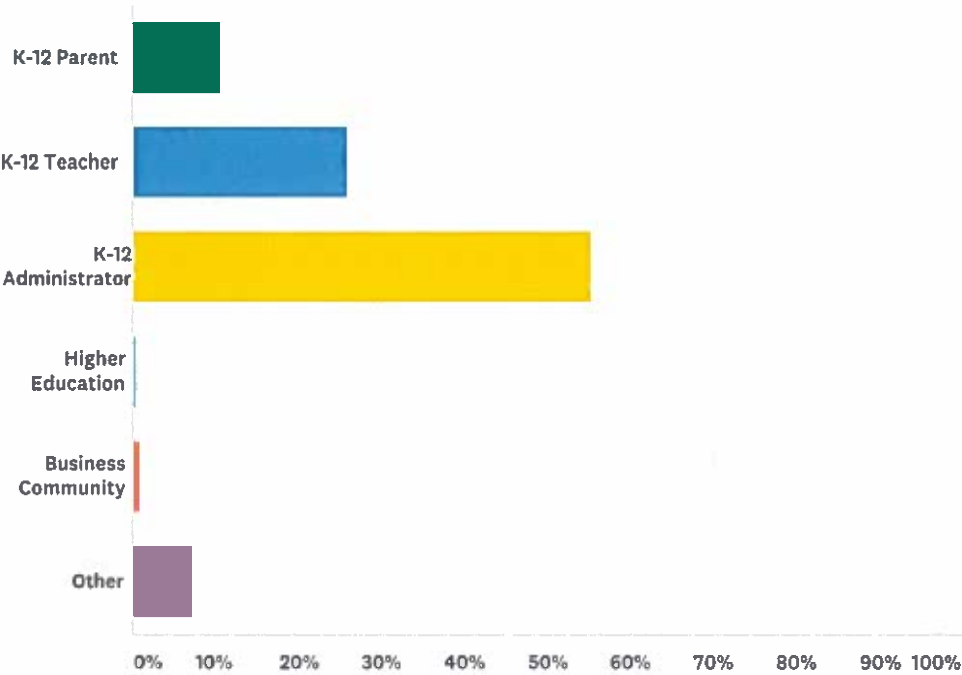
Apache	0.00%	0
Cochise	2.97%	7
Coconino	2.54%	6

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Gila	0.85%	2
Graham	1.69%	4
Greenlee	1.27%	3
La Paz	0.85%	2
Maricopa	52.97%	125
Mohave	2.54%	6
Navajo	1.27%	3
Pima	7.20%	17
Pinal	5.93%	14
Santa Cruz	0.00%	0
Yavapai	11.44%	27
Yuma	8.47%	20
TOTAL		236

Q9 Please identify your primary position/role

Answered: 228 Skipped: 26



ANSWER CHOICES	RESPONSES	
K-12 Parent	10.53%	24
K-12 Teacher	25.88%	59
K-12 Administrator	55.26%	126
Higher Education	0.44%	1
Business Community	0.88%	2
Other	7.02%	16
TOTAL		228

Open House Public Comments

A-F OPEN HOUSE ATTENDEES
State Board of Education Conference Room
October 10 through November 6, 2017

Tuesday, October 10 – Noon-5pm

Steve Inman	Eagle Schools
Carolyn Stotz	Left before seeing anyone
Robert Gray	Did not list school/organization
Lupita Hightower	Tolleson Elementary SD

Wednesday, October 11 (not a schedule day)

Hank Stephenson	Daily Star Tucson (Told him open house was yesterday or on Thur 10/12 or Fri 10/13. He said he would return.)
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Thursday, October 12 – Noon-5pm

Hank Stephenson	Daily Star Tucson
Evan Wyloge	AZCIR (AZ Center for Investigative Reporting)
Mark Joraanstad	Arizona School Administrators
Gina DeCoste	Agua Fria LESD #79

Friday, October 13 – Noon-5pm

Tamara Becker	Edkey
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Monday, October 16 – 9am-Noon

Judith Yee	Montessori Schoolhouse
Hannah Ebner	Montessori Schoolhouse
Shalisa Arnold	Benjamin Franklin Charter
Eddie Farnsworth	Benjamin Franklin Charter
Michelle Arnold	College Board
Scott Hill	College Board
Jennifer Echols	Mesa Public Schools
Lourdes Pena	Triadvocates
John Kelly	Triadvocates
Geof Bee	K12, Inc.

Tuesday, October 17 – 9am-Noon

Tom Espy	CCUSD
Sue Dirkin	ICSS
Ed Dawson	Sunnyside USD#12
Butch Bodine	Rio Salado CC
Laina Armbruster	Deer Valley USD HMH
Michele Cook	Scottsdale HMH
David Baker	Flowing Wells USD

A-F OPEN HOUSE ATTENDEES
State Board of Education Conference Room
October 10 through November 6, 2017

Tuesday, October 24 – 9am-Noon

Diane Pritchett	Seligman Unified
Kara Sehr	Tolleson Elementary
Krystal Bolf	Tolleson Elementary
Jeff Cohen	Humanities & Sciences Academy
Colleen DeRose	Liberty HS
Willie Henry	SABIS International
Scott Raymond	CGESD Evergreen
Lisa Raymond	Marge O'Brien Elementary

Friday, October 27 – 9am-Noon

Scott Smith	Ballard Spahr
James Aguilar	Int'l Commerce HS
Melodee Olson	Choice Academies
Heidi Ruff	Parent-Archway North Phoenix
Terrie Cubellas	So AZ Community Academy
Darlene Whitmore	So AZ Community Academy
Doug Pike	Charter Management Group

Monday, October 30 – 9am-Noon

Sean Smith	Agua Fria UHSD
Tamee Gressett	Millennium
Sandy Haiflica	Agua Fria UHSD
Matt Metcalf	Edkey Sequoia Lehi Charter
Rene Molina	Saddle Mtn USD
James Scott	Nadaburg
Rick Stephenson	Nadaburg
Cindy Chelborad	Edkey Sequoia
MariJo Mulligan	Lake Havasu Unified

A-F OPEN HOUSE ATTENDEES
State Board of Education Conference Room
October 10 through November 6, 2017

Tuesday, October 31 – 9am-Noon

Paul Stanton	Washington Elementary SD
Lori Mora	Washington
Frank Lomeli	Friendly House
Jill Barrangan	Parent/Laveen Board Member
Betsy Hargrove	Parent/Avondale ESD Supt
Elana Payden	Phoenix Union HSD Faculty
Lwazi Megwa	Phoenix Union HSD Fairfax
Marreae Lobato	Fowler Elementary
Jonathan Rohloff	Fowler ESD
Teresa Rogers	Parent
Jared Taylor	Heritage Academy
Kathleen Lopez	Heritage Academy
Travis Moore	Heritage Academy
Wade Melchin	Heritage Academy
Kyle Leybias	Heritage Academy

Monday, November 6 – Noon-5pm

Kristin Turner	Paloma School District
Susan Chan	Kingman Academy
Michael Curd	Int'l Commerce HS
David Batchelder	James Madison Prep
Joyce Ito	James Madison Prep
Jessica Friedermann	Noah Webster
Chelsey Grien	American Leadership Academy
Stephen Tigo	American Leadership Academy
Vickie Landis	Tolleson UHSD
Mark Joraanstad	Arizona School Administrators
Goldie Burge	Country Gardens Charter
Nick Burge	Country Gardens Charter